A Study of Non-Native Student Teachers' Feelings of Language Teacher Anxiety

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I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

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Abstract

Researchers and teachers have long been interested in the relationship between foreign language anxiety and second language learning and have generally agreed on the negative relationship between the two. Over the last few decades, a considerable amount of research has been dedicated to examining second language learners' experiences with foreign language anxiety. However, it appears it has been forgotten that non-native student teachers are also, in essence, language learners themselves, although of a higher level of target language proficiency. Thus, affective variables such as language anxiety which have been documented to play an important role in the experiences of language learners are also relevant to the experiences of non-native student teachers. However, a review of the literature reveals that very little is known about non-native student teachers' feelings of language anxiety. This thesis argues that non-native student teachers are just as susceptible to feelings of language anxiety as are inexperienced language learners – a claim which carries important implications for not only the EFL classroom, but also non-native student teacher education. To investigate non-native student teachers' feelings of language anxiety, extensive interviews were conducted with four non-native EFL student teachers approaching the end of their second language teacher education program to investigate the potential sources and effects of such feelings. The analysis of the interview data indicates that the language anxiety experienced by these four non-native student teachers adversely affects their performance in the target language and also how they intend to teach the target language in their future classrooms. Based on the findings, the thesis also proposes steps towards helping non-native student teachers cope with, and hopefully eventually overcome their feelings of language anxiety.

Dedication

To the four pillars of my world.

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List of Abbreviations

The following abbreviations are used in this thesis:

CI: Course instructor

EFL: English as a foreign language

ELT: English language teaching

FL: Foreign language

FLA: Foreign language anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

NS: Native speaker

NNS: Non-native speaker

SLA: Second language acquisition

SLL: Second language learning

SLTE: Second language teacher education

SLTEP: Second language teacher education program

ST: Student teacher

TESOL: Teaching English to Speakers of Other Languages

TL: Target language

TFLAS: Teacher Foreign Language Anxiety Scale

Chapter One: Introduction

1.1 Introduction

> *"When speaking English, I feel under pressure. I forget auxiliary verbs or mix up the plural forms of nouns. I may mispronounce words. Then, I try to remember a word and when I cannot, I feel even more depressed."*

> *"Sometimes I get so nervous when speaking English that I forget what I'm talking about and just keep repeating the same things over and over again."*

> *"I forget what I'm going to say. I mix up words. I mix up subjects. I have trouble forming full sentences. That's what scares me the most. I can't speak fluently because of my anxiety. For example, when I'm approached by native speakers, I start worrying whether I'll be able to speak correctly. I leave the conversation because of this anxiety inside me."*

> *"I generally focus on not making grammatical errors while speaking and that's why I sometimes end up dithering and stuttering. I worry about making grammatical errors because I don't want my peers to think I don't know how to speak English. That'd be disturbing for me. I've generally noticed I'm able to speak more fluently when I don't worry about making errors and how to say things. I'd be able to speak better if I didn't worry so much."*

> *"If I can't express myself in English now, how will I next year when I'm a teacher?"*

> *Anonymous Anxious Non-Native Student Teachers*

The extracts above are from interviews with non-native EFL student teachers (ST) approaching the end of their teacher education program in Northern Cyprus. The STs quoted above are talking about the feelings of inadequacy, self-consciousness, and anxiety they experience while using English, which they will soon begin to teach to other non-native learners. Such statements and concerns are likely to be all too familiar for teacher trainers working with non-native STs across contexts around the world. Yet, the feelings profusely expressed in these extracts have yet to be investigated by teacher educators and researchers interested in non-native foreign language (FL) teachers.

Yet, there is an extensive literature on the emotional experiences of FL *learners*. Learning a FL is a formidable challenge within itself. The field of second language acquisition (SLA) has traditionally investigated how learners learn a second language. However, the history of the field is not very long as the surge of empirical work on SLA did not begin until the late 1960s. According to Ellis (2008), most early SLA research focused on describing what it was that learners actually acquired in their attempts to learn the target language (TL) (e.g.

Lococo, 1976; Selinker, 1972) while later researchers investigated learner language development and errors (e.g., Færch and Kasper, 1983; Gass, 1989; Krashen, 1976) and others studied the effects of instruction on SLA (e.g., Chaudron, 1988; Jones, 1991). Lastly, although most SLA research has focused on universal SLA characteristics, there is a growing literature on individual learner differences. According to Ellis, researchers interested in the role played by individual learner differences in SLA have generally attempted to answer four foundational questions: (1) How do language learners differ?, (2) What kinds of effects do individual learner differences have on the outcomes of language learning?, (3) How do individual learner differences affect the process of SLA?, and (4) How do individual learner differences interact with instruction to determine the outcome of language learning?.

Therefore, it can be said language learners themselves add another dimension to the second language learning (SLL) process in terms of learner characteristics. Over the years, SLA researchers have identified a wide range of individual learner differences which play a role in SLA. However, different researchers tend to classify and group individual learner differences in different ways (see, Skehan, 1989; Larsen-Freeman and Long, 1991; Ellis, 2008; Horwitz, 2008). Furthermore, the concepts which are used to refer to individual learner differences by SLA researchers are often vague and overlap in many ways. Ellis (2008) explains that this is why it is considerably challenging to present a single comprehensive overview of individual learner differences.

Generally, however, SLA researchers have focused on three main kinds of learner characteristics: cognitive, metacognitive, and affective factors (Horwitz, 2008). Cognitive factors are related to how learners process information and other various cognitive abilities, such as language aptitude and learning styles which may aid or inhibit individuals while learning second languages. On the other hand, metacognitive factors deal with how learners approach the task of SLL. They include the language learning strategies learners employ and the beliefs they have about how to learn a second language. Lastly, affective factors cover the feelings of learners towards the SLL process, the TL, and/or the target group. It can be said the focus of the current study falls within this particular area of SLA research. When the interview extracts at the beginning of this chapter are considered, one of the main issues is that the STs are clearly experiencing intense emotional reactions during their experiences with the TL. Reading through the extracts, it can be seen the STs bring up experiencing

feelings of worry, nervousness, pressure, fright, and anxiety. However, our practical understanding of such affective factors in the experiences of NNS STs still remains limited.

1.2 Affect in second language learning

As mentioned earlier, although the majority of SLA research has focused on the universal characteristics of the SLA process, researchers and practitioners within the field of SLA have over the years placed a considerable amount of interest on how affective variables influence the SLL process. This is evident in the amount of research conducted in the area, the books, chapters, and papers that have been written on affect in SLL, and the teaching methodologies which have arisen, such as Suggestopedia and Community Language Learning which have affect at the core of the whole methodology. The importance of affect is best expressed by Brown (2007):

> You could not begin to instruct a classroom of students without attending to their self-efficacy, anxieties, motivations, and other personality variables. Teacher training courses and books universally cite the importance of emotion as a key factor for success in the classroom (Brown, 2001). Rogers (1983) based his theory of education almost exclusively on the fundamental importance of affect in learning. Dornyei (2005) recently penned a book on individual differences in second language acquisition, and previously (Dornyei, 2001) compiled a complete volume addressing motivational strategies in the classroom. DeCapua and Wintergerst (2004) devoted several hundred pages to addressing affectively related issues of culture in the language classroom. (Brown, 2007: 181)

As described by Brown above, SLA researchers have devoted a significant amount of time and effort to investigate the role affect plays in SLL. The abstract nature of affective variables, such as motivation, anxiety, empathy, and self-esteem, however, has made the systematic examination of such variables considerably challenging (Brown, 2007). Yet, the systematic study of the role of affect in SLL has led to a better understanding of the process of SLL and the challenges and emotional reactions experienced by second language learners.

One of the best known affective factors to be investigated is anxiety. Despite inconsistent results obtained in early research, anxiety has been one of the most intriguing affective variables ever since FL anxiety (FLA) was put forward as a situation-specific form of anxiety unique to the FL classroom by Horwitz, Horwitz, and Cope in 1986. The researchers also constructed the FL Classroom Anxiety Scale (FLCAS), which can be used to measure levels of FLA experienced by learners.

The groundbreaking Horwitz, Horwitz, and Cope study created a ripple effect in the field of SLA as numerous studies were conducted in various contexts (e.g., Aida, 1994; Kunt, 1997; Perales and Cenoz, 2002). Horwitz and her colleagues have argued anxiety exists as a major impediment to SLL in and of itself. FLA has been found to have a significant impact on both the level of achievement attained by learners as well as their overall emotional well-being at all levels of SLL (e.g., Rodriguez, 1995; Saito & Samimy, 1996).

Some researchers interested in the role of anxiety in SLL have argued it is quite plausible for non-native speaker (NNS) teachers and STs to experience feelings of FLA from time to time (e.g., Horwitz, 1996; Kunt and Tum, 2010; Wood, 1999, Tum, 2013). This assumption has been made based on the claim that the process of learning a FL is never complete; and thus, NNS teachers and STs, regardless of their level of proficiency in the TL, are still, in essence, learners of the language.

Having anxious language teachers in classrooms could have a considerably negative impact on FL education (Horwitz, 1996). Firstly, teachers who are insecure in and anxious about their competence in the TL are less likely to engage in language-intensive classroom activities and to use the TL in front of the class. When it is considered that the teacher and classroom activities are generally the main sources of TL input in the FL classroom, teachers' feelings of anxiety could drastically restrict the quantity and quality of input students receive. Secondly, it is possible students may pick up on their teachers' uneasiness and anxiety in using the TL, which could in turn engender similar feelings in the students themselves. Lastly, frequently experiencing feelings of anxiety in the classroom is likely to have a profound negative impact on teachers' level of job satisfaction and overall well-being.

It can be said that the extracts cited at the beginning of this chapter indeed indicate feelings of self-doubt, inadequacy, and uneasiness in the TL. When such feelings are repeated and frequent, it is quite possible they could develop into feelings of FLA akin to those experienced by anxious FL learners. Indeed, the issues identified by the NNS STs quoted at the beginning of this chapter parallel those cited by anxious FL learners.

Assuming NNS STs do in fact experience feelings of FLA, it can be hypothesized their anxiety stems from two sources. Firstly, the feelings of FLA experienced by a NNS ST may simply be a continuation of the anxiety experienced as a learner/student of the TL. In other words, the source of anxiety may be any anxiety-inducing experiences which may have

occurred while the NNS ST was studying the TL themselves. When it is kept in mind that FLA research has consistently indicated many learners experience feelings of anxiety while learning languages, it is quite plausible that some anxious NNS STs were, in fact, anxious learners while studying the TL.

On the other hand, Horwitz (1996) claimed it is quite plausible that anxious NNS teachers/STs may not have experienced any anxiety as students of the TL. Instead, some STs may experience feelings of language anxiety for the first time as they approach the initiation of their teaching career. As cogently put by Horwitz (1996) "It is one thing to say you speak a language; it is quite another to be a teacher of that language" (p. 367). Thus, the expectations and responsibilities which come with being a teacher of the TL may set the optimal settings for engendering feelings of inadequacy, stress, and, in turn, FLA. NNS teachers and STs have generally invested heavily in terms of time, effort, motivation, and ego in the TL, all of which play substantial roles in FLA (Horwitz, 1996). Furthermore, FL teachers and STs may also harbor unrealistically high expectations of proficiency in the TL, which they may then struggle to meet leading to feelings of inadequacy. The expectations society traditionally has of teachers can also significantly contribute to the feelings of anxiety experienced by teachers/STs as some cultures and societies frown upon teacher mistakes and expect teachers to be expert users of the language they teach (Horwitz, 1996; Canessa, 2004). Hence, it can be said that living up to one's own or societies' standards and expectations may induce feelings of anxiety among STs who may have never experienced any anxiety at all as a learner.

Indeed, it is also possible for there to be a form of overlap between the two sources of anxiety described above. The case may be that NNS teachers/STs experienced feelings of FLA as learners and their feelings of anxiety may have further intensified as they now present themselves as teachers of the TL. For that reason, the two sources of anxiety described above need not to be viewed as exclusive groups, but rather as two sources of anxiety which may feed off of each other.

Therefore, when all these factors are considered as a whole, it can be hypothesized that NNS STs may in fact experience feelings of FLA from time to time as they approach the initiation of their teaching careers. The extracts from the interviews with NNS STs at the beginning of this chapter indicate such feelings of anxiety have the potential to affect their TL performance, teaching performance, and overall emotional well-being. It is unlikely the mere

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issuance of a teaching certificate at the end of their SLTE program (SLTEP) will be sufficient to eradicate such feelings of anxiety. Thus, it is vital that measures be taken to help anxious STs cope with, reduce, and hopefully, overcome their feelings of anxiety before they complete their SLTEP.

Yet, it is debatable whether SLTEPs have acknowledged the possibility that their NNS STs are, in essence, FL learners of the language they will one day teach. A review of the chronological developments of approaches to SLTE shows that great changes have taken place in how teacher educators approach training language teachers. From its rather simplistic origins, the field of SLTE has developed and expanded vastly (for reviews, see, Burns & Richards, 2009; Johnson, 2009). While earlier approaches to SLTE merely viewed STs as empty vessels to be filled with knowledge through observations and/or lectures, later approaches began to emphasize the centrality of the ST as an individual with pre-existing beliefs and knowledge about how languages should be learned and taught (Johnson, 2009). Rather than ignoring STs' existing beliefs and knowledge, the focus of SLTEPs became to build upon and if necessary reconceptualize what STs bring to the SLTEP. Further developments shifted the focus of SLTEPs on to the roles that the historical, educational, and cultural contexts play in SLTE (Johnson, 2009). Overall, through such developments, STs are hopefully better trained and more prepared for the challenges of their profession which lay ahead.

As the number of NNS teachers and STs increases year by year (Borg, 2006), a considerable amount of research has also been conducted on NNS teachers and STs in recent years (for reviews, see, Braine, 2010; Cook, 1999; Llurda, 2005). Such research initially tended to focus on the differences between native speaker (NS) teachers and NNS teachers and outline the advantages and disadvantages of each (e.g., Cook, 1999; Medgyes, 1994). Other researchers have investigated how NNS teachers perceive themselves and how they are perceived by their students (e.g., Moussu, 2002, Reves and Medgyes, 1994). Such intensified research efforts have led to the empowerment of NNS teachers; and therefore, NNS teachers have gained a significant voice within the TESOL community (Braine, 2010).

However, from a review of the related literature, it appears research has not directly addressed the anxiety NNS STs may experience in the TL as they approach the end of their SLTEP and the initiation of their teaching careers. Despite the vital contributions made to the profession by research and advancements in the field of SLTE, it appears from the extracts

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given at the beginning of this chapter that NNS STs continue to experience feelings of anxiety in the TL to the degree that could affect their TL performance, pedagogical approach, and overall well-being. Therefore, it would appear that there is much which could be done by teacher educators to help ease the transition from ST to teacher and ensure that STs have a long and productive teaching career. It is important to note at this point that this study focuses on NNS STs' feelings of anxiety specifically associated with the TL. Indeed, a considerable amount of research does exist on STs' feelings of anxiety associated with teaching the language, or 'teaching anxiety'. However, what I mean by the term 'language teacher anxiety' throughout this thesis is NNS STs' potential feelings of foreign language anxiety. The focus of research on NNS teachers/STs has failed to adequately address language teacher anxiety. When the potential negative effects of such feelings on FL education are considered, it is clear research on NNS STs' feelings of anxiety is most definitely warranted.

With these issues in mind, this study attempts to investigate the following issues:

1. As described earlier, it is quite possible that as STs draw nearer to the end of their SLTEP, they may begin to experience feelings of self-doubt and inadequacy. When repeated and frequent, such feelings can easily develop into feelings of chronic language anxiety. Previous research on FL *learner* anxiety has shown that anxiety has a negative impact on all TL skills – reading, writing, speaking, and listening (see, Cheng, Horwitz, and Schallert, 1999; Saito, Horwitz and Garza, 1999; Oxford, 1993; Hewitt and Stephenson, 2011). The STs quoted at the beginning of this chapter also cite a number of difficulties they experience in English ranging from grammatical and pronunciation errors to trouble forming utterances and speaking fluently, all of which they attribute to their feelings of anxiety. The limited research which exists on language teacher anxiety has not fully addressed the impact of anxiety on ST TL performance. Consequently, this study investigates how STs believe their feelings of language teacher anxiety affect their TL performance.

2. It is not surprising that once the potential negative effects of FL *learner* anxiety were identified, researchers and teachers showed a keen interest in examining the sources of anxiety. As described earlier, it is possible language teacher anxiety has a number of negative impacts on FL education. However, despite the potential

consequences described, the sources of language teacher anxiety remain largely unexplored. Moreover, any attempt to overcome language teacher anxiety must begin with the identification of the sources of such feelings. Therefore, this study explores what STs believe to be the sources of their feelings of language teacher anxiety.

3. Most teacher educators around the world would likely concur that the majority of NNS STs are still in the process of learning the TL during their SLTEP. In other words, not only do NNS STs have to focus on developing their pedagogical knowledge and competence during their teacher training, but they must also strive to further their proficiency in the TL. It is plausible this dual focus can be overwhelming for STs, potentially engendering feelings of language teacher anxiety. Indeed, the SLTE experience may be an anxiety-inducing experience in and within itself for STs, especially towards the end of the program, when they become more and more aware of the challenges and expectations which await them. Therefore, this study examines what aspects/experiences of SLTEPs STs believe engender feelings of language teacher anxiety.

4. While a sound case can be made as to why NNS STs are susceptible to feelings of language teacher anxiety, very little is known about how anxious teachers may change their approach to teaching the TL. However, as described earlier, language teacher anxiety may have a number of profound negative impacts on foreign language education. Therefore, this study examines how STs believe their feelings of anxiety may influence the way they approach their new professions and teach the language in their future classrooms.

Each of these issues is seen as being of equal importance for this thesis. As very little research has been conducted on ST FLA, very little is known about the effect and sources of such feelings, making each of the research questions equally important as this study explores ST FLA from the perspective of the ST for the first time. Thus, the study attempts to address the following specific research questions:

1. How do STs believe their feelings of language teacher anxiety affect their TL performance?

2. What do STs believe to be the sources of their feelings of language teacher anxiety?

3. What aspects/experiences of their SLTEP do STs believe engender feelings of language teacher anxiety?

4. How do STs believe their feelings of anxiety may influence their approach to teaching the TL in their future classrooms?

1.3 Motivation for the study

The motivation for this study can, in fact, be traced back to my undergraduate degree. I completed my B.A. in English Language Teaching at a four-year SLTEP in my home country of Northern Cyprus. The program was mainly aimed at training NNS STs and accordingly, included a number of courses aimed at developing STs' English proficiency as well as other courses on ELT methodology, education, classroom management, SLA, linguistics, English literature, and testing and evaluation. During our SLA course, one of the main topics that stood out for me was the research on FLA. I have often thought what aroused my interest in the topic, but have had difficulty pinpointing specific reasons. I assume one of the main reasons for my increased interest in the subject may have been that our course instructor's (CI) area of interest was FLA and her enthusiasm for the topic may have influenced my decision to continue on reading about FLA research. After completing my B.A. degree and teaching EFL for some time, I began to pursue an M.A. degree at the University of Texas at Austin. Perhaps the most important factor in my choosing this particular university was the fact that I would have the chance to work with Elaine K. Horwitz, who is well-known for her pioneering research on FLA over the last three decades. This opportunity further spurred my enthusiasm to continue my studies on FLA research. Through my studies, I began to notice that a respectable amount of research had been conducted on FL learners' feelings of anxiety and tried to conceptualize ways in which I could make a contribution to the existing literature. After reading Horwitz's (1996) 'Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety', I realized that while *learner* language anxiety had been quite extensively investigated, research focusing on language anxiety experienced by NNS teachers and STs has remained very limited. Therefore, I decided to focus my M.A. thesis on this area and conducted a quantitative study on the language anxiety of NNS teachers and STs in Northern Cyprus.

After completing my M.A. degree, I returned to Northern Cyprus to continue teaching EFL. Although I was pleased with the study I had conducted as a part of my M.A. degree, I felt it

was limited in that I had only used a questionnaire to measure the levels of anxiety experienced by the participants. After the study was completed, I decided a more in-depth qualitative study would be necessary to probe deeper into the sources and effects of language anxiety experienced by teachers and STs. During this period, I also conducted a study with a colleague in Northern Cyprus which indicated NNS STs experienced significant feelings of language anxiety during microteachings, which increased my interest in language anxiety experienced specifically by STs. I also attended a number of international conferences at which my research was well-received as teachers, teacher trainers, and researchers from diverse contexts commented that they also had observed NNS STs' feelings of language anxiety and the deleterious effects it had on their TL performance, teaching abilities, and emotional well-being.

A year later, I decided to pursue a PhD degree focusing on NNS STs' feelings of language anxiety. Until this point, I had concentrated my attention on SLA research focusing on FLA. Therefore, I believed my research was similar in nature and purpose to the studies of other SLA researchers focusing on FLA. Upon the encouragement of my original doctoral supervisor, I began to read research focusing on SLTE and also the challenges and experiences of NNS teachers and STs. Through reading the work of Medgyes, Braine, Llurda, and Kamhi-Stein among others, I began to learn about the experiences, struggles, and challenges of NNS professionals. I realized my research also fitted into a bigger picture of the challenges experienced by NNS STs. I now envision my research as being not only an SLA study focusing on language anxiety, but also a study focusing on the challenges experienced by NNS STs as they approach the end of their SLTEP within an EFL context and begin to enter real-life classrooms. I believe the study makes an important contribution to the literature in both fields as it adds to the limited SLA research on teacher/ST language anxiety and also adds another dimension to the research focusing on NNS language professionals.

1.4 Overview of the thesis

In the following chapter, I examine the developing field of research on NNS teachers and STs, an area which has been increasingly focused on in recent years. I attempt to demonstrate in this chapter that although the number of studies focusing on NNS language professionals has surged in recent years, the research conducted has failed to address the feelings of language teacher anxiety which NNS teachers and STs may experience when using and

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teaching English. Interestingly, despite the fact that some participants in a number of the studies reviewed in this chapter have voiced their concerns about the deleterious feelings they may experience when using and teaching English, NNS teachers and STs' feelings of language teacher anxiety still remain largely uninvestigated.

In chapter three, I discuss the existing SLA research on language anxiety. I first focus on the effects and sources of anxiety experienced by FL learners. Then, I present the limited research conducted on teacher and ST anxiety before arguing that more research is drastically needed to help STs overcome their feelings of anxiety prior to the initiation of their teaching careers.

In chapter four, I elaborate upon the research design of the current study by beginning with a discussion of how I decided to approach conducting the study. Later in this chapter, I discuss how I went about the data collection and analyses stages of the study. I also elaborate upon the participants, context, and ethical considerations of the current study.

Later in chapter five, I present the findings of the study by providing an in-depth discussion of each of the four STs who participated in this study. For each ST, I present a chronological overview of their experiences as language learners and prospective teachers by discussing their SLL experiences starting from their earliest experiences with English up until their current situation as STs approaching the end of their SLTEP and the initiation of their teaching careers.

Moving onto chapter six, I discuss the current findings by identifying main themes which emerge from the four anxious STs' experiences. Specifically, I aim to identify the common deleterious effects and sources of language teacher anxiety which appeared frequently throughout the study. Also in this chapter, I examine how the findings relate to previous research on *learner* FLA, the limited previous research on language anxiety experienced by NNS teachers and STs as well as previous research on NNS teachers/student teachers.

Lastly in chapter seven, the implications of the current study's findings for SLTEPs hoping to address their NNS STs feelings of language teacher anxiety are presented. Specifically, I propose and discuss measures which may be taken by SLTEPs to overcome ST language teacher anxiety based on the findings of the current study. Later, recommendations for future research are made before I conclude the thesis.

Chapter Two: Language Teachers as People

2.1 Introduction

While teachers were once rather simplistically viewed as technicians who could be defined by particular behaviors, knowledge, or language teaching methods, recent research currently views teachers, teacher development, and teacher identity from a much more complex perspective and the focus of such research has emphasized studying teachers as *people* (e.g., Cross and Gearon, 2007; Singh and Richards, 2006) rather than as technicians operating in the language classroom. Indeed, research on language teacher identity, while still considered a budding field of inquiry, has begun to surge in recent years (Miller, 2009). Research on language teacher identity in recent years has focused on a number of aspects such as language teacher identity construction, NNS teacher identity, agency, discourse, and power (e.g. Golombek and Jordan, 2005; Lim, 2011; Park, 2012; Pavlenko, 2003; Reis, 2011; Samimy and Brutt-Griffler, 1999) as well as specifically on the role of external factors, such as workplace conditions (Flores, 2001), curriculum policy (Cross and Gearon, 2007), cultural differences (Johnson, 2009), instructional practices (Miller, 2009), and access to professional development (Miller, 2009) and the impact of SLTEPs (Flores, 2001) in the negotiation of teacher identity. However, in this chapter, I mainly focus on the issue of NNS language teachers, which has come up in different guises over the last thirty years, as a key identity or subject position that has been specifically focused on in recent years. The NNS language teacher debate is considered an important topic for language teachers around the world and is also particularly relevant for STs in the context of this study as they too fall into this category.

When the extracts from the interviews with anxious NNS STs from the beginning of chapter one are considered, it appears anxious NNS STs may experience a kind of anxiety in the TL as they begin to realize they will soon be teachers of the TL. Teacher trainers around the world would likely conclude that the road to becoming a FL teacher is an uphill battle which can be challenging at times, even for NS STs. Throughout the duration of becoming a teacher, it is not unrealistic to assume NNS STs may experience feelings of inadequacy, uneasiness, and anxiety in the TL. This may be even more relevant for STs who are drawing near the completion of their SLTEP and the initiation of their teaching career while becoming further aware of the challenges, experiences, and expectations that await them. Faced with such potentially formidable challenges, NNS STs may begin to question their ability to meet

these expectations and overcome these challenges associated with the TL in their new profession. When such feelings of self-doubt, inadequacy, and uneasiness in the TL are repeated and often, they set the optimal conditions for engendering feelings of chronic anxiety. From the interview extracts at the beginning of chapter one, the feelings profusely expressed appear to be quite similar to the feelings and manifestations of FLA experienced by anxious language *learners*. In recent years, there has been a surge in the amount of research conducted on NNS teachers and STs. However, it can be debated that the feelings of anxiety in the TL which may be experienced by NNS STs have yet to be directly and adequately addressed. I will now discuss what the main focus of research on NNS teachers and STs has actually been to demonstrate how feelings of NNS ST language anxiety have remained overlooked.

2.2 The history of non-native English teachers

Historically, it is believed the teaching of English as a second or FL can be traced all the way back to the 15th century (Braine, 2010). During this period, England began to emerge as a maritime power and expand the British Empire. As England continued to gain power across the globe, English began to be recognized as one of the most important languages in the world along with other languages, such as French, Italian, and Latin. This was followed by an increase in demand to learn English. The first NNS teacher of English that appears on records is a Frenchman named Gabriel Meurier, who authored *A Treatise for to Learn to Speak French and English* published in 1533 (Braine, 2010). There are also historical records indicating a large number of foreign settlers in England were taught English by NNS English teachers during the 16th century (Braine, 2010). Braine argues that such records indicate English has been taught by NNS teachers for at least the last four hundred years.

Before any discussion of the challenges and experiences of NNS teachers and STs, it is first necessary to explain what is actually meant by the terms 'NNS teacher' or 'NNS ST' in this thesis. The distinction between a native speaker and a non-native speaker has been increasingly called into question in related research over the last two decades (e.g., Canagarajah, 1999a; 2005; Davies, 2003; Jenkins, 1996; 2000; 2009; Llurda, 2004; McKay, 2003; Mesthrie & Bhatt, 2008; Moussu & Llurda, 2008; Phillipson, 1992; Seidlhofer, 2001; 2011). Linguistic theory traditionally considered 'the native speaker' to be the only reliable source of linguistic data (Moussu & Llurda, 2008) and elevated 'the native speaker' above 'the non-native speaker' who was portrayed as a defective communicator with

underdeveloped communicative competence (Firth & Wagner, 1985), resulting in the non-native speaker being positioned as deficient and less-than-a-native-speaker (Selvi, 2011).

This elevation of the native speaker at the expense of the non-native speaker, or 'native speakerism' (Holliday, 2005), has had profound effects in the field of teaching and learning English as an International Language (EIL) / English as a Lingua Franca (ELF) (Jenkins, 2000; McKay, 2002). Despite the fact that 80 percent of English language teachers worldwide are thought to be non-native speakers (Canagarajah, 2005), research reports that non-native speaker teachers face discrimination and unprofessional favoritism in employment and other aspects of their profession (Medgyes, 2001; Selvi, 2010) and are given lower professional status than native speaker teachers (Mahboob, 2010). This unjust and unethical preference for native speaker English teachers, i.e. 'the native speaker fallacy' (Phillipson, 1992), has also had negative effects on non-native speaker teachers' teacher persona, self-esteem, and pedagogical performance (Bernat, 2009; Suarez, 2000).

In the last three decades, this view has thankfully been increasingly challenged by various researchers such as Paikeday (1985) who argued that the native speaker ideal "exists only as a figment of linguist's imagination" (p.12). Later in 1992, Phillipson also drew attention to some of the problems surrounding the false belief that NS teachers make better English teachers. Also, Canagarajah (1999a) argued that the notion of the "native speaker" as established by Chomsky (1986) had become obsolete since an increasing number of people speak more than one language or more than one variety of a language. The field of ELT as a whole has been criticized for idealizing the native speaker English teacher; and thus, creating a false dichotomy between native speaker and non-native speaker English teachers (Moussu & Llurda, 2008). Overall, researchers such as Jenkins (2009), Seidlhofer (2001; 2011), Llurda (2004), Braine (2010), and Davies (2003) among others point out that English is no longer owned or dominated by the traditional inner circle speakers. Thus, such researchers argue that there is no point in describing users of English as an international lingua franca in the Expanding circle as 'non-native' speakers of English since these speakers in fact 'own' their lingua franca English.

Many arguments against the use of the terms 'native speaker' and 'non-native speaker' have been put forward (for a review, see, Jenkins, 2009). Instead of the terms 'native speaker' and 'non-native speaker', alternatives have been proposed such as 'proficient user' (Paikeday, 1985), 'language expert' (Rampton, 1990), 'English-using speech fellowship' (Kachru,

1992), 'multicompetent speaker' (Cook, 1999), and 'bilingual English speaker' (Jenkins, 1996; 2000; 2009). However, despite such efforts, the field is still far from reaching consensus about whether to adopt any of these labels (Selvi, 2011) and the terms 'native speaker' and 'non-native speaker' are still widely used today. Thus, the fact generally remains that any teacher who speaks a language other than English as their mother tongue is instinctively labeled as a non-native English speaker regardless of their actual proficiency in English (Pasternak and Bailey, 2004). Furthermore, as I have pointed out, many of the proposed alternative terms originate within the so-called 'ELF movement' spearheaded by Jenkins (2009) and Seidlhofer (2011). This movement has itself been the subject of severe critique within the field (Prodromou, 2007; Saraceni, 2008) for theoretical naivety and incoherence with regard to the nature of 'ELF', thereby – it could argued - weakening its attempts to have new descriptive terms accepted. Therefore, in the light of the ongoing use of the terms 'native speaker' and 'non-native speaker' and the lack of consensus regarding alternatives as described above, throughout this thesis, the term 'native speaker' is used to refer to people whose first language acquired in their lives was English while the term 'non-native speaker' is used to refer to people whose first language acquired in their lives was any language other than English while not making any evaluation of either group's actual proficiency in English.

The British Council estimates English is spoken as a second or FL by more than a billion people worldwide today (Braine, 2010). According to Braine, such figures could only be possible if the majority of these students were taught by NNS English teachers. Therefore, it is not surprising to find out there is a growing field of research focusing specifically on NNS English teachers.

2.3 Research on non-native English teachers

When it is considered that NNS teachers are estimated to make up 80 percent of the ELT workforce (Canagarajah, 1999b), it can be argued that research focusing on NNS teachers is a viable area to be investigated and explored. However, the existing research is quite limited and has only begun to surge in recent years. Despite the fact that NNS teachers exist in such large numbers, research focusing on NNS teachers has traditionally been a sensitive issue and has not always been a politically correct topic.

It has been contended by various scholars that NNS teachers have traditionally been regarded 'second class citizens' within the language teaching context. One of the potential sources of the preference for NS teachers is explained by Rajagopolan (1997; 2005). According Rajagopolan (2005), the preference for NS teachers can be traced back to Chomsky and his followers' Generative Grammar, which viewed the native speaker as the provider of raw data for linguists to study. According to Chomsky's notions, the NS is the ideal informant on grammar and is the authority on language. Rajagopalan explains that during the heyday of generative grammar, teaching methodologies merely aimed to get students to imitate native speakers. Rajagopalan contends that the greatest legacy of this era in linguistics was the 'apotheosis of the native speaker'. According to Rajagopalan, through Generative Grammar's basic assumption that the native speaker is the sole reliable source of language, native speakers gained a status of power over non-native speakers in the field of ELT.

Phillipson (1992) addressed what he called 'the native speaker fallacy' in his book *Linguistic Imperialism.* According to Phillipson, the native speaker fallacy is the false belief that the native speaker is the better and ideal teacher of English. Phillipson proposes a different source for the preference for NS teachers than Rajagopolan and traces the preference for NS teachers back to the *Commonwealth Conference on the Teaching of English as a Second Language* held in 1962. At this conference, it was widely assumed that the NS teacher of English is better than any NNS teacher. Phillipson likens the native speaker's rise to prominence to a covert form of imperialism and states "[...] whereas once Britannia ruled the waves, now it is English which rules them. The British empire has given way to the empire of English' (p.1). The power NS teachers have traditionally enjoyed in the world of ELT is concurringly summarized by Mey (1981) in the following extract:

> Native speaker is the final criterion of matters linguistic: his verdict settles all disputes, be they about sentences, linguistic postulates, innate ideas, or what have you. Like the kings of old, Native speaker can do no wrong. He is above all laws: He is the Law himself, the Rule of the Realm[...] (Mey, 1981, p.70)

During such an era of ELT, it can be argued that it is understandable for NNS teachers to have felt intimidated since under such circumstances, the goal of ELT was for learners to reach the ultimate ideal of native speaker proficiency (Van der Geest, 1981). Moreover, Rajagopalan (2005) contends that the most non-native speakers and NNS teachers could ever accomplish was to be labeled 'near native', which according to Rajagopalan, inherently implies that the speaker/teacher still remains lacking in terms of authenticity and reliability.

Thus, it can be argued the context of the ELT world was not ready for research focusing on NNS teachers until recent years for two main reasons. Firstly, as the ultimate goal of SLL was to approach the ideal of the NS, it is likely research focusing on the unique challenges faced by NNS teachers was not in demand at this time. The challenges of NNS teachers in their daily lives and classrooms would likely be attributed to their being non-natives. Secondly, it has been argued that during this era, NNS teachers experienced feelings of low self-esteem and self-confidence when compared to NS teachers. Even today, research focusing on NNS teachers can be considered to be a sensitive issue, which a number of NNS teachers may feel uncomfortable participating in. Thus, research focusing on NNS teachers may have been too controversial for the period described. In addressing the question as to why researchers have tended not to focus on NNS teachers until recent years, Braine explains:

> This may be due to the sensitive nature of these issues because NNS teachers were generally regarded as unequal in knowledge and performance to NS teachers of English, and issues relating to NNS teachers may have also been politically incorrect to be studied and discussed openly. (Braine, 2005, p.13)

However, these unrealistic beliefs and aims of the described period of ELT were fortunately challenged by scholars in the field (e.g., Cook, 1999; Medgyes, 1983; 1992; 1994; Phillipson, 1992). Such researchers began to advocate the notion that NNS teachers were just as capable of being teachers of English as NS teachers. Their research generally focused on comparing and contrasting NS and NNS teachers.

When the literature on NNS teachers is reviewed, it appears Medgyes (1983; 1992; 1994) is the pioneer within this area. Medgyes, who is non-native speaker of English himself, is the first researcher to bring forward issues relating to NNS teachers. His first two articles to be published, 'The schizophrenic teacher' (1983) and 'Native or non-native: who's worth more?' (1992), as well as his book, *'The Non-Native Teacher'* (1994), focus on the differences between NS and NNS teachers and how these differences influence FL education. Apart from Medgyes, Edge (1988) was also one of the first to advocate the importance of NNS teachers by supporting that EFL students be given "real" models (i.e., NNS teachers) who have learned to speak English well and share cultural and emotional experiences with them. These groundbreaking efforts laid the foundations for the changes which took place in the world of ELT in terms of the NS–NNS dichotomy and for the eventual empowerment of NNS teachers.

In his first article, Medgyes (1983) puts forward that it is quite plausible for NNS teachers to experience feelings of uncertainty, uneasiness, and inadequacy while teaching and using the TL and discusses how such attitudes can have negative effects on teachers' approach to FL teaching. Considering that Medgyes appears to be the first researcher to deal with such sensitive issues, the emergence of such an article can be considered to be quite controversial. Medgyes explains that such teachers may assume either an apathetic or aggressive attitude towards language teaching, neither of which can be said to be conducive to language learning. However, Medgyes believes that NNS teachers have a number of advantages in terms of language teaching, which he describes as follows:

> Strangely enough, there is a time when to be a non-native speaking teacher of English is of great advantage: through his own experience as a persistent learner of English on the one hand, and through the experience gained over the years as a FL teacher on the other, he should know best where the two cultures and, consequently, the two languages converge and diverge. More than a native speaker, he is aware of the difficulties his students are likely to encounter and the possible errors they are likely to make. Therefore, he has easier access to the measures and techniques which may facilitate the students' learning. (Medgyes, 1983, p.6)

Thus, Medgyes was one of the first scholars to support the idea that NNS teachers are just as capable of being language teachers. In fact, as can be seen in the extract, NNS teachers have a number of unique qualities which can be considered as advantages over their NS counterparts. Specifically, Medgyes argues NNS teachers should view their L1 and previous experiences as language learners as tools to be utilized in the FL classroom rather than burdens to be hidden from students. In fact, Medgyes concludes his study by recommending NNS teachers come to terms with the fact that they are actually language learners themselves, albeit advanced ones when compared to their students. Medgyes believes there is no reason for NNS teachers to be unsuccessful FL teachers since it can be said that they are generally of a higher proficiency level than their students and have been trained how to teach the TL.

Interestingly in this study, Medgyes stresses that it is quite likely for NNS teachers to experience feelings of inadequacy and uneasiness in the TL – feelings which can be observed in the interview extracts at the beginning of chapter one. However, Medgyes' discussion of the NNS teacher is focused at outlining the advantages and disadvantages of NS and NNS teachers rather than at the challenges faced and emotional reactions experienced by NNS

teachers/STs in the TL. Thus, although Medgyes' studies are groundbreaking research within the field, they do not directly deal with the issue at hand.

Medgyes continued to focus on the differences between NS and NNS teachers and in his book *'The Non-Native Teacher'* (1994) stated that every teacher is either a NS teacher or a NNS teacher. In fact, Medgyes went as far as to claim that NS and NNS teachers are "two different species" (p.25). In this light, Medgyes advances four hypotheses:

1. NS and NNS teachers are different in terms of language proficiency.

2. NS and NNS teachers are different in terms of teaching practice (behavior).

3. The differences in teaching practice can be attributed to the teachers' differences in language proficiency.

4. Both NS and NNS teachers are equally good teachers in their own way.

From data obtained through comprehensive questionnaire surveys and interviews, Medgyes argues that NS teachers and NNS teachers approach language teaching from different perspectives. Therefore, there is a marked difference in their teaching practice, or behaviors, in the classroom. Medgyes believes the differences in NS and NNS teachers' teaching practices can be traced back to the differences in proficiency in the TL. According to Medgyes, since NS teachers can be considered to generally be of a higher proficiency level, knowledgeable of the underlying nuances of the TL, and more fluent orators, their teaching behaviors may tend to differ from NNS teachers.

On the other hand, Medgyes (1992, 1994) identifies and elaborates upon six assets that NNS teachers bring to ELT. According to Medgyes, NNS teachers:

1. Provide language learners with an example of a successful language learner.

2. Teach language learners language learning strategies.

3. Supply language learners with information about English.

4. Anticipate difficulties language learners may experience in their attempts to master the TL.

5. Teach with empathy.

6. Share their students' native language.

In short, Medgyes is the first scholar to bring the focus of the ELT world onto NNS teachers and explain the challenges they experience in their everyday lives. Moreover, Medgyes provides solid arguments in support for the characteristics of NNS teachers which make them more than capable to teach the TL. It can be said that the groundbreaking work of Medgyes played a seminal role in empowering NNS teachers and bringing the focus of research in the field onto the experiences of NNS teachers. However, it is important to note that the aim of Medgyes' research appears to be comparing NS and NNS teachers and putting forward the notion that NNS teachers have a number of advantages which are not possessed by NS teachers. Therefore, it can be concluded Medgyes does not deal with STs' (or teachers') feelings of language teacher anxiety.

Apart from Medgyes, Phillipson (1992) also challenged the notion of supremacy of NS teachers. He argued that NS abilities could be instilled in NNS teachers through teacher training efforts and that NNS teachers were better qualified to teach the language since they had already experienced the process of the learning the TL as second language learners themselves. Other researchers such as Cook (1999) and Kramsch (1997) have made important contributions to the field by thoroughly discussing a number of advantages NNS teachers possess in terms of FL teaching.

Despite such early efforts in the field, it took almost a decade before more studies began to emerge focusing on NNS English teachers. Braine (2005) believes that a reason for this gap in research may be the fact that Medgyes' research was published in a journal that is not widely read in the US and that his UK-published book was initially hard to come by in the US until it was later reprinted there by another publisher. Braine (2010) contends that another reason for this is that NNS teachers did not have much voice within the fields of ELT and TESOL until 1996. However, that situation was about to change as Braine organized a colloquium entitled "In Their Own Voices: Non-native Speaker Professionals in TESOL" at the 30th Annual TESOL Convention in 1996. This colloquium was the first of a series of annual TESOL colloquia focusing on NNS TESOL professionals, which eventually led to the formation of the Non-native English Speakers in TESOL (NNEST) caucus in 1998 (Braine, 2010). Braine (2010) contends that such efforts ultimately led to the empowerment of the NNS teacher. Two of the best examples of the empowerment of the NNS teacher are the election of the first NNS president of the Teachers of English to Speakers of Other Languages, Inc. (the largest international organization of English teachers in the world) and

the appointment of the first NNS editor of TESOL Quarterly, which is one of the best known academic journals in the field.

Other researchers trace the empowerment of the NNS teacher to other sources. For example, Rajagopalan (2005) traces the empowerment of NNS teachers to shifts in contemporary linguistics away from the generative grammar model. Rajagopalan argues that the native speaker is no longer seen as a goal for non-native speakers to aim for, but is rather viewed within ideological, even racist connotations. According to Rajagopalan, many people have become aware that the concept of the NS has become an ideological concept, which can be used to exclude and belittle non-native speakers and NNS teachers. On the other hand, Braine (2010) traces the roots of the empowerment of NNS teachers to the concept of World Englishes which was first put forward by Braj Kachru and Larry Smith in the 1970s. According to Kachru and Smith, the spread of English can be broken down into three circles, which are the Inner, Outer, and Expanding Circles, and the number of non-native English speakers in the Outer and Expanding Circles is much higher than the number of native speakers in the Inner Circle. Furthermore, Kachru (1992) questions the validity of the NS and NNS dichotomy especially in contexts where English is used in multilingual societies. Such ideas have important implications over the ownership of English. Overall, although more than one source has been shown as the starting point of the empowerment of NNS teachers, what is clear is that NNS teachers have a much stronger voice in the field of TESOL today than they have ever had before. It is likely that all of the factors mentioned above played an influential role in the empowerment of NNS teachers and clearing the way for the surge in research efforts focusing on NNS teachers/STs we have experienced in recent years

In short, studies focusing on NNS teachers and STs did not begin to increase until nearly a decade after the pioneering work of Medgyes when NNS teachers/STs gained a stronger voice in the ELT world. This amplified interest in the challenges and experiences of NNS teachers resulted in an increase in the number of NNS teacher related studies being published in refereed journals. In fact, since the 1996 TESOL convention, five anthologies on NNS teachers have been published (Braine, 1999; 2005; 2010; Kamhi-Stein, 2004; Llurda, 2005). Apart from such anthologies, a considerable number of journal articles have appeared during this period of time as well as many M.A. and PhD dissertations (Braine, 2010).

Through a review of the studies on NNS teachers conducted in recent years, it appears two main areas have interested scholars and researchers interested in NNS teachers: (1) the self-

perceptions of NNS teachers and (2) how NNS teachers are perceived by their students. In the next section, I will review a number of studies conducted in both of these areas.

2.4 A review of studies conducted on perceptions of non-native teachers

When the studies conducted on perceptions of NNS teachers are considered as a whole, a number of common characteristics of these studies become apparent. Firstly, it appears most of these studies are conducted by non-native speakers. Braine (2005) believes this demonstrates that NNS researchers and teachers are no longer hesitant to openly discuss the issues and challenges of their daily lives and work as NNS professionals. Another commonality is that all of the studies found have been conducted with NNS EFL or ESL teachers. While it can be considered an advantage that the existing research has been conducted in both the EFL and ESL contexts, it would be interesting to compare the findings of such studies with NNS teachers of other languages, such as French, Spanish, and so on. Another noteworthy common characteristic of these studies is that they are mostly studies conducted by graduate students towards their Master's or doctoral degrees. Thus, most of these studies have not yet to be (and may never be) published in academic journals.

2.4.1 Studies on the self-perceptions of non-native teachers

Overall, when the studies of the self-perceptions of NNS teachers are considered as a whole, it appears the main aims of these studies have been similar to the aims of Medgyes' research. This is to say that these studies have generally dealt with having NNS teachers compare themselves to NS teachers. Although the challenges experienced by NNS teachers are expressed at various points, the aims of these studies has not been to investigate how such struggles can be tackled and overcome by SLTEPs. Moreover, although it appears a number of studies recorded that NNS teachers feel self-conscious about their language proficiency, this anxiety is not brought to the forefront of these studies, but is rather presented as another difference between NS and NNS teachers. The table below summarizes some of the studies on the self-perceptions of NNS teachers conducted in previous years:

Studies on the Self-Perceptions of NNS Teachers	Comments
Reves and Medgyes (1994)	In what appears to be the first study conducted on the self-perceptions of NNS teachers, Reves and Medgyes conducted a

	survey with 216 NS and NNS teachers from ten different countries. Most of the teachers supported that NS and NNS teachers differed in terms of teaching practice. The majority of the NNS teachers claimed they experienced difficulties in the TL (especially in vocabulary and fluency), which was reported to have an adverse effect on their teaching performance.
Amin (1997)	The researcher interviewed five NNS English teachers teaching adult learners in Canada. According to the participants, students believed that only Caucasians can be native speakers of English and also that only native speakers know 'real', 'proper', 'Canadian' English. Consequently, the teachers (especially the female teachers) were left feeling disempowered and lacking authority.
Tang (1997)	In a survey of NNS teachers in Hong Kong, Tang found the participants mostly believed NS teachers were better at speaking, pronunciation, listening, vocabulary, and reading. In terms of advantages, the participants believed NNS teachers could help junior and weak students and emphasize with learners due to their common L1 and experience of learning English.
Samimy and Brutt-Griffler (1999)	This study investigated the perceptions of 17 NNS graduate students in the US. Interestingly, the researchers concluded that the differences in teaching practices of NS and NNS teachers can be attributed to cross-cultural differences, rather than differing levels of TL proficiency as assumed by Reves and Medgyes (1994).
Llurda and Huguet (2003)	Conducted with 101 NNS primary and secondary school teachers in Spain, the study recorded that the majority of secondary school teachers believed being a NNS teacher is an advantage in terms of second language teaching. On the other hand, the primary school teachers were almost evenly split in terms of opinions on this issue. Interestingly, the secondary

	school teachers were also found to have higher levels of confidence in their TL proficiency.

Table 2.1 Overview of studies on the self-perceptions of non-native teachers.

2.4.2 Studies on students' perceptions of their non-native teachers

Research on students' perceptions of their NNS teachers is just as vital as research focusing on the self-perceptions of NNS teachers. However, a review of the literature on this issue shows that researchers have only recently investigated how students perceive their NNS teachers. Overall, it again appears the aim of such studies is similar to those investigating the self-perceptions of teachers and Medgyes' research before that. In other words, it can be said that these studies generally ask students to compare NS teachers to NNS teachers and state whether they prefer one type of teacher to the other. Participants were also asked whether they believed having a NNS teacher would have an impact on their SLL attempt. Therefore, it can be concluded that such studies also do not approach addressing the discussion at hand. The table below summarizes the main findings of studies previously conducted in this area:

Studies on Students' Perceptions of their NNS Teachers	Comments
Moussu (2002)	In this study conducted with teachers from Japan, Argentina, Ecuador, and Switzerland, Moussu administered a questionnaire at the beginning and end of the semester to students aiming to elicit how these students felt towards their NNS teacher and how they thought this would influence their SLL process/experience. The results of the initial questionnaire indicated students generally had a positive outlook of NNS teachers and did not consider this to be a disadvantage to their SLL attempt. Interestingly, the findings of the second questionnaire indicated time and exposure further improved the participants' opinions of having a NNS teacher.
Liang (2002)	This study, conducted in the US, investigated students' attitudes towards the accents and features of speech of six

	ESL teachers. Five of the six teachers were NNS while the remaining teacher was a NS of English. Interestingly, the teachers' ethnic and linguistic backgrounds were not recorded to be influential in students' attitudes. Rather, students were found to value teachers' speech sounding interesting, prepared, qualified, and professional.
Cheung (2002)	This study, conducted in Hong Kong, indicated NS and NNS teachers each have their own advantages and disadvantages compared to the other. Cheung concluded students appeared more concerned with whether the teacher is motivating, encouraging and able to make the SLL process fun and relevant rather than with their linguistic background.
Mahboob (2003)	Mahboob's study, conducted in the US, also indicated NS and NNS teachers each have their own advantages and disadvantages according to their students. It was recorded that NS teachers are considered to be favorable in terms of communicative competence and being closely familiar with the target culture. On the other hand, NNS teachers were perceived as being hardworking and emphatic due to their common cultural backgrounds and SLL experiences.
Benke and Medgyes (2005)	In one of the most comprehensive studies to be conducted, Benke and Medgyes investigated the attitudes of 422 Hungarian learners of English towards their NS and NNS teachers. The findings indicated students perceive the teaching behaviors and characteristics of NS and NNS teachers to be quite different. Furthermore, the participants valued having both NS and NNS teachers and were unlikely to want to replace one with the other.
Moussu (2010)	In this study on students' attitudes towards their NS and NNS teachers, 22 intensive English programs throughout the US were investigated. Interestingly, the students' first language

	significantly influenced their attitudes towards both NS and NNS teachers. Overall, Korean, Japanese, Thai, and Chinese students held a less positive attitude towards NNS teachers (and also NS teachers) while Portuguese, French, Spanish, Arabic, and Turkish students appeared to have positive attitudes towards both NS and NNS teachers.

Table 2.2. Overview of studies on students' perceptions of non-native teachers.

In conclusion, when the literature on both the self and students' perceptions of NNS teachers is reviewed, it can be observed that both NNS teachers and their students appear to be aware of the differences which exist between NS and NNS teachers in terms of language proficiency, teaching behavior, and personality. Research indicates that NNS teachers and their students believe there are certain advantages and shortcomings of having either a NS or a NNS teacher.

When we look at all of these studies together as a whole body of research, it can be seen that anxiety experienced by NNS teachers has not been fore grounded. Although it is touched upon at times that NNS teachers may experience challenging moments in the TL during lessons (e.g., Reves and Medgyes, 1994), the main aim of these studies has been to compare and contrast NS and NNS teachers. Therefore, the challenges and feelings of anxiety in the TL apparent in the interview extracts at the beginning of chapter one do not appear to be addressed in these studies. In the next section of this chapter, I will review the body of research conducted specifically on NNS STs.

2.5 Research on non-native student teachers

In recent years, SLTE researchers have also focused their research efforts on the experiences of prospective NNS language teachers. When the body of research on NNS STs is reviewed, it appears studies have been conducted in two main contexts: (1) SLTEPs in EFL contexts and (2) SLTEPs situated in contexts where English is the dominant language, such as Canada, Australia, the UK, or the US (Kamhi-Stein, 2009). I will now present a brief overview of the studies conducted in each of these contexts.

2.5.1 Research conducted in an EFL context

Studies conducted on NNS STs enrolled in SLTEPs within an EFL context have mainly investigated the role of language proficiency in teacher development (e.g., Berry, 1990;

Lavender, 2002; McDonald and Kasule, 2005; Murdoch, 1994). Researchers within this area have generally assumed teacher confidence is greatly influenced by a teacher's level of language proficiency. In basic terms, the assumption has been that teachers with higher levels of proficiency in English tend to have higher levels of self-confidence as NNS language teachers. This notion was aptly summed up by Murdoch (1994) who stated "a teacher's confidence is most dependent on his or her own degree of language competence" (p.258).

Researchers have based this assumption on the findings they have recorded indicating NNS STs within an EFL SLTE context tend to rate developing their proficiency in English as their number one objective during the course of their SLTEP. For example, in his study with NNS STs enrolled in a SLTEP in Sri Lanka, Murdoch (1994) found the participants rated developing their proficiency in English as their main concern during the duration of their SLTEP. Similar results were obtained by Berry (1990) in a study conducted with NNS secondary school teachers in Poland. In fact, participants in both studies expressed that their main priority during SLTEPs tends to be improving their proficiency and language skills in English rather than acquiring language learning theory and developing pedagogical skills. Lavender (2002) investigated the main concerns of NNS language teachers from Korea participating in a short-term in-service teacher development program in the UK. Similar to previous studies, Lavender also recorded that the participants believed improving their proficiency in English was the most important aspect of the teacher development program. Borg (2006) conducted a study with Hungarian EFL STs and Slovenian undergraduate students of English to identify the characteristics of EFL teachers. Interestingly, Borg recorded that one participant brought up experiencing feelings of concern about making mistakes in English due to English not being his/her native language. However, as mentioned, the main aim of the research study was to describe the characteristics of NNS EFL teachers, so this issue was not further explored any further.

In other words, NNS STs generally expect their SLTEP to provide them with opportunities for developing their target language proficiency. This is particularly true for SLTEPs in an EFL setting since such STs may only be exposed to and use the target language during their SLTE courses. Therefore, NNS STs expect their SLTEP to both provide them with the professional training necessary to become a teacher as well as to address issues related to target language proficiency. Pasternak and Bailey's (2004) Continua of Target Language Proficiency and Professional Preparation addresses this dual relationship between ST target

language proficiency and professional development. According Pasternak and Bailey, target language proficiency and professional development are both essential elements of SLTE and need to be perceived as a continua "rather than an either-or proposition" (Pasternak and Bailey, 2004, p.163). As can be seen in the figure below, the Continua of Target Language Proficiency and Professional Preparation is made up of four quadrants. A teacher/ST in Quadrant 1 is both proficient in the target language and professionally prepared as a language teacher. On the other hand, a teacher/ST in Quadrant 2 is said to be professionally prepared as a language teacher, but lacking in terms of target language proficiency. Alternatively, a teacher/ST in Quadrant 3 would be proficient in the target language; however, would not be professionally prepared as a language teacher. Lastly, a teacher/ST in Quadrant 4 is neither proficient in the target language nor professionally prepared as a language teacher. Although target language proficiency may seem to be an issue relevant only to NNS STs at first glance, Pasternak and Bailey argue that SLTEPs need to help STs develop their target language proficiency as well as their professional skills and knowledge regardless of whether they are NS or NNS STs. This is because research has indicated that target language proficiency influences teachers' levels of confidence, which in turn may affect the instructional preferences and practices of these teachers (Cullen, 1994; Murdoch, 1994). Pasternak and Bailey's Continua of Target Language Proficiency and Professional Preparation has received strong support from related research studies conducted in SLTEPs both in EFL contexts and Inner Circle contexts where English is the dominant language (e.g., Barnes, 2002; Brady and Gulikers, 2004; Chacon, 2005; Cullen, 2002; Kamhi-Stein, 2000; Liu, 1999; Lavender, 2002; Snow, Kamhi-Stein, and Brinton, 2006).
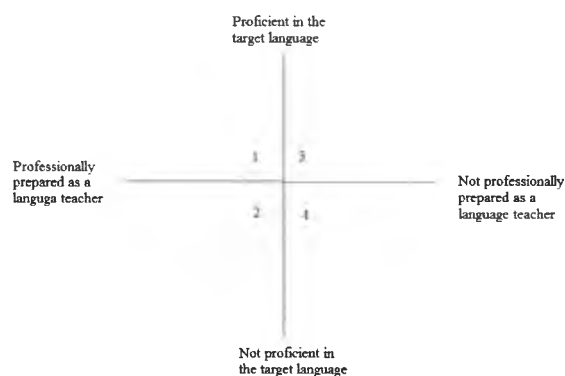
Figure 1 Continua of Target Language Proficiency and Professional Preparation

The next logical question to ask would of course be how Pasternak and Bailey's (2004) framework could be adopted into practice. Despite being conducted ten years prior to Pasternak and Bailey's proposed framework, Cullen (1994) describes how an SLTEP in Bangladesh linked target language proficiency development to other components of the program, especially the methodology course. Cullen describes how this can be accomplished in three stages: the input, processing, and output stages. During the input stage, STs participate as learners in language lessons. Later, in the processing stage, the STs analyze and evaluate the language lesson and its activities that they have just completed. Lastly, the STs prepare their own lesson plans during the output stage. Therefore, the STs receive opportunities to develop both their target language proficiency and their pedagogical competence. Cullen (2002) provides a similar example of how both target language proficiency and professional knowledge and skills can be developed. According to Cullen (2002), STs can be provided with tapescripts of lessons to study and analyze to both develop their target language proficiency and gain a familiarity with classroom language and instructional strategies. Although both of these studies describe how developing target language proficiency and pedagogical competence can be incorporated into a single cohesive task, Barnes (2002) and Lee (2004) argue that language development tasks are still beneficial for STs even if they are independent from the other components of the SLTEP. Snow, Kamhi-Stein, and Brinton (2006) describe how an SLTEP in Uzbekistan incorporates both target language proficiency and pedagogical competence into its program by recognizing the importance of the ownership of English for NNS STs. In other words, there are various ways in which Pasternak and Bailey's (2004) Continua of Target Language Proficiency and Professional Preparation framework can be put into real-life practice.

All of the studies so far have been conducted in SLTEPs within an EFL or an expanding circle context. However, a number of studies have also described how to address NNS ST language proficiency issues in SLTEPs within Inner Circle countries where English is the dominant language used. For example, Liu (1999) proposes utilizing a language component across the curriculum while Kamhi-Stein (1999) suggests that SLTEPs offer an individualized target language study component which is based on each ST's self-perceived needs. On the other hand, Carrier (2003) proposes that SLTEPs offer introductory target language courses in the first term of the program to develop NNS STs' academic writing and communication skills and also to familiarize STs with the demands of Western-based

programs. Similarly, Borg (2003) proposes that SLTEPs offer a grammar course that focuses on developing both STs' grammatical knowledge and also their pedagogical knowledge by using materials from real language classrooms. On the whole, Kamhi-Stein (2009) argues that SLTEPs in Inner Circle countries have not attempted to address issues related to NNS STs' language proficiency as much as SLTEP within EFL contexts.

Therefore, when this whole body of research is considered as a whole, it does not address NNS ST language anxiety. Rather, it can be understood that these studies deal with what NNS STs believe to be the most important aspect of their SLTEPs, describing the characteristics of NNS EFL teachers, and investigating how STs' target language proficiency can be improved. Indeed, some of these studies do also investigate ST self-confidence in their TL proficiency (e.g., Murdoch, 1994). However, they do not investigate whether feelings of anxiety have any kind of impact over their TL performance. Although the one participant in Borg's (2006) study brought up the insecurity he/she experienced in English, a feeling which if frequently repeated could readily engender feelings of language anxiety, the issue is not brought to the forefront of the study. Overall, the feelings and manifestations of language teacher anxiety observed in the interview extracts of chapter one are not dealt with in this body of research.

2.5.2 Research conducted in English-speaking contexts

Compared to research conducted on SLTEPs in the EFL context, research conducted in English-speaking contexts appears to have covered a wider scope of topics. Firstly, researchers have examined the relationship between NNS STs and the notion of the native speaker supremacy. Findings have indicated that SLTE contributes to the discrediting of the native speaker notion (e.g., Samimy and Brutt-Griffler, 1999; Golombek and Jordan, 2005; Pavlenko, 2003). The research findings indicate that NNS STs begin to question the native speaker fallacy via the education/training they receive through their SLTEP. To accomplish this aim, it is said that it is necessary to provide STs with ample opportunities to engage in discussion on the NS – NNS dichotomy as well as teacher identity. Through such discussions, NNS STs, who may not have initially perceived themselves as legitimate owners of the English language, begin to value the multicompetence aspect of their NNS nature. Thus, it can be said that the findings of the studies mentioned above indicate SLTEPs can play an important role in empowering NNS STs before they begin their teaching careers.

Secondly, other researchers have investigated NNS STs' identity development throughout the duration of their SLTEP (e.g., Flores, 2001; Gee, 1996; Hawkins, 2004; Singh and Richards, 2006). The findings of such studies have generally been similar to those focusing on NS STs' identity development. That is, NNS STs' identity is not fixed, but rather is constructed within the social milieu and develops throughout the duration of the SLTEP. Teacher educators have also been noted to play an important role in the identity formation process (Kamhi-Stein, 2000). Importantly, it has been stressed that it is not realistic to expect NNS STs to behave or act in a particular way merely because they are non-native speakers or from a particular ethnic or linguistic background (Morita, 2004).

Lastly, other researchers have attempted to investigate the needs of NNS STs enrolled in SLTEPs within English-speaking contexts. In a noteworthy study, Lee and Lew (2001) analyze the journal diary entries of four NNS STs enrolled in a graduate TESOL program in the US. The researchers recorded the participants experienced feelings of language anxiety and tended to underestimate their abilities in the TL. Interestingly, the researchers also noted that the participants used coping mechanisms to overcome their perceived challenges.

Therefore, it appears that out of the three main areas of research described above, feelings of anxiety in the TL have been brought to the forefront only in Lee and Lew's study. This study can be considered to be of importance in the current discussion since it appears to be the single study that addresses NNS STs' feelings of language anxiety. However, the anxiety experienced by the participants in the Lee and Lew study appears to be engendered by situations the participants find themselves in during their graduate courses. Thus, the focus of the study is the challenges the participants experience as they struggle to meet the expectations of their course load. While this is an important contribution to the limited literature on language anxiety experienced by NNS STs, it deals with only one aspect of the anxiety NNS STs may experience. The participants in the study do not mention whether they also experience anxiety due to the fact that they will soon be teachers of the TL. Nor do the participants bring up whether or not they experienced anxiety as FL learners. Thus, while the study draws attention to the possibility of ST FLA, it does not comprehensively study the phenomenon. Furthermore, as mentioned before, Lee and Lew's study was conducted with NNS STs enrolled in an SLTEP in the US, where English is the dominant language in use. Therefore, the participants in the study probably had to use English on a much more frequent basis than NNS STs enrolled in an SLTEP in an EFL context. The lack of studies focusing on

such issues in an EFL context SLTEP is a major gap in this body research. Consequently, the feelings of anxiety which are explicitly expressed in the interview extracts at the beginning of chapter one have yet to be directly or comprehensively addressed by SLTE professionals and researchers.

It is important to note that a handful of studies have investigated feelings of FLA experienced by teachers and STs (e.g., Bekleyen, 2009; Canessa, 2004; Gregersen and Horwitz, 2002; Horwitz, 1996; Kunt and Tum, 2010; Tseng, 2005; Tum, 2010; Wood, 1999). Despite such efforts, research in this area still remains in its infancy. These studies will be discussed in the next chapter which focuses on reviewing the literature on FLA.

2.6 Conclusions

In the first chapter, it was proposed that NNS STs' feelings of anxiety may stem from two main sources. Firstly, STs' feelings of anxiety may be a continuation of the FLA they experienced as students of the TL. Secondly, there may be STs who did not experience any feelings of anxiety as a student/learner, but who may have started to experience feelings of anxiety for the first time as a ST coming to terms with the fact that they will soon become teachers of the TL. This anxiety may be engendered by a number of factors, such as unrealistic beliefs, expectations of society, certain aspects of SLTEPs, or ego-investment and so on. This study is the first of its kind in that one of its main aims is to examine what anxious STs perceive to be the sources of their feelings of language teacher anxiety. Furthermore, this study is also unique in that it aims to investigate how anxious NNS STs believe their feelings of language teacher anxiety may affect their TL performance and approach to teaching English in their future classrooms.

Although it can be argued that English has been taught by NNS teachers for at least the last four hundred years (Braine, 2010), research focusing on NNS teachers and STs has only recently begun to increase. As the number of NNS EFL teachers continues to increase worldwide (Borg, 2006; Crystal, 2003; Graddol, 2006; Prodromou, 2003) and NNS teachers maintain a strong sense of empowerment in the ELT world, it is likely that this interest in the experiences of NNS language professionals will continue in the years to come. Throughout this chapter, I have attempted to provide an overview of this area of research by outlining the kinds of studies which have been conducted on NNS teachers and STs. Most of the earlier research focused on comparing and contrasting NNS teachers with NS teachers (e.g.,

Medgyes, 1994; Cook, 1999) while more recent research has broadened the scope of issues studied. However, as demonstrated throughout this chapter, the fact remains that despite such advancements, NNS STs' feelings of language teacher anxiety have yet to be systematically addressed by researchers interested in the experiences of NNS teachers/STs. Although NNS teachers/STs' feelings of language anxiety were not brought to the forefront in any of the studies found, in various studies the researchers mentioned a number of teachers who reported experiencing feelings of uneasiness, discomfort, or concern when using the TL (e.g., Borg, 2006; Medgyes, 1983; Reves and Medgyes, 1994) to the degree that may even have a negative impact on their teaching performance. It can be hypothesized that when such feelings are frequently repeated, they could easily lead to feelings of language anxiety; however, none of these studies investigated such cases any further. Thus, although it appears that in some of these studies, NNS professionals have brought up their concerns in regards to the deleterious feelings they experience when using the TL from time to time, such concerns have yet to be focused on intensively. A notable exception is the study conducted by Lee and Lew (2001) which found that NNS teachers enrolled in a graduate degree program in the US experienced feelings of language anxiety during graduate class discussions. However, the Lee and Lew study also did not probe any deeper into the effects or sources of such feelings.

Thus, the anxious ST interview extracts from the beginning of chapter one indicating that language teacher anxiety can potentially have a substantially negative impact on ST language performance, pedagogical skills, and overall emotional well-being still remain largely uninvestigated. This chapter has aimed to demonstrate that the growing field of research on the experiences of NNS teachers/STs has failed to comprehensively address the research questions this study intends to investigate. Importantly, the interview extracts in chapter one also indicate that STs' feelings and manifestations of language anxiety carry several similarities to those experienced by anxious FL *learners*. Therefore, in the next chapter, a review of the existing literature on anxiety in SLL will be presented and discussed as well as the limited number of studies which have been conducted on NNS teachers/STs' feelings of FLA.

Chapter Three: Language Anxiety

3.1 Introduction

Learning a second language is a formidable challenge for many individuals. SLA researchers have long been interested in why certain individuals achieve more success in the second language than others; and therefore, a considerable amount of research has been conducted over the last six decades in this area. It can be said the bulk of research falling under the general heading of SLA is concerned with cognition and/or interaction. Early SLA research focused on examining the influence of cognitive abilities (e.g., Carroll & Sapon, 1959; Pimsleur, 1966) and personality types (e.g., Taylor, Guiora, Catford, & Lane, 1969; Bartz, 1974) on the degree of success achieved in SLL. On the other hand, Gardner and Lambert are credited as the first researchers to expand the focus of SLA research to the influence of second language learners' feelings and emotions on second language achievement. Since Gardner and Lambert's (1972) initial studies on the attitudes and motivations of language learners, an abundant amount of research has been conducted on a wide range of affective factors, such as empathy (e.g., Guiora et al., 1972), self-efficacy (e.g., Ehrman, 1996), and anxiety (e.g., Horwitz, Horwitz, & Cope, 1986; MacIntyre, 1999) and the roles they play in facilitating or impeding SLL. It appears learners need to feel secure and free of stress to focus their efforts on SLL (Ellis, 2008).

The current chapter focuses specifically on language anxiety. As described earlier, the aim of this study is to investigate NNS STs' feelings of language anxiety as they approach the end of their SLTEP and the initiation of their teaching careers. Although a number of NNS teachers and STs voiced that they may experience feelings of inadequacy and anxiety when using the TL from time to time in various studies on the experiences of NNS teachers and STs (e.g., Borg, 2006; Reeves and Medgyes, 1994), Horwitz (1996) appears to be the first to focus specifically on the possibility that NNS teachers and STs may in fact experience feelings of FLA from time to time in the classroom paralleling those experienced by anxious FL *learners*. The STs quoted at the beginning of chapter one indeed do appear to experience feelings of inadequacy, self-consciousness, and anxiety in the TL to the degree that they believe affects their TL performance. The concerns and complaints brought forward by these STs are likely to be all too familiar for researchers interested in *learner* FLA. Therefore, any discussion of teacher or ST language anxiety first merits a discussion of the existing literature on FLA experienced by learners. Indeed, when one considers the researchers who have

conducted studies on teacher and ST language anxiety (e.g., Canessa, 2004; Horwitz,1996; Kunt and Tum, 2010), the first thing that stands out is that most of these researchers were initially interested in learner FLA, which later led to the studies they conducted on teacher/ST FLA. Similarly, the motivation for the current study sprouted from my initial interest in learner language anxiety. The chapter begins with a brief discussion of the wider literature on anxiety before moving on to anxiety specific to the SLL context. This is followed up by a discussion of the effects and sources of FLA. Next, two alternative theories to FLA are presented. Then, the methods and techniques proposed by researchers as measures to reduce FLA are outlined. The chapter then shifts its focus to the feelings of FLA experienced by NNS teachers and STs.

3.2 What is anxiety?

> "Anxiety (or dread) itself needs no description; everyone has personally experienced this sensation . . . the problem of anxiety is a nodal point linking up all kinds of most important questions: a riddle of which the solution must cast a flood of light upon our whole mental life" (Freud quoted in Spielberger, 1921, p.5)

Freud can be considered to be one of the first thinkers to recognize the significance of anxiety in human life. As can be seen in the quotation above, according to Freud, anxiety is a feeling that everyone has experienced from time to time throughout their lives, which plays a central role in understanding the mental lives of people. Language anxiety has been one of the most debated and interesting affective factors in SLL and has been put forward as a central problem in SLA. However, MacIntyre (1999) proposes that any discussion of anxiety specific to the second language context warrants a discussion of the wider literature on anxiety to explore the links between them.

As mentioned, one of the earliest thinkers in the field of psychology to recognize the role of anxiety was Freud, who defined the feeling of anxiety as "an unpleasant affective state or condition similar to dread or nervousness, with physiological and behavioral manifestations" (Spielberger, 1966, p. 9). A review of the literature concludes that researchers, while conceptualizing anxiety in different ways, generally view anxiety as being a potential impediment to learning. The following is a brief review of various researchers' conceptualizations of anxiety:

Sarason (1980) defines anxiety as "a response to perceived danger or the inability to handle a challenge or unfinished business... a state marked by heightened self-awareness and

perceived helplessness... (which) can arise from the inability to cope with a situational demand in a satisfactory manner" (pp.6-7). Sarason goes on to list the characteristics of general anxiety as:

1. The situation needs to be seen as difficult, challenging, and threatening.

2. The individual perceives himself/herself as being incapable, ineffective, or inadequate, in dealing with this situation.

3. The individual focuses his/her attention on the undesirable consequences of not being able to cope with the situation at hand.

4. The individual engages in strong self-deprecatory preoccupations, which interfere with cognitive processing related to the task at hand and also the ultimate completion of the task.

5. The individual expects to fail and lose regard in the eyes of others.

Keeping in mind Sarason's conceptualization of anxiety, it would appear that anxiety experienced by NNS STs potentially meets the five characteristics put forward by Sarason. As can be seen in the interview extracts at the beginning of chapter one, it is quite plausible to hypothesize that STs do in fact perceive the challenges in the TL awaiting them in their future careers as difficult and threatening. The STs appear to be cautious of these challenges and question their capabilities in tackling these challenging situations. Moreover, it can be seen that the STs are unable to overcome these challenges and occupy themselves by focusing on undesirable outcomes and consequences. Ultimately, STs may begin to expect to fail and lose regard in the eyes of others. Therefore, it can be argued that Sarason's definition of an anxiety-inducing situation parallels the struggles and challenges which may be faced by NNS STs in the TL.

Reber (1985) described anxiety as "a vague, unpleasant emotional state with qualities of apprehension, dread, distress, and uneasiness" (p. 43). According to Reber, anxiety is a feeling of unpleasantness, uneasiness, and apprehension and it causes not only physiological reactions, such as sweating of the palms, and increased heartbeat, but also changes in the way we act, such as a tendency to avoid situations that are found to be anxiety-provoking. While there is a wealth of literature on anxiety in the field of psychology, this chapter focuses primarily on the literature of anxiety in SLL. On the role of anxiety in language learning,

Scovel (1978) defines anxiety as "a state of apprehension, a vague fear" (p.134) while according to Brown (1987) anxiety is "associated with feelings of uneasiness, self-doubt, apprehension, or worry" (p.106).

When the conceptualizations of Reber, Scovel, and Brown are compared to NNS STs' feelings of anxiety expressed in the extracts at the beginning of chapter one, a number of overlaps can be observed. For example, in nearly all the extracts, the quoted NNS STs express feelings of uneasiness, self-doubt, apprehension, worry, and/or unpleasantness in the TL. Physiological reactions, such as stuttering are also brought up. Finally, it appears that anxious NNS STs may also tend to avoid what Reber described as "situations that are found to be anxiety provoking". This can be seen in that one of the quoted STs describes how he/she ends up having to abandon conversations with native speakers due to intense feelings of anxiety.

Various types of anxiety have been identified by researchers over the years. In the next section, I present various distinctions made by researchers studying anxiety.

3.3 Types of anxiety

3.3.1 Trait, situation-specific, and state anxiety

An examination of the literature on anxiety shows how researchers have generally conceptualized the construct of anxiety as consisting of three levels: trait, situation-specific and state anxiety (see, Cartell and Schier, 1963; MacIntyre and Gardner, 1989; Spielberger, 1966). **Trait anxiety** is seen to be as a more global and stable disposition to anxiety and such a person is generally anxious about many things in life (Spielberger, 1966). Drawing on research and work in general psychology, Scovel (1978) defines trait anxiety as a more permanent inclination to be anxious. People with high levels of trait anxiety are predictably anxious in a wide range of contexts. In other words, being anxious can be considered to be a feature of such an individual's personality. **Situation-specific anxiety** is similar to trait anxiety; however, it is limited to a single situation or condition. It is a feeling of anxiety and apprehension that arises under particular circumstances (Spielberger, 1983). It is also stable over time, but only applicable in the single context. Examples would be test anxiety, stage fright, or math anxiety. **State anxiety** is a temporary emotional state of being anxious. It is a passing feeling that may increase or subside under certain circumstances. To illustrate, a

learner may feel anxious during any given lesson, but the feeling is not stable and will disappear once the threat subsides.

3.3.2 Debilitating and facilitative anxiety

Another important distinction made in the research on anxiety is that on the difference between debilitating and facilitative anxiety (Alpert and Haber, 1960; Scovel 1978; Oxford, 1991; Brown, 2007). The distinction is made based on the effects anxiety has on learning and performance. Facilitative anxiety is understood to improve learning and performance while debilitating anxiety is understood to impede learning and performance. The explanation below from Scovel (1978) further clarifies the distinction between the two constructs:

> "Facilitating anxiety motivates the learner to "fight" the new learning task; it gears the leaner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978, p.139)

In the SLL context, feelings of debilitating anxiety are understood to have a detrimental and harmful effect on language learners. However, facilitative anxiety is seen to be a positive feeling as it creates just enough feelings of nervousness and anticipation for a learner to remain attentive to the accomplishment of the task at hand. Without such feelings of facilitative anxiety, learners may tend not to care or be concerned about putting in their best effort to accomplish the given task. Not surprisingly, a considerable amount of research has indicated that facilitative anxiety has a positive effect on SLL (Bailey, 1983; Ehrman & Oxford, 1995; Horwitz, 1990; Spielmann & Radnofsky, 2001; Young, 1992). Brown (2007) recommends teachers keep the debilitating – facilitative dichotomy in mind when they observe anxiousness in learners in their classrooms. He suggests teachers consider whether such feelings of anxiety are having a debilitating or facilitative effect on their learners and establish an optimal setting for SLL. In other words, teachers should attempt to create non-threatening classroom environments that still convey to learners the importance of making the best possible effort to achieve success in the FL.

3.4 Foreign language anxiety

> "Many people claim to have a mental block against learning a foreign language, although these same people may be good learners in other situations, strongly motivated, and have a sincere liking for speakers of the target language. What, then, prevents them from achieving their desired goal? In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class .... Just as anxiety prevents some people from performing successfully

in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful." (Horwitz, Horwitz, and Cope, 1986, p.125)

Horwitz and Young (1991) proposed that anxiety specific to SLL can be conceptualized in two ways: (1) as a transfer of other types of anxiety, or (2) as a situation-specific anxiety. Early research focusing on the effects of anxiety on SLL used the "anxiety transfer" approach and yielded conflicting results (Horwitz, Tallon, & Luo, 2010). In his review of studies conducted up to the late 1970s, Scovel (1978) also drew attention to the indistinct and conflicting results of studies on anxiety and explained that while some studies indicated anxiety had a facilitating effect on SLL, others indicated anxiety had a debilitating effect (e.g., Backman, 1976; Chastain, 1975; Swain and Burnaby, 1976). Scovel concluded that the reason for the contradictory results was that researchers had not defined the type of anxiety they aimed to measure and recommended that in future studies, researchers clearly define the type of anxiety being measured as well as its relationship with other cognitive and affective variables.

After Scovel's recommendations, SLA researchers began to approach the construct anxiety as a situation-specific anxiety unique to SLL. This new approach to language anxiety was astutely described by Gardner (1985) who hypothesized that "a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement" (p. 34). Horwitz, Horwitz, and Cope's (1986) groundbreaking study identified FLA as an anxiety specific to the FL classroom and defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning experience" (p. 128). They also developed the FL Classroom Anxiety Scale (FLCAS) to measure the levels of FLA experienced by learners. The FLCAS, which can be seen in the table below, consists of 33 Likert-scale items covering negative performance expectancies, social comparisons, psychophysiological symptoms, and avoidance behaviors, all of which are considered to be indicators of FLA. Every item is followed by a five point Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree). Although defining and measuring affective factors like anxiety can be difficult and challenging (Brown, 2007), the definition provided by Horwitz and her colleagues as well as the FLCAS have been widely adopted and used in the field of SLA. Despite the consistent results yielded by studies using the FLCAS, some researchers have pointed out that the FLCAS may not be the most adequate measure of

anxiety in aspects of language other than speaking as 20 of the 33 items focus on listening and speaking in the TL (Rodriguez and Abreu, 2003).

1. I never feel sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when 1 don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Table 3.1 The Foreign Language Classroom Anxiety Scale.

"Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation." (Horwitz, Horwitz, and Cope, 1986, p.127)

As can be seen in the extract above, Horwitz and her colleagues proposed that FLA is related and conceptually similar to three other situation-specific anxieties – communication apprehension (McCroskey, 1970), test anxiety (Sarason, 1978), and fear of negative evaluation (Watson & Friend, 1969). They proposed that experiencing difficulty in expressing oneself fully and/or understanding what others are saying can potentially lead to an apprehension of communicating in the TL. Furthermore, as language learning involves oral communication in a language which is not familiar to the language learners, learners who are anxious about communicating orally (although FLA has been documented to affect all language skills) in the native language would find the process of SLL anxiety-provoking. In terms of fear of negative evaluation, learners who worry about being negatively evaluated in their daily interactions and are over concerned with personal and third party evaluations would also find the process of SLL to be anxiety-provoking. As for the relation to test anxiety, Horwitz and her colleagues drew attention to the fact that a considerable number of second language learners report feeling as though they are being constantly tested during their language classes.

Consequently, Horwitz (1986) was interested in determining whether FLA exists as an impediment to language learning in and of itself. To this end, she attempted to investigate the correlations between FLA and these three similar types of anxieties (communication apprehension, test anxiety, and the fear of negative evaluation). Horwitz found FLA has only small to moderate relationships with the three mentioned anxiety types. It was concluded that FLA is clearly distinguishable as a major obstacle to SLL in and of itself despite sharing some similarities with several other types of anxieties. Consequently, the existence of FLA as an independent situation-specific anxiety unique to the FL classroom has been widely accepted by most SLA researchers (Horwitz, 2001).

Once FLA was put forward as an impediment to SLL, many researchers interested in FLA began to research the specific effects FLA has on SLL. In the next section of this chapter, I will outline the main effects of FLA which have been documented by researchers.

3.5 The effects of foreign language anxiety on second language learning

At the beginning of this study it was hypothesized anxious STs' feelings of language teacher anxiety may have a negative impact on their TL performance. As the research conducted on language teacher anxiety is very limited, little is known about the exact effects of such feelings. However, when the potential negative effects on foreign language education are considered, it is clear more research is warranted. Thus, the current study is the first of its kind in that it investigates how anxious NNS STs believe their feelings of language teacher anxiety affects their TL. Bearing in mind the interview extracts from the beginning of chapter one, it can be hypothesized that anxious NNS STs' TL performance can be negatively affected in a number of ways such as deleterious effects on individual language skills, avoiding situations in which they need to use the TL, or continuously questioning themselves while using the TL – symptoms familiar to researchers interested in *learner* FLA. Therefore, it is necessary to first look at the existing literature on *learner* FLA to see what research has told us about the effects of FLA on SLL and TL performance.

The effects of FLA on SLL have been a widely researched area for the last three decades. It appears one of the topics which has interested FLA researchers the most has been the effect of FLA on the overall outcome of SLL. In their pivotal study, Horwitz et al. (1986) put forward FLA as a situation-specific form of anxiety unique to the FL classroom and determined a negative relationship between feelings of FLA and language achievement by using the FLCAS. In other words, Horwitz and her colleagues claimed that experiencing high levels of FLA has a negative impact on the level of success achieved in the TL.

The Horwitz et al. study created a ripple effect in the field as many researchers began to investigate the effects of FLA on language achievement in various contexts. A number of these studies aimed to investigate the impact of FLA on achievement and the final grades obtained by the learners (e.g., Gardner, 1985; Horwitz, 1986; Aida, 1994; Rodriguez, 1995; Saito & Samimy, 1996; Onwuegbuzie, Bailey, & Daley, 2002; Abu-Rabia, 2004; Matsuda & Gobel, 2004; Elkhafaifi, 2005; Frantzen and Magnan, 2005; Lu & Liu, 2011). These studies indicated higher levels of FLA ultimately lead to lower final grades. Moreover, the studies mentioned were conducted with learners of various TLs and of varying levels of instruction (e.g., beginner, intermediate, advanced), which led researchers to conclude that the negative correlation between FLA and final grades appears to be true regardless of the language and/or level of study. Other recent studies have also indicated that anxiety can be present at

all levels of SLL (e.g., Bailey, Onwuegbuzie, & Daley, 2000; Ewald, 2007; Frantzen & Sieloff Magnan, 2005; Liu, 2006).

In the light of such findings, other studies investigated the relationship between levels of FLA and learners' self-ratings of their language proficiency (e.g., Gardner and MacIntyre, 1993; MacIntyre, Noels, & Clément, 1997; Perales and Cenoz, 2002; Dewaele, Petrides, & Furnham, 2008) and found that learners experiencing higher levels of FLA tended to negatively rate their proficiency and competence in the TL. Specifically, MacIntyre, Noels and Clément (1997) found that as the levels of FLA recorded increased, the learners' ratings of their competence decreased. In their comprehensive study of the effects of FLA, Gardner and MacIntyre (1993) interestingly found that students experiencing high levels of FLA tended to rate their proficiency in the TL lower than their actual language proficiency, which was measured by the researchers. Thus, the researchers concluded that high levels of FLA lead to students underestimating their proficiency in the TL.

However, it is important to note that not all studies have produced significant correlations between anxiety and achievement in the TL. For example, Gardner, Moorecroft, and MacIntyre (1987) found a significant relationship between anxiety and scores on a word production task, but could not find any kind of significant relationship between anxiety and free speech quality. Furthermore, in their study with adult EFL learners in Scotland, Parkinson and Howell-Richardson (1990) did not find a relationship between the levels of anxiety measured and rate of improvement. Ely (1986) also found no relationship between anxiety and level of class participation in university level learners. In short, it can be said the results of studies on anxiety have been mixed at times. In explaining a possible reason for these mixed results, Ellis (2008) refers to the concepts of facilitating and debilitating anxiety and states the relationship between anxiety and achievement is unlikely to be linear. Learners with high levels of facilitative anxiety may be prompted to strive to overcome their feelings of anxiety and accomplish the task at hand. However, Horwitz (1986) argues this would only be true for simple learning tasks.

Despite such mixed results, SLA researchers interested in anxiety have continued to investigate the other various effects of FLA on SLL. For example, it appears FLA negatively affects what and when learners choose to communicate in the TL. Specifically, previous research (e.g., Kleinmann, 1977; MacIntyre & Gardner, 1991; MacIntyre & Charos, 1995) has indicated anxious learners are less likely to engage in TL communication than non-

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anxious learners. Moreover, anxious language learners have been found to rely more on concrete facts rather than personal interpretations and elaborations when communicating in the TL (e.g., Steinberg & Horwitz, 1989). Such findings become ever more important in FL classrooms emphasizing spontaneous interaction in the TL as anxious learners may perceive such classroom practices to be threatening and challenging (Horwitz, et al., 2010).

MacIntyre and Gardner (1994) attempted to investigate the effects of FLA at the input, processing, and output stages of SLA and reported FLA can be hypothesized to exist and be effective on language performance at all three stages. However, most research has focused on the output stage and very little is known about the effects of anxiety on the input and processing stages (Ellis, 2008). MacIntyre and Gardner (1994) concluded that FLA has the potential to affect not only the development of second language competence, but also the ability of students to produce (at the output stage) the language they have learned.

Researchers interested in FLA have also traditionally investigated the effects of FLA on the four language skills: speaking, listening, reading, and writing. Research has indicated speaking is the skill most affected by FLA (e.g., Horwitz & Young, 1991; Kitano, 2001; MacIntyre & Legatto, 2011; Saito, Garza, & Horwitz, 1999; Wang and Ding, 2001; Woodrow, 2006). Classroom activities, such as oral presentations, skits, and role-play activities which emphasize oral production skills (especially those in front of an audience) have been found to induce feelings of FLA (Young, 1990; Liu, 2006). When it is kept in mind that the fear of being negatively evaluated by others is closely related to the feelings of FLA (Horwitz, et al., 1986), it is not surprising to see that classroom activities carried out in front of other learners and/or an audience have been noted to be anxiety-inducing experiences for FL learners.

Previous research has indicated listening is, after speaking, the second most affected language skill by FLA. Elkhafaifi (2005) suggests that FLA and FL listening anxiety are separate but related as both negatively affect achievement. Anxiety levels in TL listening are likely to increase when students perceive the listening material to be too difficult, too fast or unfamiliar for them (Scarcella & Oxford, 1992; Oxford, 1993; Vogely, 1998). On the other hand, authentic listening materials (i.e., TL listening materials that are not specifically designed for the FL classroom, such as news bulletins, radio shows, and TV interviews) have been found to be more anxiety-inducing compared to listening materials prepared specifically for FL classrooms (Kim, 2000). Research has also indicated listening may be perceived as

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threatening by anxious language learners since they believe it is essential to understand each and every word of the listening passage.

In terms of reading, a study by Saito, Horwitz and Garza (1999) concluded that FL reading anxiety was a distinguishable construct from FLA and developed a scale to measure FL reading anxiety. Interestingly, FL reading anxiety appears to vary according to the language of study (Saito, Horwitz, and Garza, 1999). It is important to remember that previous research focusing on general FLA had indicated levels of FLA were independent of the language of study. Other studies on FL reading anxiety indicate that anxious learners have difficulty remembering information from the text (Sellers, 2000) and that abstract texts with unfamiliar content are more anxiety-inducing for students. It is important to note that the studies mentioned above focused specifically on students reading to themselves rather than reading aloud.

Similarly, Cheng, Horwitz and Schallert (1999) concluded that FL writing anxiety is clearly distinguishable from FLA. The researchers reported that it appears FL learners experience anxiety specifically when writing. Furthermore, Kim (2002) concluded that students experience anxiety when writing in the FL since they find it difficult to remember specific vocabulary and worry about meeting the instructor's expectations.

Lastly, other researchers (e.g., Phillips, 1990; Spitalli, 2000) have investigated the effects of FLA on learners' attitudes, motivations, and feelings towards SLL, the TL, and the target culture group. Research indicates FLA has a derogatory effect on FL learner attitudes, motivation, and feelings. This is to say that anxious FL learners tend to be less motivated to study the TL and have negative attitudes and feelings towards the TL, TL culture group, and/or the overall experience of SLL. Recent research has even indicated that anxious language learners may even abandon further FL instruction (Dewaele & Thirtle, 2009).

A review of the literature on FLA sheds light on the many potential negative effects of the phenomenon on SLL. At the end of this chapter, a table is presented to summarize the studies carried out on the effects of FLA. In a nutshell, FLA has been found to lead to lower overall FL grades, learners' underestimating their actual TL proficiency, learners' communicating less in the TL, negative effects on the input, processing, and output stages of SLL, deleterious effects on all four language skills, and negative effects on learners' motivation, attitudes, and feelings towards SLL and the TL. The effects of FLA can be so severe that

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anxious students have compared learning a FL to being in a "prison camp" (Price, 2001, p.104). Thus, it can be said that the potential negative effects of FLA on SLL and students' overall emotional well-being warrants the research studies which have been and continue to be conducted on FLA.

When the documented effects of FLA on language learners are related to NNS STs, it appears there are many areas of potential overlap. For example, as described in this section, FL learners have been recorded to self rate their TL proficiency considerably lower than it actually is. Although it is reasonable to say the majority of NNS STs are still in the process of mastering the TL, it is likely most NNS STs have achieved a certain level of proficiency in the TL as they unlikely would have chosen this profession otherwise. Hence, it is possible their feelings of anxiety are causing STs to underestimate their actual proficiency as well as their capabilities in the TL and overreact to the nature of their errors, which is likely leading to further feelings of anxiety and also TL errors. Furthermore, it was explained above that anxious learners have been noted to be less likely to engage in conversation in the TL. Similarly, the anxious ST quoted at the beginning of chapter one brought up that he/she finds himself/herself leaving conversations with native speakers due to feelings of intense anxiety. As learner FLA has been found to affect all four traditional language skills, it would be interesting to see what the case is for anxious NNS STs. In short, it can be argued that anxious STs may in fact exhibit feelings and manifestations of FLA paralleling those of anxious FL learners. In the next section, I discuss the sources of FLA which have been recorded by research focusing on FL learners.

Relationship studied	*Primary studies*
FLA ⟷ Final grades	Horwitz et al., 1986; Aida, 1994; Saito & Samimy, 1996
FLA ⟷ Learners' self-rating of language proficiency	Gardner & MacIntyre, 1993; MacIntyre, Noels, & Clément, 1997; Perales & Cenoz, 2002

FLA Learners' communication preferences	Kleinmann, 1977; MacIntyre & Gardner, 1991; MacIntyre & Charos, 1995
FLA TL speaking skills	Horwitz, et al., 1986; Young, 1990
FLA TL listening skills	Oxford, 1993; Vogely, 1998
FLA TL reading skills	Kim, 2009 Saito, Horwitz, & Garza, 1999
FLA TL writing skills	Cheng, Horwitz, & Schallert, 1999; Sellers, 2000
FLA Learners' attitudes, motivations, and feelings towards SLL	Phillips, 1990; Spitalli, 2000

Table 3.2 Summary of studies on the effects of foreign language anxiety.

3.6 Sources of foreign language anxiety

When the potential effects of FLA described in the previous section are considered, it is not surprising both SLA researchers and FL teachers have shown a keen interest in identifying what causes learners to experience feelings of FLA. In their study on FLA, Horwitz and her colleagues (1986) proposed that when communicating in the TL, learners' self-portrayal as a competent communicator of meaning and affect is threatened due to their limited abilities in the TL. Due to the disparity between their mature thoughts and immature language proficiency, self-aware learners may feel anxious that "people will perceive them differently from the way they perceive themselves" (Horwitz, Tallon, & Luo, 2010, p. 102), resulting in feelings of self-consciousness and anxiety.

On the other hand, MacIntyre and Gardner (1993) view FLA as a "learner emotional response" developed over time. According to MacIntyre and Gardner, it is possible that a

learner experiences a form of state anxiety during earlier stages of SLL. When such feelings and occurrences of state anxiety are frequent and repeated, the learner begins to associate the feeling of anxiety with the experience of SLL.

Another source of FLA may be unrealistic learner beliefs and expectations (Horwitz et al., 1986; Horwitz, 1988; 1989; Price 1991; Young, 1991; 1994). Researchers have reported FL learners sometimes tend to have unrealistic expectations about SLL. Once such learners are unable to meet the unrealistic goals they have set, they tend to experience frustration, disappointment, and may begin to question their ability to learn the TL. This point can be best illustrated through studies focusing on the relationship between learner beliefs and FLA which have indicated anxious language learners tend to believe that the process of language learning is challenging and that they do not possess the aptitude to meet this challenge (Horwitz, 1989).

Young (1990; 1994) conducted studies to identify potential sources of anxiety stemming from learners, teachers, and institutional practices. Importantly, she noted classroom activities performed in front of other class members, such as spontaneous role-plays, oral presentations, skits, and written work on the blackboard tend to engender feelings of FLA in learners. Judgmental (Samimy, 1994), harsh (Aida, 1994), unsupportive, unsympathetic, and/or inattentive teachers have been recorded as anxiety-inducing for FL learners. Other researchers (e.g., Young, 1991; Daly, 1991) have pointed out that the way teachers correct learner errors and/or test learners can induce feelings of FLA. Ambiguous, invalid, and/or unfamiliar methods of error correction and testing are noted as being anxiety inducing. Lastly, Ando (1990) noted having a native speaker teacher is perceived to be more anxiety provoking since the teacher may not be sensitive to the challenges his/her learners face while attempting to master the TL.

Demographic and personality factors inducing feelings of FLA have also been investigated and identified in some studies (Onwuegbuzie, Bailey, and Daley, 1999; Gregerson and Horwitz, 2002). Among the influential factors identified were students' perceived self-worth, perceived academic competence, and their expectations for overall achievement in the TL. Furthermore, recent research has indicated that older learners tend to report higher levels of FLA (e.g., Dewaele, 2007; Dewaele, Petrides, Furnham, 2008). Gregersen and Horwitz (2002) noted anxious students share a number of similarities with perfectionist students, such as high standards of performance, procrastination, worrying about making errors and the

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opinions others have of them. On the other hand, higher levels of extraversion have been linked to significantly lower levels of FLA in the TL (Dewaele, 2002; Ohata, 2005). In terms of demographic background, learners' native culture and cultural expectations appear to be an influential factor in the levels of anxiety recorded. For example, higher levels of FLA were recorded for Korean students (Truitt, 1995) when compared to American students (Horwitz, 1986; Aida, 1994) while Turkish students (Kunt, 1997) appear to be less anxious than both. Other researchers have investigated the relationship between second language tolerance of ambiguity and foreign language anxiety and have recorded that students who are more tolerant of second language ambiguity are less anxious in their FL classes and feel more proficient (e.g. Dewaele & Ip, 2013).

Horwitz (2009) notes that as learners continue to master the TL, they may in some cases begin to achieve access to the TL-speaking group. However, as such learners begin to engage in conversation with the target group members and develop a good TL accent, they may begin to perceive themselves or be perceived by others as becoming "too foreign" for their native group. Horwitz (2009) concludes such tension resulting from group memberships may provoke feelings of FLA.

Attempts have been made to create non-threatening classroom environments and teaching methodologies through the identification of sources of anxiety. For example, FL teaching approaches and methodologies aiming to create non-threatening classroom environments and help students feel relaxed have been put forward and adopted. Guidelines have also been presented for establishing harmonious classroom environments. However, Horwitz (2008) argues that for some learners SLL is intrinsically anxiety provoking and thus it is not possible to create a completely anxiety-free classroom environment or teaching methodology.

Overall, when the negative effects of FLA on SLL that were described in the previous section are considered, it is clear the identification of sources of anxiety has made an important contribution to the field of SLL. Now that research has identified the situations and conditions that induce feelings of FLA, guidelines and methods for reducing feelings of FLA have been put forward by SLA professionals and researchers. Such guidelines and methods for reducing feelings of FLA will be discussed later in this chapter.

Therefore, it can be said the systematic study of FLA has led researchers to better understand the process of SLL and adopt measures which aid learners' attempts to achieve success in the

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TL. However, when we look to research on the experiences of NNS teachers/STs, it appears STs' feelings of language teacher anxiety have yet to be extensively researched. When the potential negative effects on FL education and overall teacher well-being are considered, it can be argued there is much to gain from a better understanding of ST language anxiety. As described in this section, much has been learnt from the systematic investigation of learner FLA. Similar research in the field of SLTE could have much to tell us about NNS ST development. Teacher trainers and SLTEPs hoping to help ease the transition STs make from ST to teacher and desiring to contribute to STs having a productive teaching career free from the burden of language teacher anxiety could benefit from the identification of potential sources of language teacher anxiety. One of the first steps towards reaching this goal would be defining factors which potentially engender feelings of language teacher anxiety. Thus, as stated previously, this study is the first of its kind in that it intends to investigate what anxious STs perceive to be the sources of language teacher anxiety.

Although it can be argued FLA has been widely accepted as an impediment to SLL, it has also been opposed by a number of scholars and researchers within the field of SLA. According to such researchers, FLA is not the cause of poor SLL attempts, but could rather be a result of it. This opposition movement has mainly been led by the research of Sparks and Ganschow. In the next section of this chapter, I present the proposed opposing theories to FLA.

3.7 Opposing theories to foreign language anxiety

The legitimacy of FLA has been disputed by the **Linguistic Deficit Coding Hypothesis** (LDCH) put forward by Sparks, Ganschow, and their colleagues. According to their research, they claim FLA is not the cause of poor language performance, but rather it is the result of poor native language skills (Sparks & Ganschow, 1991; 1993a; 1993b; 1995; 2007). Such research claims anxiety is the result rather than the cause of unsuccessful or poor SLL attempts. Moreover, Sparks and Ganschow contend students with the highest levels of FLA may also have the lowest levels of native language skill.

When it was first proposed, the LCDH was opposed by Horwitz (2000; 2001) who noted highly proficient FL learners have also been shown to experience feelings of FLA and claimed it is unrealistic to believe anxiety results from first language deficits as so many FL learners report experiencing feelings of anxiety. Furthermore, MacIntyre (1995) argues the

LCDH focuses exclusively on the cognitive aspect of SLL and ignores the fact that the social context in which SLL takes place has the potential to affect cognitive processes. For example, social factors, such as the fear of being negatively evaluated; and consequently, appearing foolish and losing face have been put forward as being closely related to FLA (see, Horwitz, et al., 1986). Thus, it would appear feelings of FLA do not stem exclusively from the cognitive domain. Elsewhere, MacIntyre (1995) also notes that learners have been recorded to experience significant levels of anxiety when performing FL tasks, but not when performing the same tasks in their native language. However, while criticizing the LCDH, Horwitz and MacIntyre do not dismiss the concept entirely and state it is very likely learners with L1 deficits are likely to experience troubles in SLL and necessary measures need to be taken to aid such students in their SLL attempts.

Another construct put forward as an alternative theory to FLA is willingness to communicate (WTC). McIntyre and his colleagues define WTC as "an underlying continuum representing the predisposition toward or away from communicating, given the choice" (McIntyre et al., 2002, p. 538). Similarly, McCroskey and Richmond (1991) explained WTC is the tendency of a learner to participate in conversation given the option to do so or not. In other words, WTC is the degree to which a learner is willing to participate in some form of interaction/communication with another individual in either the TL or native language. While researchers interested in FLA study why learners feel uncomfortable while communicating in the TL, WTC researchers are more interested in investigating the conditions under which learners are willing to communicate. Especially in classrooms emphasizing spontaneous learner interaction, learners need to be willing to participate in communication in the TL.

Liu and Jackson (2008) studied the willingness to communicate in English and feelings of FLA of Chinese university students and found the two constructs to be closely related. Thus, in their review of this study, Horwitz, Tallon, and Luo (2010) conclude that it is better to view WTC and FLA as complementary constructs within SLL rather than opposing conceptualizations. In other words, learners who experience high levels of FLA are likely to be less willing to communicate in the TL and avoid situations in which they would likely have to do so as much as possible.

3.8 Reducing feelings of foreign language anxiety

Over the years as the negative effects of FLA have become more apparent, a good number of studies have focused on developing strategies for reducing feelings of FLA (e.g., Horwitz et al., 1986; Horwitz 1990; Oxford, 1990; Lavine & Oxford, 1990; Crookall & Oxford, 1991; Campbell & Oritz, 1991; Powell, 1991; Scarcella & Oxford, 1992; Young, 1999). These strategies appear to consist of measures which can be taken on the individual, classroom, and institutional levels.

Possibly the first and most important step that needs to be taken by teachers is to help learners acknowledge that is quite plausible to experience feelings of anxiety from time to time while studying the TL. Studies have indicated that merely knowing one is not alone in the feelings one is experiencing can have an alleviating effect on individuals' negative feelings (Phillips, 1992). Knowing someone understands and is sympathetic to the challenges they are facing can be quite of assistance for anxious learners. Other researchers have stated language support clubs or workshops (see, Campbell and Ortiz, 1991) can provide anxious learners with the assistance they need to cope with the feelings of FLA they experience. However, Horwitz et al. (2010) noted that severely anxious language learners may need to be referred to university counselors or guidance officers to receive assistance.

A measure which can be taken on the individual level is getting learners to reevaluate their beliefs about and expectations of SLL. As described earlier, in some research, FL learners have been found to have unrealistic expectations and counterproductive language learning strategies. For example, Gregersen and Horwitz (2002) noted that participants of their study tended to overreact to the nature of the errors they made while using the TL. Instead, teachers need to help anxious students reevaluate their beliefs and expectations as well as convey to language learners that making errors is a natural part of the process of SLL.

Young (1991) found that language learners tend to find performing classroom activities in front of the class to be an anxiety inducing experience and recommended teachers attempt to utilize more pair or small group work activities instead. Furthermore, it is important for teachers to be nonjudgmental, supportive, attentive and fair towards their students to prevent engendering feelings of FLA (Palacios, 1998). Gregersen (2005; 2007; 2009) draws attention to the non-verbal dimension of anxiety and recommends that teachers try to identify the non-verbal cues of anxiety to help anxious learners in their classrooms.

The research conducted on methods of reducing FLA has provided students, teachers, and language programs with sound guidelines for coping with FLA. The noteworthy amount of strategies put forward allows the implementation of a number of measures, which is beneficial since it is safe to assume different students will react differently to various strategies and measures. Even though it has been put forward that SLL is inherently anxiety inducing for some learners (Horwitz, 2008), the literature provides a solid framework for helping students overcome, or at the very least cope, with any feelings of FLA they may experience.

Since affective factors were first brought into SLA research by Gardner and Lambert, scholars and researchers in the field of SLA have shown a keen interest in the affective dimension of SLL. It can be argued the research conducted has provided sound evidence that anxiety exists as a major impediment to success in SLL for many language learners. When the potential negative impact anxiety may have on the degree of success learners achieve in the TL and also learners' emotional well-being are considered, it is clear anxiety should be a point of concern for both researchers and teachers.

The chapter has thus far attempted to outline the potential effects and sources of FLA as well as the methods of reducing such feelings put forward by researchers. However, when the literature is reviewed, it is apparent that the focus of researchers has mostly been on the feelings of anxiety experienced by FL *learners*. It appears it has generally been forgotten that non-native FL *teachers* are also, in essence, FL learners of the language they teach, albeit more advanced ones. From the argument that the process of SLL is never complete, it is plausible to hypothesize that non-native FL teachers/STs may also experience feelings of language teacher anxiety from time to time. This issue is of increased significance when it is borne in mind that the number of non-native FL teachers is increasing year by year (Borg, 2006; Crystal, 2003; Graddol, 2006).

3.9 Teacher language anxiety

> "Even though language teachers are supposed to be high-level speakers of their target language, language learning is never complete, and most non-native language teachers are likely to have uncomfortable moments speaking their target language. When 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, 1996, p.365)

The point that little empirical research has been conducted on FL teacher anxiety was also noted by Horwitz (1996) who explained that the focus of researchers interested in FLA has traditionally been on learner FLA and establishing a relaxed, unstressful, and non-confrontational FL classroom setting.

The first study on teacher FLA appears to be by Horwitz (1996). As can be seen in the quotation above, Horwitz's starting point is that it is not unrealistic to assume that non-native FL teachers experience anxiety in the classroom. Being as the process of learning a language is never complete, NNS teachers and STs are still, in essence, learners of the language they teach regardless of the level of proficiency which they may have attained in the TL. Therefore, it can be argued that affective concepts related to SLL, such as feelings of FLA may also be relevant and applicable to NNS teachers and STs. Horwitz proposes a number of reasons as to why teachers are susceptible candidates for anxiety.

Firstly, previous research on learner FLA has indicated high achievers in SLL are just as likely to experience feelings of FLA as are lower achievers (see, Horwitz et al., 1986; Daly, 1991; Horwitz and Young, 1991). Based on the assumption from such previous research that it is the perfectionist high-achiever who generally "recognizes and magnifies small imperfections in TL productions" (p.367), Horwitz proposes most FL teachers, being high achievers in language learning, may just as likely experience feelings of FLA.

Secondly, Horwitz states teachers have put a significant amount of time and effort into learning the TL; and thus, have invested heavily in terms of ego and motivation, which can play substantial roles in engendering feelings of anxiety. Horwitz states more advanced language learners such as language teachers have a "personal stake" (p.367) in the TL. Thus, it can be hypothesized teachers have a strong desire to be effective and efficient users of the TL and to be perceived as so by others. Under such pressure of the time, effort, face, and energy they have invested in the TL, teachers may experience feelings of inadequacy from time to time. When such feelings are often and repeated, the teacher may begin to experience feelings of chronic language teacher anxiety.

Thirdly, Horwitz suggests the unpredictable flow of communication in FL classrooms which emphasize spontaneous TL use can be a reason for teacher FLA. In classrooms emphasizing spontaneous TL usage, the teacher is unable to control the range of vocabulary and grammatical points which may arise during a lesson. Thus, the teacher may feel prone to

making mistakes in vocabulary and language use. Hence, it can be contended such conditions are optimal for engendering feelings of language teacher anxiety.

Fourthly, Horwitz proposes teachers may fall prey to the common misconception that complete and flawless "fluency" in the TL is essential. Teachers with such unrealistically high expectations in regards to FL proficiency are likely to worry about their abilities in the TL and question their competence to teach the language. Such teachers may end up pondering over their worries, rather than acknowledging their achievements in the TL. Such a situation can easily engender feelings of language anxiety in teachers, regardless of their actual proficiency in the TL.

Lastly, teachers' feelings of anxiety may simply be the continuation of anxiety they experienced as FL learners. In other words, any anxiety-inducing incidents during their own past experiences learning the TL can also lead to teachers developing feelings of anxiety. When it is considered that research has indicated many language learners experience feelings of FLA at some point while studying the TL (Horwitz, 2001), it is quite plausible some teachers have experienced such feelings while studying the TL.

Overall, when we look at all of these reasons together, it appears a sound argument can be made for teachers experiencing feelings of language teacher anxiety. The pressures of being a NNS teacher/ST appear to be optimal for generating feelings of language teacher anxiety. Moreover, this argument is not merely based upon hypothetical thinking, but is backed up by the findings of two empirical studies, which I will now discuss.

The argument made by Horwitz (1996) above stems from her two empirical studies on FL teacher anxiety (Horwitz, 1992; 1993). In these studies, Horwitz investigated the feelings of anxiety of STs and also the impact of such feelings on classroom instruction by using the Teacher FLA Scale (TFLAS), which can be seen in Table 3.3 and Table 3.4 below. The TFLAS is a self-report questionnaire consisting of two separate parts. The first part of the TFLAS contains eighteen items aiming to elicit respondents' feelings of language anxiety. Each item is followed by a five-point Likert-type scale ranging from "strongly agree" to "strongly disagree". The items of the first part of the TFLAS can be seen in Table 3.3 below.

1. It frightens me when I don't understand what someone is saying in my foreign language.
2. I would not worry about taking a course conducted entirely in my foreign language.
3. I am afraid that native speakers will notice every mistake I make.

4. I am pleased with the level of foreign language proficiency I have achieved.

5. I feel self-conscious speaking my foreign language in front of the other teachers.

6. When speaking my foreign language, I can get so nervous I forget things I know.

7. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

8. I feel comfortable around native speakers of my foreign language.

9. I never feel quite sure of myself when I am speaking my foreign language in front of native speakers.

10. I am not nervous speaking my foreign language with students.

11. I don't worry about making mistakes in my foreign language.

12. I speak my language well enough to be a good foreign language teacher.

13. I get nervous when I don't understand every word a native speaker says.

14. I feel confident when I speak my foreign language.

15. I always feel that the other teachers speak the language better than I do.

16. I don't understand why some people think learning a foreign language is so hard.

17. I try to speak my foreign language with native speakers whenever I can.

18. I feel that my foreign language preparation was adequate to become a foreign language teacher.

Table 3.3 First part of the Teacher Foreign Language Anxiety Scale.

In the second part of the TFLAS, nineteen teaching approaches, methods, techniques, and activities are provided with two five-point Likert-type scales. The first Likert-type scale consists of "very good", "good", "neither good nor poor", "poor", and "very poor". In this section of the questionnaire, participants are asked to use the first of the Likert-type scales to rate how conducive they believe each item to be for teaching/learning English. The second Likert-type scale consists of "very likely to use", "likely to use", "not sure", "unlikely to use", and "very unlikely to use". Participants use this scale to rate how likely they would be to use each item in their own classroom if program considerations were not a factor. If participants are unfamiliar with an item, they are asked to leave it blank. The aim of the questionnaire is to investigate whether feelings of language anxiety affect teachers'/STs' pedagogical choices. The basic assumption of the questionnaire is that anxious teachers/STs may be wary of using language intensive teaching methods and techniques despite having previously rated these methods and techniques as being conducive to FL teaching/learning. The items of the second part of the TFLAS can be seen below in Table 3.4.

1. role-play activities

2. pattern drills

3. a notional-functional syllabus

4. a grammatical syllabus

5. total physical response

6. grammatical explanations in the target language

7. grammatical explanations in the native language

8. pair-work and small-group activities

9. giving explanations of the target culture in your foreign language

10. using culturally authentic reading material

11. translation

12. whole-class discussions in the target language

13. language learning games

14. dialogue journals (teacher and students correspond back and forth in the target language)

15. discussion in the target language of effective language learning strategies

16. discussion in the native language of effective language learning strategies

17. written grammar exercises

18. describing in the target language some of your experiences in the target country (ies)

19. pronunciation exercises

Table 3.4 Second part of the Teacher Foreign Language Anxiety Scale.

In these studies, Horwitz found participants experienced considerable levels of FL teaching anxiety. Importantly, Horwitz also found anxious participants were less likely to use innovative, language intensive activities and teaching approaches, such as TL discussions, grammar explanations in the TL, and role-play activities regardless of whether they had previously rated these teaching approaches as being conducive for FL instruction. Based on these findings, Horwitz put forward a number of potential undesirable effects language teacher anxiety may have on instruction, which will be discussed in the next section.

3.10 The effects of teacher language anxiety on foreign language education

Horwitz (1996) proposed teachers' feelings of language anxiety can have a number of negative impacts on FL education. Firstly, it can be said the teacher and classroom activities are the two main sources of TL input in the FL classroom, especially in the EFL context. By avoiding speaking the TL and refraining from using language intensive activities, teachers would affect both the quantity and quality of language input that students receive. Ultimately, teachers could potentially restrict their students' access to spontaneous use of the TL (Horwitz, 1996). Secondly, Horwitz contends students are likely to pick up on their teachers' uneasiness in using the TL. Consequently, this may engender similar anxious feelings in the students themselves and in due course, hinder the development of their confidence and competence in using the TL. Lastly, even if teacher FLA had no effect on language instruction, it would still be a considerable blow to the well-being and job satisfaction of FL

teachers. Teachers have to use the TL in front of an audience (their students) on almost a daily basis. It would be quite challenging and uncomfortable for teachers to have to do so every day and feel anxious about it.

Therefore, it can be concluded teachers' feelings of language teacher anxiety are likely to have a number of profound negative effects on the field of FL education. With this in mind, it can be said it is essential measures be taken to tackle teachers' feelings of anxiety to prevent the negative impacts described above. Research on *learner* FLA has yielded a number of measures which can be taken to prevent, or at the very least reduce, learners' feelings of FLA. Similarly, it is important the same research efforts be made focusing on teachers' and STs' feelings of anxiety. From the extracts from interviews with NNS STs at the beginning of chapter one, it can be observed that STs experience noteworthy feelings and manifestations of language teacher anxiety, which need to be addressed before STs complete their SLTEP and initiate their teaching career.

3.11 Why is it important to focus on student teachers?

NNS FL student teachers are in a unique situation. The road to becoming a language teacher is an uphill battle as it is. The challenging nature of SLTE is evident in the abundance of research conducted on the process of becoming a teacher. Once STs complete their SLTEP, they will be qualified language teachers. During their SLTEP, STs need to make every effort to advance their pedagogical competence so that they are ready for the challenges of their profession which lie ahead.

It can be said that *native* STs find it challenging enough to focus on developing their pedagogical competence during their teacher education programs. On the other hand, most teacher educators would concur that the majority of non-native STs are also in the process of developing their TL during their SLTEP (although it goes without saying that there is plenty of scope for NS STs to also work to continue to improve their language proficiency and skills during their SLTEPS too). In other words, not only do NNS STs have to focus on developing their pedagogical knowledge, but they also have to deal with improving their proficiency in the language they will one day teach. Creating a balance between both and developing confidence in each area can be quite the formidable challenge for non-native STs.

Furthermore, previous research on FL learners has also indicated that doubting ones' competence in the TL can increase levels of FLA (Kitano 2001; Liu & Jackson 2008), having

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a significant debilitating effect on L2 language skills. Thus, even if STs are confident language learners, it is not unrealistic to hypothesize that they may question their abilities to be a teacher of the TL. As Horwitz (1996) notes, it is one thing to say one speaks a language, and a complete other thing to say one is a teacher of that language. As NNS STs come to terms with the fact that they will soon be teachers of the TL, it is reasonable that they may experience feelings of self-doubt, inadequacy, and uneasiness in the TL from time to time.

It needs to also be kept in mind that Horwitz's (1996) proposed sources of FL teacher anxiety outlined earlier in this chapter may also be true at the ST level. As STs approach the completion of their SLTEP, they likely begin to grasp the challenges and expectations associated with their profession, which can plausibly induce feelings of inadequacy and anxiety in the TL.

In short, it can be said NNS STs, who, depending on the context, may not even have much teaching experience prior to or during their SLTEP, may experience feelings of inadequacy and self-doubt in the TL as they approach the end of their training. When these feelings are frequent and repeated, they may develop into feelings of anxiety akin to those experienced by anxious FL learners.

3.12 Studies on teachers' and student teachers' feelings of foreign language anxiety

Since Horwitz's (1996) study on teachers' feelings of language teacher anxiety, a few studies have been conducted on this topic. However, when this number of studies is compared to the much more extensive research on learner FLA, it is clear researchers have tended to ignore teachers' feelings of anxiety.

In a study conducted by Gregerson and Horwitz (2002) in Chile on pre-service FL teachers, anxious participants were found to share a number of characteristics with perfectionist learners, such as setting high and realistically unachievable standards of performance in the TL. It was noted the participants experienced feelings of anxiety when they failed to live up to the high standards they had set for themselves. The fear of being negatively evaluated by their peers and consequently appearing foolish was also found to provoke feelings of anxiety in the participants. Perhaps most importantly, the researchers concluded that it is how individuals emotionally react to their limitations which can be anxiety-provoking rather than the number of errors they make. Anxious participants tended to overreact to the nature of the errors they made when speaking while non-anxious comfortable participants believed they

could overcome any errors they make by continuing to talk rather than dwelling over the made error(s). However, it is also important to note this study was not presented as a study focusing on NNS STs. Instead, the study is presented as an empirical investigation of FLA experienced by advanced language learners. It is only when one reads the information about the participants that the reader notices the study focuses on NNS STs. Thus, the study does not consider or investigate the implications of such findings for the FL classroom.

Canessa (2004) was the first study to investigate the relationship between non-native FL teachers' anxiety and years of teaching experience, time spent in a TL speaking country, years of formal study in the TL, and teachers' cultural backgrounds. Teachers from Argentina, Korea, and the US participated in the study. Canessa found gaining teaching experience appeared to decrease the feelings of anxiety experienced by the participants. In other words, more experienced teachers tended to be less anxious than relatively less experienced teachers. Furthermore, the cultural background of teachers was found to be another important factor in terms of the levels of anxiety measured. Teachers from Korea were found to be more anxious than their North American and Argentinean peers. Canessa proposed that the role society traditionally assigns to teachers, whether the TL is traditionally used extensively in the classroom, and the social characteristics of different cultural groups may be the reasons behind the difference in anxiety levels. Canessa explained that in the Korean context, society generally tends to hold teachers to higher expectations and it is generally expected for the teacher to be an expert of the TL who does not make language mistakes. On the other hand, in the North American and Argentinean context, teachers would generally not be expected to be the sole source of knowledge and authority in the classroom, which could in effect reduce the amount of pressure on the teacher. Also, Canessa recorded no significant relationship between the anxiety levels and years of formal education in the TL or time spent in TL speaking countries.

In her study, Tseng (2005) compared the anxiety levels of Taiwanese elementary and high school teachers and found high school teachers experience higher levels of FL anxiety. Tseng proposed a number of reasons as to why high school teachers would be more anxious than elementary school teachers. Firstly, high school students are generally of a more advanced level of TL study than elementary school students and the teaching/learning activities used are thus generally more complex and demanding than those used at the elementary level. Furthermore, the pressure of university-entrance exams, which exists at the high school level,

may be another reason behind this finding. Tseng found the level of education and majors (English or non-English) did not affect the levels of anxiety recorded and contrary to the findings of Canessa (2004), Tseng did not find any correlation between years of teaching experience and levels of FL teacher anxiety.

An interesting finding from both Canessa (2004) and Tseng's (2005) studies is that both studies did not find any relationship between anxiety and pedagogical preferences. In other words, teachers reported that they would use language-intensive classroom activities regardless of their measured anxiety level. This is an important finding since it is contradictory to the findings of Horwitz (1992; 1993) and one of the major assumptions behind Horwitz (1996). Horwitz had suggested that higher FL teaching anxiety levels carried the risk of reducing the students' access to the TL since the teacher, who generally is the main source of input in the FL classroom, would avoid using the TL and language intensive teaching/learning activities.

Another study focusing on FLA anxiety experienced by NNS STs was conducted by Rodriguez and Abreu (2003) who administered the FLCAS to NNS STs of two different FLs (English and French) in Venezuela. Rodriguez's aim was to investigate the stability of FLA across the two FLs. The findings indicated there is a stability of FLA across English and French. Thus, although the study provided evidence that NNS STs experience feelings of FLA in the TL they will one day teach, the researcher did not consider how this may specifically affect the participants as future language teachers. Instead, the main aim of the study was to investigate the stability of FLA across languages. Similar to the Gregersen and Horwitz (2002) study, despite the fact that his participants were future language teachers, this fact was not emphasized in the study. For example, Rodriguez and Abreu did not specifically focus on how STs' feelings of anxiety may influence their future teaching careers. In fact, the participants were presented more as advanced-level learners of the TL rather than as prospective teachers. Furthermore, Rodriguez and Abreu also used the FLCAS to measure the STs' feelings of FLA rather than using the TFLAS which is specifically designed for NNS teachers/STs.

Studies conducted by Kunt (2005) in Cyprus and Wood (1999) in the US with non-native STs reported that the participants experienced considerable levels of FLA. However, neither study utilized the TFLAS when gathering the research data (Kunt used the FLCAS to measure the participants' level of anxiety while Wood employed case studies in investigating

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the participants feelings of FLA). Drawing attention to the potential negative effects FLA could have on classroom instruction and overall teachers' well-being, Kunt (2005) stressed the importance of creating a non-threatening classroom environment which does not engender feelings of FLA. Similarly, Tum (2010) compared the FL teaching anxiety levels experienced by teachers and STs within the same context in Cyprus and found the STs experienced considerably higher levels of language teacher anxiety than the teachers do. A study conducted by Kunt and Tum (2010) in Cyprus indicated NNS STs participating in microteachings as a requirement of their teacher education program experienced considerably higher levels of FLA than other STs of the same program who were enrolled in SLTE courses that did not involve a practical teaching aspect. Furthermore, perfectionist tendencies similar to those recorded by Gregerson and Horwitz (2002) were also recorded. Kunt and Tum (2010) concluded that FL teacher educators need to recognize non-native STs' feelings of anxiety rather than merely focusing on evaluating STs and suggested that teacher educators be nonjudgmental and supportive of STs' struggles with the TL, feelings of language anxiety, and teaching.

In a study focusing specifically on NNS STs' listening skills, Bekleyen (2009) investigating feelings of FL listening anxiety among NNS STs enrolled in an SLTEP in Turkey found the participants experienced high levels of listening anxiety. The participants traced their feelings of anxiety to their lack of listening practice while learning English and their inability to recognize the spoken forms of words they know. Furthermore, the participants said they often avoid situations which require listening such as talking with others and participating in classroom activities. Despite investigating the sources and effects of ST FL listening anxiety, it appears Bekleyen did not consider how STs feelings of anxiety may affect their approach to teaching English in their future classrooms.

When we look at this body of research as a whole, the studies can be divided into two separate groups. The first group of studies are studies which have been published in refereed journals (e.g., Bekleyen, 2009; Gregersen and Horwitz, 2002; Rodriguez and Abreu, 2003). Although all these studies are conducted with NNS STs as participants, none of these studies brings this fact to the forefront of the study. Rather, these studies are presented as FLA studies conducted with higher level FL learners and are not that different in nature from other regular FLA studies conducted with FL learners which were reviewed earlier in this chapter. This is to say that at no point in these studies do the researchers emphasize that the

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participants are future FL teachers whose feelings of FLA could have considerable implications for FL education. Moreover, the TFLAS is not even used to measure the participants' feelings of language anxiety as all of the studies employ the FLCAS instead. On the other hand, the studies in the second group (e.g., Canessa, 2004; Kunt and Tum, 2010; Tseng, 2005; Tum, 2010) do stress the fact that their participants are future FL teachers whose feelings of language anxiety could carry serious implications for FL instruction. Most of these studies accordingly employ the TFLAS to measure participants' levels of FLA. However, another common characteristic of the studies in this group which separates them from those in the first group is that none of these studies have been published in refereed journals, but are rather theses or conference papers. As such publications are generally more difficult to come by than those published in renown refereed journals, this may be one of the reasons for the lack of studies conducted on NNS teachers/STs' feelings of language teacher anxiety.

Furthermore, when one looks at this body of research as a whole, it can be observed that it took a while for further studies to appear after Horwitz's (1996) initial study on FL teaching anxiety. Interestingly, this is also true for Medgyes' (1994) research on NNS teachers. As described in the previous chapter, despite Medgyes' early research efforts on NNS the challenges and experiences of NNS teachers, it took almost a decade for research studies on teachers and STs to begin to increase (Braine, 2010). Braine (2010) argues that the reason for this may have been that the field of ELT was not ready for research focusing specifically on NNS teachers and STs. Any problem experienced by NNS teachers during that period was likely to be attributed to their being non-natives of the TL. However, as NNS teachers have began to gain a voice and with that voice a sense of empowerment within the world of TESOL, research focusing on NNS professionals has began to surge. Horwitz's (1992; 1993; 1996) studies were conducted within approximately the same period as Medgyes' studies were. Therefore, it may be possible to track the lack of follow-up studies to Horwitz's research to the fact that research focusing on NNS teachers was considered quite controversial and that NNS teachers were less willing to raise their voices about the challenges they face during that time period. When this situation is compared to Horwitz, Horwitz, and Cope's (1986) initial study on learner FLA which created a ripple-effect within the field of SLA as many more studies were conducted in various contexts, the lack of interest in teacher FLA becomes even more provoking. Even if this is the reason for the lack

of research on teacher language anxiety, it does not explain why the increasing research on NNS teachers and STs in recent years has failed to adequately address the feelings of language anxiety experienced by NNS teachers and STs. Therefore, the question of why researchers interested in NNS professionals haven't investigated the affective reactions teachers and STs may experience in the TL remains. One of the main reasons may be that research focusing on affective factors has largely been replaced by research focusing on identity in SLL in recent years. Indeed, one of the budding areas of research on NNS teachers and STs is in fact research focusing on teacher identity. Therefore, the current emphasis on identity may have led to NNS teachers and STs' affective dispositions being overlooked. However, the limited research which does exist indicates NNS STs (and teachers) experience feelings of anxiety in the TL. An important limitation of these studies is that they have mainly aimed to only measure levels of language teacher anxiety experienced by NNS teachers and STs through the use of questionnaires. Anxious STs have not been asked to elaborate upon the effects anxiety has on their TL performance, approach to teaching, and overall emotional well-being. Although the studies described above have played an important role in demonstrating that NNS teachers and STs do in fact experience feelings of anxiety, they thoroughly examine neither the effects nor the sources of such feelings. Thus, what causes anxious STs to experience the feelings profusely expressed in the interview extracts at the beginning of chapter one remains largely uninvestigated. In order for measures to be taken to combat feelings of ST anxiety, the sources and effects of such feelings must first be examined. Only then can SLTE professionals and researchers begin to help NNS STs combat and hopefully ultimately beat their feelings of language anxiety.

3.13 Conclusions

Sarason (1980) described the five characteristics of general anxiety, which were previously outlined in this chapter. Briefly, in order for a certain situation to induce feelings of anxiety, the situation needs to be perceived as challenging, difficult, and above the self-perceived capabilities of the individual. Under such pressure, the individual likely begins to focus on the negative consequences of failure instead of focusing on the task itself and expects to fail and lose face in the eyes of others. When the challenges faced by NNS STs are considered in the light of these characteristics, a strong resemblance can be observed. To illustrate, a ST with limited real-life practical classroom experience may perceive the challenges of the FL classroom to be difficult and above his/her own capabilities both as a teacher and in terms of

TL proficiency. It is not unrealistic to assume such a ST may begin to question his/her competence in the TL and worry about living up to the expectations of students, parents, language programs, and society. While focusing on such negative consequences, the ST may waste the time and opportunities he/she has to develop his/her TL proficiency, pedagogical competence, and overall self-confidence as a FL teacher during their SLTEP. Ultimately, the ST may begin to expect to fail as a teacher. Therefore, it can be said the challenges faced by NNS STs during their SLTEPs have the potential to provoke strong feelings of self-doubt, inadequacy, and anxiety within STs.

In the first half of this chapter, I reviewed what three decades of research on FLA has to tell us about the effects, sources, and remedies of FLA. In brief, FLA has been found to have a deleterious effect on SLL and the four traditional language skills in numerous contexts and at all stages of SLL. Various sources of FLA have been identified and multiple remedies have been proposed to help alleviate feelings of FLA amongst learners. Through such continued research efforts, we continue to develop our understanding of this phenomenon. However, as put by Horwitz (1996), it appears researchers interested in FLA have ignored the fact that NNS teachers/STs are also learners of the TL, albeit of a more advanced level. Therefore, FLA, which has been recorded to exist as a major impediment to SLL, may also play a deleterious role in the professional lives of NNS teachers/STs. The implications of such a claim for the field of foreign language education are profound. Yet, when one looks to the body of research conducted on FLA (and also the body of research on the experiences of NNS teachers/STs covered in chapter two), only a handful of studies can be found which investigate NNS teachers/STs feelings of language teacher anxiety. All of these studies, which were presented in this chapter, indicate NNS teachers/STs do in fact experience feelings of language teacher anxiety. However, the studies which do exist on language anxiety experience by NNS teachers/STs do no bring us to the point we need to be at on this issue. As described in this chapter, most of the studies conducted with anxious NNS teachers/STs do not even emphasize the fact that their participants are future teachers of the language. Thus, such studies do not even begin to consider the severity of the implications their findings carry for the field of foreign language education. On the other hand, the studies which do bring the fact that their anxious participants are future language teachers to the forefront are generally limited to quantitatively measuring the levels of language anxiety experienced by the participants. However, in order to further our understanding of language

teacher anxiety and begin to devise measures to overcome this burden, a much more in-depth qualitative approach is needed to further probe the effects and sources of potentially such deleterious feelings. Therefore, the current study is the first of its kind in that it aims to investigate what anxious STs believe to be the effects and sources of their feelings of language teacher anxiety. In the next chapter, I explain how, based on the aims of the study, I approached conducting the research.

Chapter Four: The Study

4.1 Introduction

As stated earlier, the aim of this study is to examine NNS FL STs' feelings of language teacher anxiety. The study specifically investigates how STs believe such feelings of anxiety affect their TL performance and approach to teaching the language. What the STs perceive to be sources of such feelings of anxiety is also investigated. The study attempts to address these aims through the analysis of qualitative data. It is assumed the findings of such a study will lead to a better understanding of non-native ST education.

In this chapter, I elaborate upon the research design of the study conducted. I begin with a presentation of the context and participants and follow this up with a statement of the specific research questions I focus on during this study. Based on these research questions, I explain the methodology of the study and describe the research instruments (interviews and diaries) used as well as why I chose to use such instruments. Later, I discuss some issues which researchers conducting studies based largely on interviews need to bear in mind concerning the use of interviews and the status of interview data in general. Next, I elaborate upon how I went about analyzing the research data. Finally, I end the chapter with a discussion of the ethical considerations of the study and also the issues concerning validity.

4.2 Context

In this section, I elaborate upon the context the study was conducted within. As mentioned before, the study was conducted in an SLTEP in Northern Cyprus. Firstly, I describe the historical and current role English has in Cyprus by providing a brief overview of the history and current situation on the island. Then, I present the SLTEP the study was conducted within by providing specific information about the training program.

4.2.1 The role of English in Cyprus

English has played an important role in Cyprus over the last two centuries. The island of Cyprus remained part of the British Empire from 1878 until 1960. During this period Greek and Turkish Cypriots lived under the rule of the British Empire until independence was obtained in 1960. Within the framework of the new republic, Greek and Turkish Cypriots shared political power and governed the island together as partners. English was still taught as a major subject in the secondary education system. In fact, a number of schools even continued to use English as the medium of instruction.

However, political unrest and inter-communal violence erupted as early as 1963 and continued until 1974. Consequently, the island has remained effectively divided into two since 1974 with the Greek Cypriots living in the south and the Turkish Cypriots living in the north of the island. Peace talks between the two sides which have been continuing on and off for the last six decades have failed to provide a solution to the Cyprus problem.

Over the years, English has continued to play an important role in Northern Cyprus. Firstly, English is still taught as a major course at state schools starting from the third year of primary school and continuing until the last year of high school (a total of ten years). A number of other private schools use English as the medium of communication in all courses. Secondly, relations with the United Kingdom, United Nations, and European Union mean that a number of governmental reports are still drawn up in English also. Thirdly, in a landmark decision, border crossings were initiated between the two sides in 2003. Thus, for the first time in almost three decades, Greek and Turkish Cypriots came into contact for the first time as both parties were allowed to cross the border dividing their island. Border crossings and trade between the two sides have continued since that day. For most Greek and Turkish Cypriots, and for nearly all Greek and Turkish Cypriots of the post-1974 generations, communication is carried out in English during such border crossings. Fourthly, higher education is considered to be the locomotive of the economy of Northern Cyprus. Despite its small size, Northern Cyprus is home to six universities and there are plans to open at least two more in the coming years. Apart from local students from Northern Cyprus and students from Turkey, many students from the Middle East, Asia, and Africa come to Cyprus to pursue higher education degrees. The total student population is just under 50,000, which makes up roughly 15% of the whole population of Northern Cyprus. English is the medium of instruction in all of these universities.

4.2.2 The teacher education program

The SLTEP is a four-year-long program. The majority of enrolled STs are from Turkey; however, there is also a considerable number of Turkish Cypriot STs. All enrolled STs are non-native speakers of English. However, since the medium of instruction is English, enrolling STs have to provide a minimum IELTS score of 6.0 or an equivalent score on an English proficiency exam administered by the university itself before beginning their first year of study. Those who fail to provide a sufficient proficiency score are required to enroll in a year-long EFL preparatory program offered by the university. At the end of this

preparatory program, students are required to retake and pass the proficiency exam. Only then are the successful candidates able to enroll in the first year of the four-year SLTEP. It is important to point out that the vast majority of enrolling STs take the university's own proficiency exam (which does not include a speaking component) rather than the IELTS.

STs study a wide range of courses throughout the duration of the SLTEP. As can be seen in Table 4.1 below, during the first year of the SLTEP, STs are required to take a number of courses aimed at further developing their proficiency and academic language skills in English. To illustrate, STs take individual courses on academic reading and writing skills, oral communication skills, grammar, listening skills, and pronunciation skills. After these early courses aimed at developing STs' command of English, STs take courses on SLA, educational psychology, linguistics, English literature, translation (Turkish-English) as well as courses focusing on FL teaching and pedagogy, testing, material development, and classroom management. Furthermore, there is a practicum in the final year, in which STs practice teaching in real-life classrooms. Table 4.1 below summarizes the SLTEP course program by year:

Year of Study	Main Courses
Year One	Contextual Grammar and Composition I&II Advanced Reading and Writing I&II Listening and Pronunciation Oral Communication Skills Introduction to Education Introduction to Literature English-Turkish Translation
Year Two	Linguistics I&II Educational Psychology Turkish-English Translation

	Oral Expression and Public Speaking
	English Literature I&II
	ELT Methodology I
Year Three	Advanced Writing and Research Skills
	Language Acquisition
	Contrastive Turkish-English Structure
	Drama Analysis
	Novel Analysis
	Teaching English to Young Learners
	Teaching Language Skills
	Classroom Management
	ELT Methodology II
Year Four	The English Lexicon
	English Language Testing and Evaluation
	Materials Adaptation and Evaluation
	Practice Teaching
	School Experience

Table 4.1 A summary of the teacher training program by year.

As mentioned earlier, it is typical for STs to enroll in the SLTEP straight out of high school, which means enrolling STs have no prior practical teaching experience. STs begin to gain practical teaching experience when they begin to conduct microteaching sessions in methodology courses. During the duration of the SLTEP, STs must complete four courses (ELT Methodology I & II, Teaching Language Skills, and Teaching English to Young Learners) focusing specifically on FL methodology and teaching skills, and each of these courses requires STs to participate in a microteaching session focusing on teaching skills covered during the course. For each microteaching session, STs are allowed to choose their

own materials and activities, and the course instructor (CI) observes and evaluates performance. The microteaching session is not videotaped, and STs are not given the opportunity to assimilate the feedback given and do the teaching point again in a follow-up microteaching. The grade STs receive constitutes a large percentage of their overall grade for the course. Thus, microteaching sessions give STs their first opportunity to practice the teaching skills they have learned. For that reason, microteaching can be seen an important aspect of STs' overall development as a teacher.

In the final year, STs participate in a teaching practicum. During the practicum, STs are paired with a "real" teacher at a local school. This teacher acts as a mentor to the ST and works hand-in-hand with the STs' CI from the university. Throughout the practicum, the STs meet with their mentor every week to observe the mentor during lesson-planning and also the actual lesson. The STs are usually given a particular focus for each observation, such as correcting errors, conducting group work activities, or checking homework and are expected to keep notes on the focus of that particular week. After the lesson has ended, STs usually go over their notes with the mentor teacher and they discuss various points which may arise. The STs write reflection reports on each of these observations. These reflection reports gradually make up a kind of ST portfolio, which is collected and evaluated by the STs' CIs. As time progresses, STs teach certain activities in the classroom. The practicum requires each ST conduct at least one five-to-ten minute classroom activity under the observation of the mentor teacher. Consequently, the mentor teacher provides STs with feedback. Towards the end of the practicum, each ST teaches a whole lesson to the class. Such lessons are generally observed by both the mentor teacher and also the CI from the university. This observed lesson constitutes an important part of the final grade the ST receives. Lastly, STs write a final reflective report on both the lesson taught in the real-life classroom and also the summative experience of the teaching practicum. These reports are added to the STs' portfolio to be collected and evaluated by the CI.

4.3 Participants

The participants are Turkish-speaking STs enrolled in an SLTEP at a university in Northern Cyprus to become EFL teachers. In selecting my sample I utilized two methods of sampling: convenience sampling and purposive sampling. Convenience sampling is defined by Bryman (2004) as selecting individuals as participants who are readily accessible to the researcher. Out of the six universities in Northern Cyprus, I decided to select my sample from this

particular university for a number of reasons. Firstly, the site is easily accessible as I live locally and I also personally know the administrator who was needed to approve the data collection. Secondly, I am familiar with the setting and have previously collected data there (see, Tum, 2010). Thirdly, this particular SLTEP is widely considered to be one of the best SLTEPs in Northern Cyprus. As mentioned above, the study also used purposive sampling. Purposive sampling involves consciously selecting participants who will be able to provide an understanding of the studied phenomena (Bryman, 2004). Since the aim of the study was to study NNS STs' feelings of language anxiety as prospective teachers, I considered it vital that the participants have at least some practical teaching experience. For this reason, I decided to approach only STs who were in either the third or fourth year of their four-year program. This is because STs in the first and second years of the program typically have no practical teaching experience while STs in the third and fourth year have at least participated in a number of microteachings.

In finding the participants, I planned to approach the STs at the very beginning of the academic term and pitch my research, asking for volunteers to participate in the study. During the research pitch, I outlined the main aims of the study and explained that I was interested in hearing about their experiences as STs approaching the end of their SLTEP. In no way did I specifically ask for only STs who experience feelings of anxiety in English to volunteer to participate in the study, but I hoped that after hearing the main aims of the study, STs who found the issues being studied to be relevant to their own experiences would volunteer to participate. Three of the participants were in the third year while one was in the fourth year of the SLTEP. I had not aimed to have such a specific ratio or number of STs from each year. These are simply the numbers of STs I ended up with after pitching my research and asking for volunteers. All participants were rapidly approaching the completion of their program and would soon become licensed teachers. In terms of differences between the two years, the participants in the third year were only doing microteachings in front of their peers while the participant in the fourth year was taking part in a teaching practicum in which she taught in real-life classrooms. The courses studied during these two years, which can be seen in Table 4.1 above, are similar in terms of subject matter and evaluation. Therefore, it can be said that there is to a degree, an overlap between the two groups in terms of what the STs actually do as part of their training during these two years. The biggest

difference is that fourth year participant was participating in the practicum, which may or may not be a source of anxiety for her.

The participants ranged in age from 22 to 24 years, which is considered typical in the context of the study. Each of the participants had studied English for at least nine years before beginning the SLTEP. All of the participants were female. I did not aim to have an equal number of female and male participants in the study since the program is predominantly made up of female STs. Although Northern Cyprus has a Muslim society, the culture on the island is quite Western; and thus, it was in no way an issue for me to interview these female participants as a male researcher. Nevertheless, I still took a number of measures to make the participants feel at ease during interviews, which are described throughout this chapter. In Table 4.2 below, I present a brief bio-data of the four participants:

Name	Bio-data
Jale	Jale is a 22-year-old female ST enrolled in the third year of the SLTEP. She was born in Istanbul and had been learning English for a total of 13 years prior to the study.
Yesim	Yesim, born in a small village in Turkey, is a 24-year-old female ST enrolled in the third year of the program. She had been learning English for 13 years prior to the study.
Ceyda	Ceyda was born to a military family; and consequently, found herself moving around Turkey throughout most of her childhood. She is 23 years old and enrolled in the third year of the SLTEP with 13 years experience of learning English at the start of the study.
Berna	Berna is 24 years old and in the last year of the SLTEP. She was born in Turkey and had been studying English for a total of 14 years at the start of the study. When our interviews concluded, Berna was roughly four months away from completing the SLTEP.

Table 4.2 A brief bio-data of the participants.

Specifically, during the last two years of the program, courses focusing on how to teach FLs form the basis of these final years of training. STs aim to develop their pedagogical knowledge and teaching competence through studying courses such as two separate courses on ELT methodology, and individual courses on teaching English to young learners, teaching language skills, classroom management, and instructional technology. STs have individual requirements for the completion of each course. Generally, each course has a pen-and-paper mid-term, final, and quizzes on the subject matter covered. As these courses aim to develop teaching practice, STs are also required to participate in microteachings, which are assessed by the CI. STs may also be required to complete a group or individual term project which may vary according to the specific course. STs are also expected to participate in classroom discussions throughout the course. The main courses of the program's final two years can be seen in Table 4.1. Finally, in the last year of the program, STs enter real-life schools to observe teachers in the classroom and also to teach a limited number of lessons themselves. STs are also required to reflect upon their performance and experiences during the teaching practicum. As can be seen, the scope of the last two years is quite extensive; and thus, there are a number of situations and challenges which could potentially engender feelings of language anxiety in STs.

In terms of the demand of participating in the study on STs, I believe participating in the study actually benefited the participating STs since they would normally have had to reflect upon their studies and training as a requirement of their courses. Thus, participating in the study may have helped them organize their thoughts for completing such assignments. Moreover, throughout the study, the participants were able to reflect upon their training and experiences in their native language with someone who is not in a position of power over them. In contrast, their reflections as a part of the course requirements would be in English and assessed by their CI. I also made sure to arrange the interview schedule to be suitable for each ST. In terms of language anxiety, it has been contended that talking about one's feelings of anxiety and realizing that one is not alone in the feelings one is experiencing can have a relieving effect (Philips, 1992). Therefore, I believe participating in the study was more of a benefit than of a demand or source of anxiety for the STs.

4.4 Research questions

In the previous sections, I have elaborated upon the details of the context which the study was conducted within and also the characteristics of the research participants. As mentioned

before, the aim of this study is to investigate NNS STs' feelings of language teacher anxiety – an area which is in great need of more empirical research. Briefly, the study addresses the following specific research questions:

1. How do STs believe language teacher anxiety affects their TL performance?

2. According to the STs, what are the sources of their feelings of language teacher anxiety?

3. According to the STs, what aspects/experiences of the SLTEP engender feelings of language teacher anxiety?

4. How do STs believe language teacher anxiety may affect their approach to teaching English?

In the following sections, I will elaborate upon how I decided to approach addressing these research questions while also explaining my reasons for doing so.

4.5 Methodology

In chapter one, I elaborated on my motivation for conducting a study on NNS STs' feelings of language teacher anxiety. Briefly, although my interest in *learner* FLA research can be traced all the way back to my undergraduate degree, it was during my Master's degree that I first became interested in the feelings of language anxiety experienced specifically by NNS STs. In the study for my Master's thesis (Tum, 2010), I followed up on the research of Horwitz (1996) by administering the TFLAS to 131 NNS STs in Northern Cyprus. However, after completing the study and reflecting on other studies conducted on NNS STs' feelings of language anxiety, I realized that the studies conducted thus far had, at best, addressed the issue at hand in a somewhat limited way. As I explained in chapter three, I believe the existing research on language teacher anxiety does not enhance our practical understanding of language teacher anxiety for a number of reasons. Firstly, one of the most important aspects of language teacher anxiety is the profound implications it carries for foreign language education. As described earlier in chapter three, having anxious teachers in the FL classroom could lead to a number of undesirable effects. However, an important number of studies conducted so far on language anxiety experienced by NNS teachers/STs (e.g., Bekleyen, 2009; Gregersen and Horwitz, 2002; Rodriguez and Abreu, 2003) do not even begin to consider how the anxiety their participants experience could affect foreign language education. In fact, it is not until one reads the information about participants carefully that

one sees the participants are actually prospective NNS teachers of the language. Secondly, other studies which do emphasize the fact that their participants are teachers/STs of the language (e.g., Canessa, 2004; Horwitz, 1996; Kunt and Tum, 2010; Tseng, 2005; Tum, 2010) are far too focused on the use of questionnaires or very limited interviews to probe sufficiently deeply into the effects and sources of language teacher anxiety experienced by the participants. In short, I do not believe the existing research addresses the issue of language teacher anxiety adequately. Thus, I decided that as the researcher, I needed to address this gap in this body of research by attempting to gain a more *emic* perspective on their experience by investigating language teacher anxiety as it is experienced *by STs themselves*.

Consequently, I decided to adopt a qualitative interpretivist position in this study as the interpretivist position values and studies individuals' perceptions, understandings, beliefs and feelings. This is to say that the interpretivist position takes "the actor's perspective as the empirical point of departure" (Bryman, 1984, p.78). In this study, I was interested in exploring the feelings of language teacher anxiety experienced by NNS STs during their SLTEP. To make the participants' thoughts and feelings explicit, I needed to enter their inner world; and thus, take the participant "as the empirical point of departure" (Bryman, 1984, p.78). The use of qualitative methods would enable the STs to reveal their worlds and tell their stories in their own voices. To fully address the research questions of this study, it was necessary to access a holistic and in-depth picture of the STs' world through their stories and experiences during their SLTEP. In qualitative research, as meaning is central and the focus is on how individuals perceive the phenomenon being studied, such a qualitative research paradigm would enable me as the researcher to explore STs' feelings of language teacher anxiety.

Thus, I decided the aims of this study required accessing each participant's unique stories and experiences during the SLTEP. Consequently, I needed to obtain rich information about the world the STs live in. An extensive qualitative study enabled me as a researcher to investigate their past and present experiences as well as their expectations of the future during their quest to become FL teachers. However, researchers aiming to conduct qualitative research need to bear in mind concerns regarding the generalization, replication, and subjectivity of qualitative research (Bryman, 2004). In terms of generalization, my aim in conducting the study was not to obtain results generalizable to other contexts, but was rather

was to portray the unique experiences of NNS STs in the studied context, which could hopefully further our understanding of NNS ST language anxiety. For this reason, I have provided a detailed description of the context, participants, and data collection and analysis procedures in this chapter. I also realize and acknowledge that as a consequence of the considerable duration of the data collection procedure (nearly five months), I developed a noteworthy relationship with each participant, which could cast questions on the objectivity of the research as indeed is the case any qualitative study. However, I argue the one-to-one relationship which naturally evolved with each participant was, in fact, vital to this study as I needed to develop a bond and sense of trust and empathy with each participant for them to share with me their experiences as NNS STs. The issue of language anxiety is likely to be a sensitive issue for STs as they will soon present themselves to the world as teachers of the TL. Thus, although I did not set out with the explicit intention of forming relationships with each participant, I believe they evolved naturally throughout the study and ultimately were central in eliciting the participants' experiences of language teacher anxiety. In regards to the issue of validity (which I also elaborate upon later in this chapter), I believe and argue the relationships formed with each participant as the researcher of the study in fact enabled me to obtain richer data as the participants felt more comfortable talking with me about the issues investigated in this study.

This study investigates NNS STs' feelings of language anxiety throughout the duration of a whole academic term (approximately five months). Given the aims of the study, I decided to use interviews and diaries to collect the desired data.

The number of interviews conducted with each participant varied, but at least six interviews were conducted with each participant. The maximum number of interviews conducted with a single participant was eight. The reason for the varying number of interviews with each participant was that as the study aimed to investigate the STs' feelings of language teacher anxiety, STs who experienced more severe and debilitative feelings of anxiety generally had more to say about their experiences with language teacher anxiety. In total, 28 interviews were conducted throughout the study. Participants were given the choice to be interviewed in either English or Turkish, their native language. All of the participants chose Turkish, which can most plausibly be attributed to their uneasiness in speaking English. Participants were asked where they would feel comfortable to have the interviews. It was decided with the

participants to conduct the interviews in empty offices in the university's departmental building.

The first interview focused on the participants' backgrounds. Topics covered included their life history, experiences as learners of English, their reasons for choosing to study ELT, and their first impressions of their SLTEP. Although I had a list of questions and topics to cover, the wording and order of the questions were flexible and varied from participant to participant. The first interview lasted between 45 minutes and an hour. Every interview was audiotaped.

The subsequent interviews were conducted at least once a month throughout the study. The aims of the interviews were to examine whether or not the participants experience feelings of language anxiety and to probe the potential effects and sources of such feelings. After each interview was completed, I would carefully go over the interview data by listening intensively as many times as needed so that I could ask any follow-up questions I might need to in the following interviews. During these interviews, I followed Patton's (1990) general interview guide approach in that I had a general idea of what I wanted to address; however, I aimed to establish a natural flow of conversation during the interview. I outlined the following set of topics to be explored:

1. Their day-to-day experiences with English.
2. Their SLTEP courses.
3. Their relationships with their CIs.
4. Their relationships with their peers.
5. Their relationships with native speakers of English.
6. Microteachings.
7. The practicum.
8. Demands of the SLTEP.
9. Their feelings about their English proficiency.
10. Their future goals, expectations, and plans.
11. Their feelings about their future profession.

However, I did not predetermine the order of such topics or the questions I asked. I aimed to explore such topics as the situations evolved through the interviews and diary entries (described below in 4.6). Another reason I adopted such an approach is that the participants

shared with me their personal experiences of potentially sensitive issues. The diary entries also formed a basis for the periodic interviews for a couple of participants. The participants were asked to keep diaries throughout the study and submit their entries electronically to me as soon as possible after they had been made. Once an issue/topic was brought up by the participants during interviews or diary entries, I was able to pick up on these issues/topics to establish strands throughout the whole interview process. These interviews were also designed to follow important parts of the SLTEP for each individual participant. For example, I scheduled interviews before and after exams, microteaching sessions, and/or teaching practicum (although the microteaching component of the methodology course was ultimately canceled towards the end of the academic semester). On average, these interviews lasted between 35 and 75 minutes (I would have to sometimes keep the interview shorter and leave some issues to be discussed at the next interview if the participant had to leave earlier on that particular day). These interviews were also audiotaped.

The penultimate interview was designed to elicit the participants' thoughts about possible feelings of anxiety while using English and was replicated from a study conducted on pre-service teachers' feelings of FLA and perfectionism by Gregersen and Horwitz (2002), which was previously described in chapter three. Briefly, in their study, Gregersen and Horwitz aimed to investigate NNS STs' feelings of foreign language anxiety when speaking English by video recording the participants during short English interviews. After the interviews were conducted, the researchers would then watch the video recording of the interview together with each participant and have the participant comment on his/her performance in English. In the current study, one of the main problems I faced was that although all four of the participants frequently complained of the debilitative feelings of language anxiety they experience when speaking English, I did not have the opportunity to ever observe them speaking English. The reasons for this are elaborated upon later in this chapter when I discuss why I decided not to use observations as a means of data collection in this study. Briefly, as the SLTEP is situated within an EFL context and there are no non-Turkish speaking STs in the program, STs lack opportunities to speak English. I knew that STs would be expected to conduct presentations, microteachings, and teaching sessions in English as a part of their studies during this research project; however, as all of these are evaluated and make up an important percentage of the ultimate grades STs receive, I did not want to jeopardize their studies by inserting myself into these experiences. Thus, as Gregersen and Horwitz were able

to observe participants' feelings of anxiety by using this technique in their own study, I decided to adapt the procedure for my own study. In my study, this specific interview consisted of two stages. In the first stage, I asked the participants if they were willing to participate in a short oral interview in English to be audiotaped and listened to by only the two of us. I informed the participants that after we finished the interview, we would listen to it together and they would tell me what they thought of their performance. Although all of them accepted to do this, some participants immediately said they were nervous of speaking English. I made every effort for the participants to feel at ease throughout the whole experience by reassuring them that we could stop the interview at any time they wished and that if they wanted, I would delete these recordings after we had listened to the interview together. Consequently, all of the participants were audiotaped in a one-to-one interview designed to elicit a sample of their conversational English performance. The five conversational prompts used (adapted from the Gregersen and Horwitz study) can be seen below:

1. Where are you from?

2. Tell me about your family.

3. How do you celebrate the Eid holiday?

4. Where do you go and what do you do on vacation?

5. How do you normally spend your weekends?

The first stage of this interview lasted about five minutes. Afterwards, we moved on to the second stage of the interview, during which we listened to the recording together and each participant told me what they thought of their performance. I gave the participants the option of making comments while the audiotape was playing or waiting until the end of the recording before making their comments. All the participants opted to wait until they had listened to the whole recording before making their comments. Thus, we first listened to the recording together. While the participants were listening to the recording, I also observed their physical reactions to listening to their own interviews. Then, to give STs an evaluative orientation to their performance, I asked them for their opinions of their performance through questions such as "What did you think of your performance?" or "Did you like it?" This stage of the interview was carried out in Turkish and lasted around fifteen minutes. It also was audiotaped.

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In the final interview session, I asked the STs to reflect upon their overall experiences of the ending academic term and also the study. The participants were asked if they would like to make any concluding remarks before the study ends. Lastly, I thanked the participants for their participation and assured them I would let them know of the findings. These interviews lasted approximately 35 minutes and were audiotaped.

As stated above, the participants were also asked to keep weekly diaries, which I aimed to collect every week via e-mail. I asked the STs to keep a record of any troubles they experienced in English in their day-to-day lives. I asked them to write as many details as possible about these experiences (when the problem took place, who else was there, what happened exactly, what they believed caused the problem, how they reacted, what happened in the end) and to elaborate as much as possible about how they felt during and after these experiences. Although a word limit was not set, participants were encouraged to make as many entries as they could. However, the diary component of the study did not prove to be successful with all the participants as only two of them kept up with their entries throughout the duration of the study. As the researcher, I did not want to 'impose' the diary entries on the participants as I believe this would have led to them writing diary entries just for the sake of doing them. Instead, I opted to continue with the two participants who were willing to keep these diaries (although these two participants understandably failed to complete their entries during exam weeks, or when they had quizzes/projects they needed to focus on). In these entries, participants wrote about the experiences and challenges they faced during their SLTEP. I would read each entry as soon as possible after the participants e-mailed them to me. The issues arising from these diary entries also formed the basis of my periodic interviews. The only rule was that the participants send me their entries as soon as possible after writing them. The participants were free to write in either Turkish or English. Both chose Turkish. I will now discuss my reasons for choosing these research methods.

4.6 Research instruments

Discussing the issue of which research methods are appropriate for particular studies, Pring (2000, p.33) stated "different sorts of questions require different sorts of research". In other words, the research methods employed in a study are largely determined by the study's aims, the research questions, and how the researcher intends to tackle these aims and research questions. The aim of the current study, as mentioned before, was to investigate NNS STs' experiences of language teacher anxiety. Specifically, I was interested in examining what

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anxious STs believe to be the effects and sources of such feelings. Thus, I needed to choose appropriate research methods which would enable me to accomplish the aims of the current study.

Although I first considered using some form of observations in my study, I ultimately decided against it. Observing participants' behavior and environment is an alternative to self-report research techniques, such as interviews and questionnaires. One of the main advantages of observations is they can be used to avoid the inaccuracy and bias which can be associated with data collected through self-report techniques as participants sometimes try to give the socially desired response during questionnaires and interviews (Gall, Borg, Gall, 1996). By using observations, I hypothesized I would be able to directly observe the effects of language teacher anxiety on STs. First, I identified the situations in which I would be able to observe the STs using English: the teaching practicum (for the fourth year participants only), microteachings (for the third year participants only), or classroom discussions during SLTEP courses. As the SLTEP studied is situated within an EFL context, these were the only situations in which I knew that the participants would have to use English. As described earlier in this chapter, during the practicum, fourth year STs teach a short (10-15 minute) activity and then a whole lesson (approximately 40 minutes). Both of these are observed by either their mentor teacher and/or CI from the SLTEP. Similarly, the third year STs conduct one microteaching session which lasts around 20 minutes and is observed by their CI and peers acting as 'learners'. As the STs receive very few such opportunities to practice their pedagogical skills before graduation, I did not feel comfortable with the idea of inserting myself into these experiences in case of jeopardizing these rare opportunities for the STs. I was uncertain of how my presence would affect their preparation, performance, and overall well-being, so I decided against observing the microteachings and the practicum sessions. In other words, while I believe I may have been able to reach some new sources of data by observing the microteaching or practicum sessions, I feel the potential negative effects of inserting myself into these experiences were too great. Although I proposed the STs audio taping themselves during their practice teaching sessions, they were not allowed to do so by their CI who was uncomfortable with this idea as the practicum is conducted within state schools and audio recording lessons may have led to issues between the SLTEP and the Ministry of Education in Northern Cyprus. As for observing the STs during SLTEP courses, I was uncertain of how frequently the STs actually had to speak in class as, from my own

experience, I know the courses can tend to be lecture-based and CI-centered. Furthermore, again based on my own experiences, I assumed the STs were unlikely to use English whenever their CIs asked them to discuss amongst themselves any issue in small groups or pairs. In such situations, I assumed the STs in this context would almost always speak in Turkish amongst themselves regardless of the efforts of their CI to get them to speak in English. Both of these assumptions were later verified by the STs during the conducted interviews as they complained of their courses being very instructor-centered and stated they always speak in Turkish amongst themselves. Also considering the time it would take to observe a significant number of SLTEP courses, I thus decided not to observe the STs during their SLTEP courses as I did not believe they would yield the data I desired. Ultimately, I decided against using observations as a research method in this study for all of the reasons stated above.

With the research questions of this study in mind, I decided interviews and diaries could be used as tools for collecting the desired qualitative data. I now present a discussion of each of the research methods as well as my reasons for choosing each.

4.6.1 Interviews

The interview has become one of the most widely used and powerful methods of data collection in research (Fontana and Frey, 2000). Bogdan and Biklen (1982) define the interview as:

> "... a purposeful conversation, usually between two people (but sometimes involving more) that is directed by one to get information... the interview is used to gather descriptive data in the subject's own words so that the researcher can develop insights on how subject interpret some piece of the world" (p.135).

As can be seen from the above definition, one of the interview's main features is that it enables participants to speak for themselves in their own words. However, this does not mean participants are free to talk about whatever they want. In fact, as can be seen in the definition above, the interview is directed (by the researcher) to obtain the desired descriptive data. In other words, the conversation between the researcher and the research participant(s) has a purpose or aim, which is to gain an understanding of how the participants interpret the studied phenomena.

Gillham (2000) explains that the interview is the most appropriate data collection tool when: (1) people are accessible; (2) the number of participants is relatively small; (3) the questions

are open-ended; (4) the depth of meaning is central to the study's aim(s); and (5) the research aims require insight and understanding. Based on such criteria, I decided the interview would be an appropriate principal method of data collection for this study. As the researcher, I was able to easily gain access to participants as I applied for and was given permission by the host university to conduct the study. Furthermore, the number of participants in the study is relatively small and the research questions are open-ended. Finally, the interview enables me as the researcher to elicit and obtain an understanding and insight of NNS STs' personal feelings of language teacher anxiety which I would likely not be able to obtain through the use of other research methods such as questionnaires or classroom observations. Since it is not possible to directly observe people's personal thoughts, feelings, intentions, and anxieties, the interview provides the researcher with what has been described as a 'dirty' yet valuable window into the research participants' heads which is "clear enough to allow us some insight into what individuals think, but grimy enough to prevent us from ever seeing all" (Block, 1995, p.36). Block (1995; 2000), Kvale (2009), and Mann (2010) view interviews as a kind of professional conversation between the interviewer and the interviewee in which the result should be seen as a co-construction between both of these parties in interaction. This view of interviews summarizes how interviews are seen in this study. Thus, the data resulting from interviews was understood to be 'emergent', 'socially situated', and 'problematic' instead of 'discovered'. Issues concerning the status of interview data in general are discussed later in this chapter in section 1.7.

Using the interview provides the researcher with a number of advantages. According to Robson (2002), the advantages of using the interview as a research method for collecting data are as follows:

1. The researcher can follow up on participants' interesting responses and get participants to further elaborate upon such points of interest.

2. Throughout the course of the interview, the researcher can modify the lines of enquiry if the need be.

3. Interviews can be used to yield rich, in-depth, illuminating data.

However, Robson (2002) goes on to list the following disadvantages of using the interview:

1. Interviews can be time-consuming.

2. Using the interview can reduce the levels of standardization and generalizability of the study. This may lead to questions regarding reliability.

3. It is difficult to rule out the effect of interview bias.

Although it is true interviews can be quite time-consuming, I believe this was not a major problem for this study since the number of participants was relatively small. Furthermore, using interviews enables the collection of rich and in-depth data, which was required to fully address the research questions of this study. Also, the aim of the study was not to produce generalizable results, but to explore the feelings of language teacher anxiety experienced by NNS STs during their SLTEP. On the issue of interviewer bias, Foddy (1993) argues that "we must accept that we do impose either our own view of reality, or our guess about the respondent's views of reality, upon our respondent's answers whether we admit it or not" (p.192). According to Foddy, the issue is how self-conscious researchers are of doing this. Although it may be inevitable to reflect our own views on participants during interviews, Kvale (1996, p.287) argues that we should recognize the key role the interviewer plays as a "primary methodological tool" and instead focus on the issues of craftsmanship, empathy, and knowledge as the basis for evaluating the knowledge produced instead of struggling to reduce the role of the interviewer.

Interviews are structured, unstructured, or semi-structured in format. Structured interviews are generally used in quantitative research and their questions are prepared and set before the interview is conducted. The same questions are asked to all of the participants with little or no variation (Fontana and Frey, 2000). Conversely, unstructured interviews do not have a detailed interview guide as the interviewer asks questions which gradually lead to the desired information. This type of interviewing is considered to be highly subjective and time-consuming and is mostly used when the desired information is difficult for the interviewee to express or is psychologically sensitive (Gall et al, 1996). Finally, semi-structured interviews appeared to be the most appropriate for this study to elicit the STs' feelings of language teaching anxiety, how such feelings affect their English performance and teaching skills, and what they perceive to be the sources of such feelings. In semi-structured interviews, the researcher has a set of questions on the investigated topics, but is free to be flexible and ask further questions on points which are not very clear or are of interest to the study (Bryman, 2004). Consequently, the researcher is able to probe more deeply and obtain greater depth than could be achieved through structured interviews or questionnaires. In semi-structured

interviews, the interviewer generally begins each participant's interview with the same question, but is able to ask different follow-up questions based on the responses of individual participants (Gall et al, 1996)

4.6.2 The diary

The diary is an introspective research tool widely used in studies related to language learning and teaching (Nunan, 1992). Teacher diaries are accounts kept by teachers themselves of their experiences in the classroom. The focus of teacher diaries, logs, or journals may be on teachers' cognition, culture, and/or behavior (Cortazzi, 1993; Calderhead, 1996).

Apart from being a research tool, diaries can be used for a number of other purposes:

1. Reflection: Diaries are widely used by both pre-service and in-service teacher training programs to get STs/teachers to reflect upon their teaching and to elicit their views and opinions of language teaching and learning (e.g., Gray, 1998; Lee, 2007).

2. Personal Purposes: Teachers/STs are encouraged to keep a personal account, i.e. a diary, of their experiences in and out of the classroom to stimulate professional development, which can help trigger insights about teaching and set off a process of discovery (Richards and Lockhart, 1996).

Diaries were selected as a research method for this study since previous researchers interested in SLTE have found diaries to be useful research tools. For example, Numrich (1996) explains that diaries help in unfolding "the unobservable affective factors" (p.146) influencing teachers' experiences. Using the findings of this study, Numrick was able to reevaluate her approach to SLTE. Similarly, this study also intends to investigate affective factors, specifically anxiety, which play an influential role in SLTE. In their review of the literature of studies on teacher thinking, Clark and Peterson (1986) identified journal/diary keeping as one of the main research methods used in such research studies. According to Clark and Peterson, the journal/diary entries are then content-analyzed and usually followed up with interviews.

In short, I decided the interview and the diary would both be appropriate research tools for this study.

4.7 Issues concerned with the use of interviews

In recent years, there has been a considerable increase in the number of language education-related qualitative research studies using interviews (Block, 2000; Mann, 2010). Such studies have focused on a wide array of topics related to language education and applied linguistics and individuals' "identities, experiences, beliefs, and orientations" (Talmy, 2010, p.111). However, as argued by both Block and Mann, when analyzing such data, researchers traditionally tend to focus mainly on the content of the interviews, or what is being said by the research participants, which Freeman (1996) calls taking participants "at their word". Thus, what is presented as the findings of these studies is a presentation of the data accompanied with a form of content analysis; however, there is little focus on problematization of the data or the roles of the interviewer and interviewee (Block, 2000). According to Block (2000), Kvale (2009) and Mann (2010), interviews are generally not seen simply as a relay of past events. Rather, interviewees may give different responses to the same prompts in different contexts, to different people, and/or at different occasions. Thus, in any given interview study, participants' accounts may be contested or contain inconsistencies. On the other hand, when discussing the constraints of interviews, Block (1995) proposes that the interviewee may perform for the interviewer or may use the interview to construct herself/himself in a particular way. However, according to Block (2000), this does not invalidate the data. Instead, he argues that as interviews are co-constructed, the data yielded from interviews are *voices* adopted by the interviewees in response to the questions posed by the interviewer. Thus, the events relayed by the participant during an interview may or may not actually be true, and the interviewee might choose to say something else in a different context or occasion, yet what the interviewee says is still representative of their community. This is because in the voices which they adopt, interviewees say things which are allowed and accepted within that community. Thus, Block argues the data obtained is in fact representative of that community.

Two important constraints of interview data which need to be considered by researchers are the social construction of the interviewer by the interviewee and potential power imbalance between the interviewer and interviewee. Thus, it is necessary to also focus on who the interviewer is in interview studies. Past research has mainly focused on the distinctive characteristics of the interviewees (age, ethnicity, gender), but what the interviewer brings to the interview process becomes just as important once an interview is seen as a process of co-

construction. Factors such as group memberships, roles, and the relationship between the interviewer and interviewee can play important roles in the process of co-construction. In the current study, although I had previously taught (and also currently teach) at the same university as the STs are enrolled in, I had no pre-existing personal or professional relationships with any of the STs. Although we were members of the same university, our departments are entirely independent of each other and have no day-to-day contact whatsoever. Thus, I had no 'power' over the STs because of my role in the university in any sense. However, it is important to consider who I was in the STs' eyes (Block, 2000). Although I was not their teacher, I was still a teacher in their university. STs could have worried that I might share what they tell me with their CIs. The first time I met each of the STs was during my research pitch in their department at the beginning of the study. During this research pitch, I introduced myself first as a PhD student from the Institute of Education, London; and only then, mentioned that I also teach EFL in the English Preparatory Program at our university. I also made sure to emphasize that my study was entirely independent of our university and that I had informed their SLTEP that I would in no way share what we spoke about during interviews with any of their CIs.

Although I had no prior relationship with any of the STs, I believe that during the course of the interviews, I developed a strong relationship with each of the STs, which, as I described earlier, I believe was beneficial in getting the STs to feel at ease with me and share potentially sensitive issues with me such as their experiences with language anxiety. In a sense, I believe the STs began to view our interviews as opportunities to express the frustrations and anxiety in their experiences with English. I believe my situation was similar to the one described by Block (2000) in that although I had nothing to do with their frustrations, I understood their context and was able to speak their native language, so gradually, I believe the STs began to view me as a "sympathetic ear". Similar to the situation described in Block (2000), most of the STs continued to come and visit me at our university even after the interview study had concluded, which indicates they found the process of being interviewed by me unthreatening enough for them to return to see me. It is also important to note that the participants were offered the opportunity to read the transcripts of their interviews and take out any sections they were not comfortable with, although none of them chose to do so.

Another important factor of co-construction is issues related to the language used during interviews, such as the use of the native language, the target language, and/or codeswitching during interviews (Mann, 2010). In the interviews in the current study, I provided STs with the option of conducting the interviews in either Turkish (their native language) or English. The reason I did so was to ensure that the STs would feel at ease as much as possible. As a teacher of English in their university, I assume the STs guessed I was a competent speaker of the language. Thus, as prospective teachers themselves, having to speak English in front of a bilingual future colleague could potentially be a threatening situation. However, having the opportunity to be interviewed in Turkish put both of us on equal ground in terms of language. Furthermore, being familiar with the context of the study, I assumed that most of the STs would still very much be in the process of mastering English and hoped that providing STs with the opportunity of using Turkish during interviews would enable them to provide as much detail as they wished during interviews. Consequently, I had to translate the data used in the current study from Turkish to English myself, but also had all of my translations authenticated and verified by a colleague at my university. We went over any issues in the translations together to decide on mutually agreeable translations.

Mann (2010) also draws attention to the "interactional context" in the process of the co-construction of interviews. As mentioned before, researchers conducting interview studies in applied linguistics have traditionally focused more on the "what" (as in what is said by interviewees during interviews) than the "how" (as in the processes of data collection of data analysis of interviews). Mann explains that rather than just "mining" the interview data, there is a need to examine methodology, assumptions, choices, complexities faced, and set-up of interviews. Throughout this study, I have attempted to provide as much detail as possible on such issues. To illustrate, Mann explains that it is very important to consider the explanations given, requests made, and identity categories (e.g., teacher trainer, bilingual father, NS) used throughout the participant recruitment procedures. During my own recruitment procedure, I set up a time to meet with all of the STs enrolled in the SLTEP through their department (as described earlier). Then, during this meeting, I pitched my research by explaining I was a PhD student at the Institute of Education who also teaches in the English Preparatory Program of their university interested in speaking with STs about their experiences in English as they approach the end of their SLTEP. Although I explained that my general research interests included foreign language anxiety (among other areas), I in no way

mentioned that the main focus of the study would be whether they experience feelings of anxiety in the language. In fact, I did not approach the issue of whether they experience anxiety in English until the end of the second interview of the study as I wanted to first help them feel at ease while speaking with me before approaching such potentially sensitive issues. To do so, I kept the focus of the first interview as general as possible and tried to get to know each participant as much as possible by asking a diverse range of questions about their past and present experiences as EFL learners and STs. According to Clarke and Robertson (2001), it is important that such complexities and/or difficulties encountered during interview studies are elaborated upon by the researcher rather than being "swept under the carpet" (p.773). Lastly, it is also important to consider the physical and temporal context the interview is conducted within (Mann, 2010). As described earlier, the interviews were conducted in empty staffrooms in departmental buildings at the university. I always made sure that we had a private space to conduct the interview by putting up a sign on the door during interviews to avoid other teachers or students walking in on our interviews unannounced. I made sure to set up the interview schedule to work around the STs course program by remaining in close contact with them and scheduling interviews over the phone or through e-mail throughout the study. I frequently reassured STs that we could always reschedule interviews if they needed to do so (and did so many times with throughout the study). Furthermore, I also made sure that refreshments were provided in a comfortable as possible environment for the interviews.

As can be seen, there are many issues which researchers conducting interview studies need to bear in mind at all times. As explained by Kvale and Brinkmann (2009), it "seems so simple to interview, but it is hard to do so well" (p.1) as interviews are "complex social and sociolinguistic events" (Block, 2000, p.762). However, I believe I took sufficient measures throughout the duration of the study to adequately address these issues. In the next section, I present the data analysis procedure.

4.8 Data analysis

When the aim of this study (to explore NNS STs' feelings and experiences of language teacher anxiety) is considered, it suggests readers are going to enter the world of NNS STs and encounter the stories of their experiences as NNS STs rapidly approaching the end of their SLTEP. To meet this expectation, I decided to conduct lengthy interviews over a considerably long period of time to present and discuss the STs' stories through the storylines

which emerge from the research data. This kind of research is generally termed as narrative inquiry in the social sciences and is defined by Elliot (2005) as "to organize a sequence of events into a whole so that the significance of each event can be understood through its relation to the whole" (p.3). More and more researchers have been gaining interest in how individuals present their life stories when communicating with others since the 'narrative turn' in social sciences (Clandinin, 2007). While some researchers have opted to use research methods, such as diaries or electronic logs, the majority of research conducted in this area has been done by using face-to-face interviews. Through the use of 'life-story interviews', defined by Atkinson (1998) as "the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what is remembered of it, and what the teller wants other to know of it, usually as result of a guided interview" (p.3), qualitative researchers investigate the day-to-day life experiences of participants. Once the interviews have been conducted, the writing of the narrative is greatly influenced by the way the researcher approaches the data. In this section, I will now describe how I approached analyzing the research data.

All the data (interviews and diaries) collected from the STs were compiled and stored separately under each ST's name. As soon as possible after the interviews were conducted, I would listen repeatedly and intensively to the interview to identify relevant sections of the data to be transcribed. Transcribed data were kept in word documents. As the interviews were conducted in the participants' native language (Turkish), the interview transcriptions were then translated to English. As I did the transcriptions and translations myself, I also became more familiar with the data during this process. As mentioned earlier, all translations were verified by a colleague. Any issues that came up were discussed until a mutually agreeable translation could be found.

As the current study is the first of its kind in that it utilizes extensive interviews to investigate what anxious STs perceive to be the effects and sources of their feelings of language anxiety, I did not have a template or model to base the study on, as the researcher. Instead, the theory needed to be derived from the systematically collected data throughout the study. Thus, to analyze the data, I conducted a two-step thematic analysis with the general purposes of "finding and marking the underlying ideas in the data, grouping similar information together, and relating different ideas and themes to one another" (Rubin & Rubin, 1995, p. 229).

In the first step of the thematic analysis, I closely listened to the interviews and closely read the interview transcriptions while keeping an open-mind to generate as many new ideas (or themes) related to the STs' feelings and experiences of language teacher anxiety as possible and extract statements reflecting small units of basic ideas from the data. I believe this was an important first step for the generation of theory in this study. For each theme, I also extracted related STs' quotations from the transcripts. I believed this would increase the reliability of the data since I could use these quotations as evidence for the interpretations I made and this also would allow readers to make their own interpretations of the findings. Through this coding procedure, I aimed to identify as many ideas as possible which appeared to be theoretically significant and salient to the STs' feelings and experiences of language teacher anxiety. Thus, the data were broken down into component parts and given names. This procedure was carried out soon after the data were collected. That is to say that as the researcher, I would transcribe, translate, and code the data as soon as possible after the interview was completed and definitely before my next scheduled interview. This is because I wanted to code the data as it emerged so that I could also incorporate questions related to emerging codes in subsequent interviews with other participants. In the example below, I show how I identified themes during the initial stage of my thematic analysis in an interview with one of the participants (Jale):

> D: "When else do you experience these feelings (of anxiety) you're describing the most?"
>
> J: "When talking in front of friends. You just know they'll talk about you behind your back when you make an error. It's a really tense environment when they're there. The horrible things they say really bother me. Things like this put me under a lot of pressure. It really bothers me when I hear someone snickering in the back row while I'm trying to speak. I just want the lesson to end when they're in class. I never want to speak when they're there. If I do speak, I worry about making errors. I keep thinking if I make an error, they're going to make fun of me. So, more than the CI and more than the content of courses, these STs make me more anxious than anything else."

The interview extract above is from an interview conducted on the 19th of October, 2011 with Jale. Until this interview, Jale had been describing the deleterious effects her feelings of anxiety have on her English-speaking performance. During this interview, I intended to explore why Jale believes she experiences feelings of anxiety when speaking English. After describing some of the behaviours of her CIs which trigger her feelings of language teacher anxiety, Jale continued by describing how her fellow STs can at times engender her feelings of anxiety more than anything else. After transcribing the data, I began to read the

transcription closely to identity themes for factors which engender Jale's feelings of language teacher anxiety. In the extract above, after my initial question aiming to get Jale to further elaborate upon the sources of her anxiety, Jale identifies her friends/peers as one of the main reasons she experiences feelings of language teacher anxiety when speaking English. Then, she goes on to identify a number of her peers' behaviours which she feels trigger her anxiety, starting from the very next statement she makes as she says she worries her peers would talk behind her back when she makes an error. Next, she mentions another behaviour triggering her anxiety in her friends laughing or "snickering" from the back row of class at her English errors when speaking. After mentioning these two behaviours, Jale goes on to describe three effects of such behaviours: wanting the class to end, refraining from participating in class, and worrying about making errors. Then, towards the end of the extract Jale identifies a further behaviour which she feels triggers her anxiety: being made fun of by her peers due to the language errors she makes when speaking English. Finally, in the last line of the extract, Jale sums up the importance of her peers as a source of her language teacher anxiety by stating they can induce feelings of anxiety in her much more than her CIs or content of her courses. This interview with Jale was the first time that peer behaviours came up as a potential source of anxiety. After extracting a number of ideas about the specific behaviours and actions of peers which Jale felt engendered feelings of language teacher anxiety in her, I made sure to include questions on this issue in my subsequent interview with the next participant, Ceyda on the 21st of October, 2011:

> C: "Whenever I'd mispronounce something, I'd hear them laughing or imitating me. So, I wouldn't want to speak anymore. There was also another group that could speak English really well. I'd feel weird in front of them. They could speak well, I couldn't. So, I'd think it was best to just stay silent."
>
> D: "Each group affected you separately?"
>
> C: "Yes. Actually, both groups affected me in the same way. Both made me think I should speak better. The first group couldn't speak English well, but they'd frequently make fun of me. They seemed to come to class just to make fun of others. The other group spoke English well, so I'd tell myself they'd talk about me. They'd say I couldn't speak. I thought they'd notice my errors, so I'd feel shy. So, I wouldn't speak in class"

In the extract above, Ceyda is describing how she believes her peers can induce her feelings of language anxiety as she is speaking English. She begins by identifying two behaviors which she believes engender feelings of anxiety in her: laughing at and imitating her errors. She then defines the effect of such behaviors by stating she would refrain from speaking

English after such incidents. Interestingly, Ceyda goes on to identify another group of peers which increased her feelings of language teacher anxiety by stating she would feel anxious in front of this specific group as she believed they were better speakers of English than her. Consequently, she identifies the same effect of her anxiety by stating she would again refrain from speaking English as much as possible. Naturally, I noted at this point that some parallels in the sources and effects of language teacher anxiety were beginning to emerge from what both Jale and Ceyda had said. After my prompting question, Ceyda goes on to identify two other behaviors (which were also mentioned by Jale) that she feels engendered her anxiety: being made fun of and being talked about behind her back. Ceyda ends the extract by restating the effect of her anxiety which is avoiding speaking English in class. The same procedure was carried out in analyzing subsequent interviews with both Yesim and Berna to identify as many themes as possible.

Throughout the interviews, the same procedure was followed in that I would conduct, transcribe, translate, and analyze the data to identify as many themes as possible. Once a new theme was identified, I made sure to investigate it during my subsequent interviews with other participants. A similar procedure was conducted for the diary entries in that after a ST submitted a diary entry, I would analyze it in the exact same manner to identify themes to be brought into subsequent interviews. According to Bryman (2004), this approach to data analysis is described as "iterative", or "recursive", as data collection and data analysis work hand-in-hand as a tandem, "repeatedly referring back to each other" (Bryman, 2004, p.401).

Once the coding was completed for the sources and effects of language teacher anxiety, I moved onto the second step of my analysis. In the second step of the thematic analysis, I compared the themes to identify common patterns across them. In order to do so, I closely read through the themes identified for each ST and constantly compared all the themes to investigate commonalities amongst them. Once such common patterns had been identified, I then grouped similar themes together into categories. These categories were similar to higher level umbrella terms which encompassed all the themes within the category. For example, when considering the role played by peers in the STs' feelings of language teacher anxiety, I read through all the themes related to peers within the interviews of each ST to identify common patterns. By reading through the themes and closely comparing them, I began to notice that a number of common actions, behaviors, and attitudes which STs believed played influential roles in their feelings of language teacher anxiety began to emerge from amongst

the codes, such as "laughing at errors", "making fun of errors", "talking about errors behind their back", "pouncing on errors", "thinking I do not know English", "being mean", and "waiting for me to do something wrong". Thus, based on such common themes, I established the "Behaviors of Peers/Fellow STs" category to encompass all of these themes. The exact same procedure was followed for all of the categories established to discuss the effects and sources of the participants' feelings of language teacher anxiety.

4.9 Ethical considerations

Before beginning any kind of research project which involves human participants, researchers have to consider the ethical implications and risks which may be associated with participating in the study. It is vital the researcher informs participants of the aims of the study, what they will have to do as participants during the study, the burden(s) of participation, and any associated risks. The researcher must also take all necessary measures to protect participants from all potential risks.

As a research student at the Institute of Education, I first had to apply for ethical approval from the Institute to conduct the study. As a part of this application, I filled out the necessary application forms after discussing my research project with my supervisor. Once my application had been reviewed and approved by the Institute of Education, I was allowed to initiate my study.

To conduct the study, I first had to gain access to the SLTEP. This meant I had to make a formal application to the university in Northern Cyprus requesting to conduct the study at the university. This application consisted of two parts. Firstly, I had to contact the head of the SLTEP and describe the aims of this study. As I had previously worked at this university and had personal contacts there, this was not particularly problematic. Once I had described my study to the head of the program, he was enthusiastic the study might be a useful contribution to their program and SLTE in general. Then, we negotiated how I would approach STs to seek volunteers for the study. Secondly, I had to fill out a number of permission forms to be given to the university's board of ethics for approval. These forms are produced by the university and are given to all researchers aiming to conduct research with students enrolled in the university. In these forms, I had to describe the study, its aims, data collection procedures, and how I would ensure the confidentiality of the participants. After I had filled

out these forms and they were reviewed by the ethical committee board, I was given formal permission by the university to conduct the study.

Once I had obtained permission from the university, I negotiated an appropriate time with the SLTEP head to pitch my research to the STs. After we had decided on an appropriate time and place, the head made sure all STs were aware of this information and on the set date, I presented my research to the STs. After a verbal explanation, I provided the STs with an information letter (see, Appendix 1). I assured all STs that only I would have access to the research data and I specifically stressed that the data and their personal responses would not be shared with anyone from the university in Northern Cyprus. I explained the head of the SLTEP had accepted not to ask for any of the research data. I also explained they would be given pseudonyms to ensure confidentiality. The STs were assured any participants unwilling to participate in the study would be allowed to withdraw at any moment and that their withdrawal would not be viewed negatively. This initial meeting lasted about 45 minutes and I believe it was an important initial step in gaining the trust of and building rapport with the participants.

The study was conducted exclusively with participants over the age of 18. I provided an informed consent document (see, Appendix 2), which the participants signed before data collection began. The participants were not required to provide any kind of personal information which could link them to the study. Furthermore, they were allowed to provide information at their own leisure within a time frame and at a location they saw fit. The research data were kept and will continue to be kept in a locked file cabinet in a private room in my own residence. Apart from myself, only my supervisor shall have access to the data if required. Any electronic information is kept on my personal computer which only I have access to. Throughout the course of the study, I followed the British Educational Research Association's Revised Ethical Guidelines for Educational Research (2004).

4.10 Issues of validity

All research, whether quantitative or qualitative, has to address the needs of validity. Cohen and her colleagues (2000) define validity in qualitative studies as "the honesty, depth, richness, and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher" (p.105). On the other hand, Creswell and Miller (2000) define validity in qualitative research as "how accurately

the account represents participants' realities of the social phenomena and is credible to them" (p.124). In other words, the interpretations made by the researcher needs to be representative of the participants own realities of the studied phenomena for the study and its findings to be considered valid.

To increase the validity of a qualitative study, there are a number of measures the researcher can take. Firstly, researchers need to extensively describe the participants, context, data collection and analysis procedures (Guba and Lincoln, 1989). In other words, researchers need to elaborate upon who they conducted the research with, where they conducted the research, how they obtained their data, and how they made their interpretations from this data. The more extensive the explanations made by the researcher, the more the validity of the study is said to increase. In this study, I did my best to provide as much information as possible about all of these mentioned aspects of the study. Secondly, qualitative researchers should try to extend the time they spend in the field collecting data (Creswell and Miller, 2000), which enables the researcher to become familiar with the context and participants. I had already spent three years (two of which I was a teacher there) at the university where I conducted this study. Therefore, I was already familiar with the context and the people within that context before I initiated the study. Furthermore, the data collection procedure lasted around five months, during which I was in close contact with the participants on a regular and frequent basis. I also remained within the research context during the data analysis and writing up stages of the study, which lasted another 10 months. Therefore, I believe I spent a long enough period of time in the field to be familiar with the context and gain the trust of the participants.

In this chapter, I have elaborated upon my research design by focusing on answering the "where", "who", and "how" of the current study. In the next chapter, I present the findings of the study by specifically describing the stories of four NNS STs approaching the end of their SLTEP and the initiation of their active teaching careers.

Chapter Five: Findings

5.1 Introduction: The four student teachers

The aim of this study was to investigate NNS STs' feelings of language teacher anxiety as they draw nearer to the completion of their SLTEP and prepare to enter the FL classroom for the first time as a teacher of English. In this chapter, I present the findings of the study by providing an in-depth discussion of each of the four STs: Jale, Yesim, Ceyda, and Berna. I first begin with a general overview of all four STs SLL experiences during their primary and secondary education due to the large amount of overlap amongst the experiences of the STs during these years before focusing individually on the unique experiences of each ST during their SLTEP. In this chapter, following Tsui (2007), I have made the decision to first individually present the stories of each participant in their entirety without relating any of their stories to the existing literature. Then, I later in chapter six discuss the stories of each participant and the findings of the study in relation to the existing literature.

All four of the STs were born in Turkey to monolingual Turkish-speaking parents. None of the STs reported having any connection to English prior to the fourth year of primary school when they first started to have English lessons at school. Thus, the STs recalled hearing English for the first time when their teacher entered the classroom on the first day of class. Interestingly, all the STs mentioned they quickly developed a keen interest in the language as soon as their lessons started. In fact, Yesim remembers having such an admiration for her English teachers during these years that she now traces her decision to become an English teacher all the way back to these early years of her life:

> *"I really liked my English teachers. I wanted to learn English more because I enjoyed it so much. I've always been interested in English. You could say I decided to become a teacher when I was just a small child."(27.09.2011)*

> *Yesim*

However, the STs believe the level of English instruction was kept very basic throughout primary and middle school. Their English lessons during these five years were mostly paper-based and focused mainly on grammar and reading skills while the focus on writing was kept minimal and speaking was hardly ever practiced. Also, their teachers would conduct the lesson entirely in Turkish. In fact, Ceyda and Berna specifically stated they cannot remember ever writing, listening to, or speaking English during these years:

"It wasn't good. We didn't really learn much. It was a couple of hours a week. We just did beginner-level structures. We simply copied what was on the blackboard into our notebooks."(26.09.2011)

Berna

The high school they attended required all students complete a year-long foundation program, during which students intensively studied English. During this foundation year, their English lessons specifically focused on grammar and the participants remember spending a considerable amount of time studying each of the tenses. Multiple-choice questions were frequently given for students to practice what they had been covering in class while teachers again conducted all lessons in Turkish. It is important to stress at this point that all four of the STs were very critical of their English lessons up until this stage of their SLL experience as they complained that productive target language skills (speaking and writing) were almost entirely overlooked while they also received very little oral target language input from their English teachers. Later, when discussing why they believe they currently experience feelings of language teacher anxiety, all the STs pointed to this perceived lack of focus on productive target language skills during their early SLL experiences.

At the end of the foundation year, the participants had to choose which department to continue pursuing their studies in based on their future career plans. Although all the participants readily chose to continue their studies in the FL department of their high school to one day become English teachers, each was drawn to a career in ELT for different reasons. For example, Jale was attracted to the profession as she perceived English to be something dynamic, novel, and intriguing due to cultural differences. Also, she explains she had always felt bored in mathematics and science lessons throughout her primary and secondary education. In contrast, she liked English and thought it was exciting and engaging to learn. On the other hand, Berna explains she had always had an affinity for teaching as she remembers playing the role of teacher as a child and also enjoyed helping her young cousins with their English lessons during high school. Yesim had decided she wanted to become an English teacher during primary school and her family had endorsed and encouraged this decision by frequently telling her teaching was "just the right fit" for her while Ceyda was guided into the FL department through a test she took at the end of the foundation program to identify her areas of interest:

"English always seemed exciting. I can learn it by just picking up a book and reading by myself. Or by watching a film. I get bored easily. I'm not someone who can sit and think over a formula for hours. I'm not that good at maths anyway. I'm better at languages. And, English teaching seemed like an exciting dynamic field."(27.09.2011)

Jale

As students in the FL department of her high school, English became their most important class and most of their time at school was devoted to studying English. Importantly, the participants believe the focus of their English lessons remained on English grammar and reading skills. The aim of the department was to prepare students for the university-entrance exam, which meant doing multiple-choice English tests composed of grammar and reading questions despite lesson-hours in their curriculum being allocated to practicing English-writing and speaking skills also. In fact, Jale remembers that during allocated writing hours, the teacher would bring advanced-level reading multiple-choice tests and during allocated speaking hours, the teacher would simply allow the students to do whatever they wanted. Jale remembers she and her classmates had become so exam-orientated that they would opt to use these "free" class hours to do more multiple-choice tests. Consequently, Jale self-rates her English writing skills at this time as "zero" and states that although she had been studying English for a number of years, she couldn't actually speak the language. However, she believes she had become quite good at multiple-choice English grammar and reading tests by the time she graduated from high school. Similarly, Yesim, Ceyda, and Berna also do not recall any kind of effort to develop English-speaking and writing skills. All assessment was based on multiple-choice grammar and reading tests. Overall, the participants described their high school English lessons as a marathon of multiple-choice grammar and reading tests. It is important to note that all four STs currently point to this lack of focus on productive target language skills during their primary and secondary education as one of the reasons they now experience feelings of language teacher anxiety, which is discussed in greater detail later.

At the end of high school, the participants sat their university-entrance exams; and thus, were admitted to the SLTEP in Cyprus. I will now present the experiences of each ST during their quest to becoming licensed EFL teachers.

5.2 Jale

5.2.1 The prep program and the first year of the teacher training program

After failing to achieve the minimum required score on the English proficiency exam administered by the university, Jale was required to attend the university's year-long English preparatory program. Jale explains she was actually glad to have not passed the proficiency exam since she viewed this as an opportunity to acclimate to her new university and university life. Overall, Jale enjoyed her experiences in the preparatory program and feels while she improved her writing skills and structural knowledge of English, she would have preferred to have more opportunities to practice her English-speaking skills during the program. Regardless, she believes she did not experience much difficulty in completing the program. At the end of the program, she passed the proficiency exam and was permitted to begin her SLTEP.

Jale remembers being worried about how hard her courses would be as she started the first year of her SLTEP. Her greatest source of worry was whether she would be able to express herself in English during her courses and in her interactions with her CIs since she believes she did not have adequate opportunities to practice her English-speaking skills during the preparatory program – a worry which was voiced by all four of the STs. As her courses began to get underway, Jale found the level of English used in her textbooks to be challenging and remembers worrying about how her CIs would react to her limited English-speaking skills. For example, Jale explains her "Introduction to Education" course was one of the most challenging courses of the first year as she describes her trouble in keeping up with the CI's lectures and also understanding the course pack made up of "thick photocopies" of articles and chapters. During each lecture, the CI would pick a ST to read aloud a relevant part from their course pack and Jale remembers how she would "sit in fear" of the CI choosing her. Jale, who was already very self conscious of her English-speaking skills, remembers how her CI once described her classmate's English as sounding like a commercial airlines pilot's:

> *"He told my friend not to speak like a pilot. That just made me even more afraid. I can still remember it to this day. It just made me even more anxious. So, I started to participate even less."(27.09.2011)*

After this experience, Jale began to avoid participating in class even more as a means to protect her self-perceived weak English-speaking skills from being exposed. All four STs

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reported similar anxiety-inducing experiences during their first year of study in the SLTEP as they worried how their CIs would react to their self-perceived limited English-speaking skills. However, Jale explains she soon realized she could easily remain silent in class without being called on as most of her courses did not demand STs intensively contribute and participate orally:

> *"In the first year, our instructors didn't really expect us to speak much. We didn't really have a course in which we needed to speak a lot. The instructors would come, lecture, and we'd take notes. We didn't have to do that much."(07.10.2011)*

Relieved that she did not have to talk in class on a regular basis, Jale set to work and completed her first semester in the program. In the second semester, Jale remembers she slowly began to participate more in class. However, she remembers keeping her responses as short as possible and participating more when she had something concrete to work off of, such as a text or hand-out. Yet, Jale remembers she would still experience rigorous feelings of anxiety when she was called on directly by her CI in her "Oral Communication" course:

> *"Whenever he asked me, I'd get really anxious, extremely anxious. It was really hard to speak. If class had been in Turkish, it would've been easier, but in English, it was hard to speak. My anxiety would affect everything about my language negatively. I'd mostly speak in short phrases anyway. So, I can't really say it specifically affected my grammar or anything else. Our instructors kept us quite passive during the first year. They didn't expect much from us. Mostly, they'd lecture us and if there was any kind of task, we'd put up our hands and say the answer."(07.10.2011)*

As can be seen in the extract above, although Jale believes she remained passive in class during the first year, when she did in fact participate, she kept her contributions as short as possible and would usually use short phrases rather than complete whole utterances in her responses. Being called on directly by her CI, however, led to her feeling "extremely anxious", leaving hear unable to use the language. As will be seen throughout this chapter, being called on directly by the CI to participate in class was frequently reported as an anxiety-inducing factor by the STs. Conversely, Jale believes her CI in her "Introduction to Literature" course helped her gain a bit more confidence in speaking English to the degree that her utterances expanded from short phrases to complete utterances:

> *"We started to speak more in that course. We'd ask to speak in Turkish, but she wouldn't let us. She'd tell us to try answering in English. She'd help us form sentences and correct errors. She'd tell us not to talk in short phrases, but to form sentences. Thanks to her, we started to speak using full sentences. I'd really push myself as much as I could in this course because I really liked her. It's the only class I*

risked completely embarrassing myself. It's the course I pushed myself the hardest in."(07.10.2011)

Overall, throughout the first year of the SLTEP, Jale believes she was able to remain silent in class until she had gained some confidence and built up enough courage to speak in class, at which time she generally kept her utterances as short as possible and generally relied on phrases more than forming complete utterances. From what Jale says in the extract above, the main reason she refrained from using English in class was because she feared disgracing herself in front of her CIs (and also peers, as will be seen later) – a fear frequently reiterated by the anxious STs throughout the study. However, Jale believes she was able to overcome this fear to a degree thanks to the encouragement of one of her CIs. Conversely, as described earlier, Jale would also find herself experiencing severe feelings of anxiety when directly called upon during her "Oral Communication" course.

Perhaps most importantly however, in the extract below, Jale explains that at that time, she believed these challenges and difficulties to be normal due to it being her first year in the program and was sure that she would overcome these difficulties as she progressed through the program. However, it was in the second year of the program that she began to think her problems were of a more serious nature:

> *"It was when our courses got harder in the second year that I started to have more problems in English. Also, in the first year, I used to think it was normal to have problems in English because I was still in the first year. But then, I started the second year and saw that there were no improvements. The courses had gotten harder, but I was still having the same problems. So, I started to worry more in the second year."(07.10.2011)*

5.2.2 The second year of the teacher training program

Moving on to the second year of the SLTEP, Jale explains that while the courses required a lot of hard work and studying, she did not really have to speak English in class much as most of the courses were lecture-based. However, her "Public Speaking and Oral Expression" course was one of her most challenging courses in the program thus far. The course required STs to conduct a number of presentations throughout the duration of the semester, all of which were observed and evaluated by the CI. In the extract below, Jale elaborates upon the difficulties she would experience during these presentations:

> *"My biggest problem was getting stuck trying to find a word. I know I should've just skipped it and said something else, but I'd keep trying to find that word. When I'd get anxious, I'd usually freeze up. I couldn't continue. I'd then suddenly forget the rest of*

*my presentation. I'd just freeze. My biggest problem when speaking wasn't
pronunciation, but was worrying about forming sentences incorrectly. Or I'd worry
about saying "she work" instead of "she works". Or I'd end up using the perfect
tense when I should use the past tense. The more I worry about things like this, the
more they seem to happen. I'm aware of this, but I can't do anything about
it."(19.10.2011)*

As can be seen from what Jale says above, she would extensively worry about constructing
her utterances incorrectly and making simple grammatical errors while speaking during her
presentations. She also mentions how the more she worried about such issues, the more she
felt they would occur. Despite this fact, she complains she would be unable to take
preventive measures to avoid the situations she describes, resulting in her forgetting the rest
of her presentation at times. In the extract below, Jale goes on to describe how each error she
made during the presentation would trigger a kind of chain reaction as she would find herself
making even more errors in English:

*"During presentations, I'd mix up my sentences. While focusing on my sentences, I
then mispronounce words. I'd say something that sounds like the word I wanted to
say. My slightest error is like a domino. As soon as I make that error, all the other
dominoes start to knock each other over as I make even more errors. The main reason
this happens is my anxiety. Because I really worked hard beforehand."(19.10.2011)*

Interestingly, in the extract above Jale traces all of the difficulties she experienced in English
during her presentations to her feelings of anxiety. She specifically states she believes she
was well-prepared; however, would experience immense difficulties throughout them. Jale
compares her chain of errors to a row of dominos knocking each other over and continues to
say her CI's harsh comments would in fact intensify the feelings of anxiety she experienced
during presentations:

*"He was really authoritarian. His warnings would be really harsh. He'd be like
"Don't do this!" "Don't do that!" I believe if he wasn't so harsh, I wouldn't have got
so anxious and I would've been able to express myself better."(19.10.2011)*

In other words, it appears Jale's feelings of anxiety about making errors in English coupled
with her CI's harsh warnings left her feeling unable to express herself in English. Later in the
interview, Jale described how her CI would constantly take notes throughout her presentation
causing Jale to worry about what he may be writing and increasing her feelings of self-
consciousness related to her performance. Of course, in situations like presentations, it is
quite plausible for one to experience feelings of stage fright with a debilitative effect over
one's performance. As the researcher, I wondered whether the feelings described by Jale
were in fact a result of stage fright rather than feelings of language teacher anxiety, which I

addressed by asking Jale whether she would have experienced the same feelings had she conducted the presentation in her native language:

> *"If it were in Turkish, I could've spoken alright. I wouldn't have been stressed. Normally, I'm quite a nervous person. But, not being able to form English sentences, or using the present tense when I should in fact be using the past tense just finished me off. So, the presentation being in English triggered my anxiety. But, if it was in Turkish, I still can't say I'd be completely calm either."(19.10.2011)*

From what Jale says in the extract above, it appears she recognizes the fact that a presentation, in itself, can be a situation which may foster feelings of anxiety within her. What is interesting, however, is that she differentiates between the two and specifies speaking English as an inherently anxiety-inducing experience having a deleterious effect over her performance in the language. This is to say she appears to perceive speaking English as a source of anxiety within itself.

Apart from her "Oral Expression & Public Speaking" course, Jale also remembers experiencing feelings of anxiety when speaking English during her "Literature II" course. However, Jale interestingly traces her anxiety to a group of her peers also enrolled in that course. Unfortunately, Jale would find herself refraining from speaking English in class in fear of making errors and appearing foolish in front of this specific group of her peers. Jale explains that this literature course was the beginning of a struggle she would have this group of peers which continues to this day. In the extract below, Jale describes the issues she experienced in this literature course because of this group of her peers:

> *"You just know they'll talk about you behind your back when you make an error. It's a really tense environment when they're there. The horrible things they say really bother me. Things like this put me under a lot of pressure. It really bothers me when I hear someone snickering in the back row while I'm trying to speak. I just want the lesson to end when they're in class. I never want to speak when they're there. If I do speak, I worry about making errors. I keep thinking if I make an error, they're going to make fun of me. So, more than the CI and more than the content of courses, these STs make me more anxious than anything else."(19.10.2011)*

In the extract above, Jale acknowledges a number of factors trigger the feelings of language teacher anxiety she experiences, such as the content/requirements of her courses or her CIs. However, it appears Jale believes the behaviours and attitudes of her peers and the risk of making errors in their presence; and consequently, losing face are among the most significant sources of her feelings of language teacher anxiety. According to Jale, the attitudes, behaviours, and even the mere presence of this specific group of STs could have a negative

impact over her approach to that class. While her issues with this group of STs continued into the third year of the program too, it was the first time in this literature course that they became a source of uneasiness for Jale.

Although Jale had been experiencing problems in English from the very beginning of the SLTEP, it was not until towards the end of the second year of the program that she began to think her challenges in English may be a more serious issue than she had initially believed. As touched upon earlier, Jale was aware of her troubles in English during the first year of the SLTEP; however, believed they would subside as she progressed through the program and developed as a ST. Yet, Jale explains that towards the end of the end of the program's second year, she began to feel as though the problems she was experiencing were getting bigger rather than diminishing. Recognizing this fact, Jale approached one of her CIs and spoke to her of the difficulties she was experiencing:

> *"I spoke with our instructor about this. She said I'd get much better by the end of the third year. She told me not to worry about this too much and not to put myself under too much pressure. She said I'd improve and that I still had a year ahead of me."(19.10.2011)*

Despite the reassurances she received from her courser instructor, Jale was still worried about her troubles in English as she reached the end of the second year of the SLTEP. Having reached the third year of the program, Jale realized she had now completed the first half of her training; and was thus, rapidly approaching becoming a licensed EFL teacher. This situation is aptly summarized by Jale in the extract below:

> *"I noticed towards the end of the year I was starting to have a lot of trouble in class. Our courses have gotten harder and our instructors now expect us to speak much more. We're in the third year now, and only a year away from graduation. I've started to worry about what I'm going to do."(02.11.2011)*

5.2.3 Jale's current situation in the third year of the teacher training program

Describing the challenges she currently faces in English as a ST in the third year of the program, Jale says she does not experience any noteworthy difficulties in understanding what is being said or what she reads in English, but experiences great difficulty in speaking the language. In other words, Jale describes her troubles as being more related to production rather than reception and, in fact, goes on to say she has no trouble "as long as I am not the one speaking, anyone else can speak to me (in English) as much as they like". Jale explains that her biggest concern in speaking English is her fear of making grammatical errors

however small they may be. Consequently, Jale says her main focus while speaking English is maintaining grammatical accuracy and any slight grammatical error that escapes her lips sets off an anxiety-fuelled chain reaction of errors:

> *"Even the slightest grammatical error affects all the following sentences. I start talking while focusing on not making any errors, but then I suddenly hear I've made an error. As soon as I hear that error, I start to scan the rest of my sentences for others. But then, I start to mix up sentences. Making one error causes me to make even more. When I make a grammatical error, I also start to lose control of how I pronounce words and begin to make pronunciation errors because of my anxiety. That's how it is. One error leads to others."(02.11.2011)*

As can be seen from the extract above, for Jale, it appears a single grammatical error is enough to trigger feelings of anxiety which render her unable to form sentences and pronounce words correctly in English. Clearly, one of the main points standing out from the interview extract is it appears Jale harbours unrealistically high expectations as she insists on preserving grammatical perfection when speaking English and constantly monitors her speech for errors. Jale later went on to sum up this approach by saying "for me, speaking is equal to grammar". Faced with such self-set high standards of performance Jale finds herself struggling to overcome her feelings of anxiety when speaking English. From the extract above, it also appears Jale experiences feelings of anxiety to the degree that she fails to apply grammar rules and pronounce words she normally knows. Intrigued by her insistence on such a purity of language, I asked Jale what it was that caused her to worry so much about her English when speaking:

> *"I worry they'll make fun of me. Even if they just laugh at you, it can be really depressing. I worry my ideas won't be taken seriously. I mean, when you can't express your ideas with proper sentences, people start to naturally ignore you more."(02.11.2011)*

> *"I think the problems I experience in English are because of how I was taught English. I worry about grammar so much when speaking because my teachers always focused on grammar ever since I started learning English. There was no production. If I hadn't been taught English like this, I wouldn't worry so much about grammar when speaking now. I'd focus more on what I want to say. But, because I've been through a system which focuses mostly on grammar, I only worry about whether what I'm saying is grammatical accurate. I mean, however you learn the language, that's how you continue. I worry about speaking English both in front of my instructors and my peers. It's not that I'm just worried they'll make fun of me. It's also because I hate making errors. I get very angry with myself even after making small errors. But, I have to use English every day in class and English isn't my L1, so I always make some errors. It's my own fault I worry about these errors so much. I keep thinking I*

mustn't make errors, which causes me to get really anxious. And then, when I make an error, I just lose control."(02.11.2011)

From the extracts above, it can be seen that one of the main reasons Jale is overly concerned about her English appears to be her fear of being negatively evaluated by the people around her (namely, her peers and CIs); and consequently, appearing foolish and losing face. This point was previously noted when Jale was talking about the problems she experienced with a group of her peers in her "Literature II" course in the second year of the SLTEP. Jale also expresses she is concerned her views and ideas risk being ignored and not being taken seriously due to her shortcomings in speaking English. Additionally, in the second extract, Jale traces the source of her anxiety in English back to the education she received until university, which she says emphasized grammatical accuracy over fluency. Therefore, Jale explains she is now unable to focus on simply conveying meaning. Instead, she finds herself occupied with scanning for grammatical errors when she speaks English. In the second extract, Jale expresses her "hate" for making errors in English and states that despite knowing it is natural for her to make errors in English from time to time since it is not her native language, she still cannot tolerate making errors when using English. In other words, such perfectionist tendencies over making errors when using the language appear to play an important role in the feeling of language teacher anxiety which Jale experiences.

As Jale began her third year of the program, she explained in her diary she had become so self-conscious about her English that she would refrain from speaking English in front of two CIs she had just met for the first time. Embarrassed about what they may think of her if they heard her speak English, Jale opted to remain silent throughout classes despite describing herself as a normally active ST in class:

> *"Because I don't know my new instructors very well, I've been feeling more anxious about speaking English in front of them. That's why I've decided to remain silent in class rather than speak and make errors in front of them. My old instructors have known me for a long time now, so I'm not embarrassed to speak with them. It's really hard for me to speak English with someone I don't know. My greatest fear is to make errors in front of them and to leave a negative impression."(Diary-entry: 14.11.2011)*

> *(Follow-Up Interview) "My anxiety affects my English. It's the first time I'm taking a course from these two instructors and I'm trying to speak as little as possible in their classes right now. I'm getting a bit better with one of them though. My other instructors know me and know speaking is a problem for all of us. But, I don't want to give them the impression I don't know English, so I stay quiet. I don't normally just sit there quietly. I like to participate in class, especially when I think I have something*

interesting to say. But, because I get anxious in front of people I've just met, I try to speak as little as possible." (Follow-up interview: 18.11.2011)

As can be seen, Jale's fear of making errors while speaking English in front of these two new CIs put her off participating in class even if she feels she has something to contribute to the discussion at hand. Importantly, Jale describes making errors in front of people she does not know as her "greatest fear". Also during the first weeks of the third year in the SLTEP, Jale wrote in her diary she was experiencing significant trouble in her "Advanced Writing and Research Skills" course due to the many new vocabulary items specifically related to educational research used in class. When trying to speak about what they were reading in class, Jale found herself constantly forgetting these new words and having to keep going back to her textbook to find the word she was looking for, leaving her feeling flustered to the degree that she was unable to construct utterances she would normally have no trouble forming:

> *"I had a lot of trouble speaking in my "Advanced Writing" course the other day because there was so much terminology that I wasn't used to. While trying to remember the words I needed, I mixed up all my sentences." (Diary-entry: 16.11.2011)*

> *"There was just so much new terminology, like "consent form". I know them now. But, it was hard at first. I had to keep checking my notes. This made me mix up my grammar and sentence structure. I had to pause to keep trying to remember words. I became really flustered. I couldn't form sentences. It really affected my speaking. I even asked to continue in Turkish, which I normally hate. I hate it when people try to switch to Turkish in class, but I interestingly tried to myself. When he said no, I couldn't remember anymore what I'd wanted to say anyway." (Follow-up interview: 18.11.2011)*

In the interview extract above, Jale gives an example of the troubles she experienced in her "Advanced Writing and Research Skills" course. Talking in class, Jale had to refer to her notes to find the words she needed to continue. However, constantly struggling to find these words, Jale was left feeling "flustered" and could not continue with what she had wanted to say as everything began to muddle up in her mind. Jale attempted to revert to Turkish as a last resort, which she normally hates doing. Not allowed to continue in Turkish, Jale refocused on trying to find the words she needed, but realized she could no longer even remember what it was she had wanted to say. Overall, it appears having to use vocabulary items and structures on topics which are relatively new to Jale intensifies the effects of anxiety she experiences and may ultimately result in her being unable to continue with what she intended to say.

Around the same period of time, Jale made another diary entry about a very simple error she made during her "Language Acquisition" course and how she kept blaming herself for making such a simple mistake after she was finished speaking:

> "I made a really simple error this week. I kept asking myself how I made such a silly error afterwards. I just lose control of my brain while speaking. It's like I can't control my English as soon as I notice my errors." (Diary-entry: 10.12.2011)

> "While speaking, I made such a stupid error. I said "She can has..." I think it was the stupidest error I could've made, but I made it and I just froze up. And then, I repeated it again twice. My brain went entirely blank. Thank God the instructor noticed how stressed I was and helped me out. I couldn't remember anything and felt like I'd lost all control of my brain. I've no idea why I couldn't correct this simple error, but I just went blank at that moment and worried about what to do next. The stress killed me. I worry so much about making errors in front of some instructors that I decide not to speak at all. With others, I feel relaxed though. It depends a lot on how they act. I worry about them thinking less of me. I hate making errors. When I make an error, I lose control of myself, like this "can has" error. It's an important error, but I made it because I was feeling anxious, not because I don't know the rule. Everyone there knew this, but I think people may have made fun of me because of it. Things like this just put me further off speaking." (Follow-up interview: 16.12.2011)

From what Jale says, it appears that as soon as she noticed she had made a grammatical error while speaking English, she automatically began to experience an anxiety-induced reaction regardless of normally knowing the rule needed to correct her error. Immediately after Jale realized she had uttered the words "she can has...", she was unable to overcome her feelings of anxiety and, in a sense, completely shut down. Although Jale normally would know how to correct this error, she was unable to do so and began to overreact to the nature of her error as she leapt to the conclusion that people listening to her had been given a reason to think she knows so little English that she is unable to form even the simplest utterances in the language. Consequently, she was thankful her CI was present to overtake the situation as Jale was unable to continue. Again, it appears Jale is concerned about how she will be perceived by others when speaking English, especially while around some of her peers. Jale's issues with her fellow STs during her "Literature II" course were touched upon previously. These issues continued through the third year of the program and appeared in a number of Jale's diary entries. During the first couple of months of the third year, Jale explained she was generally very cautious when speaking English in the presence of some of her peers who would laugh at her errors in English and whisper amongst themselves. Jale describes she would try to "protect" herself by talking less in class when these individuals were present.

Until this point, the challenges Jale has described have all been related to speaking English. However, in a diary entry towards the end of the semester, Jale describes how her feelings of anxiety provoked by her CI's comments on her term project prevented her from performing well during her pen-and-paper literature exam. In a following interview, Jale elaborated on what happened:

> *"His comments were mostly good. Until I reached the end, where I read the comment that I shouldn't be making so many grammatical errors as a third year ST and that my grade had been lowered because of grammatical errors. I just went crazy. I started to wonder what to do and how I'd ever look at him again. I already used to get pretty stressed and struggle whenever we spoke. Like, a couple of weeks ago, there was a ceremony at university and I could hardly speak when we bumped into each other. I don't why it is. I'm just like this with him. Maybe it's because he's a bit formal. I really struggle when speaking with him. The next day in class, he was going over the term project grades and mentioned one ST had gotten their grade reduced because of their grammatical errors. He didn't say it was me though. I felt like I'd been scalded with hot water. Only God knows what he thinks of me. He probably wonders how I've got so far in the program with such poor English. So, I was constantly thinking about things like this during the exam. I couldn't concentrate. I kept telling myself the sentences I'd written weren't good, so I constantly erased my answers and tried to write them again. I was writing really slowly and carefully too. Then, I noticed I was running out of time, but still had two more questions and started rushing. After the exam ended, I realized I'd rushed so much that I'd completely misunderstood one of the questions."(29.12.2011)*

As can be seen in the interview extract above, the fact that her CI drew attention to the amount of grammatical errors in her term project despite her being in the third year of the SLTEP had quite the debilitating effect over Jale. This coupled with the fact that Jale is already extremely self-conscious when speaking English in this specific CI's presence put Jale under immense stress to the degree that she wondered how she would ever be able to 'look her CI in the eyes' from then on. Understandably, in an exam following this experience, Jale was unable to concentrate on the questions and tasks at hand; and instead, occupied herself with feelings of self-doubt, inadequacy, and anxiety. Thus, she found herself constantly erasing the sentences she had written and could not produce sentences she regarded as satisfactory. Ultimately, Jale feels her overall performance on the exam was much lower than it would have normally been. As mentioned earlier, this is the first time it appears Jale's feelings of anxiety may actually affect her performance in expressing herself when writing in English too.

5.2.4 "The English Interview"

Towards the end of the study, I invited Jale to participate in a short English interview. When Jale initially heard this idea, she let out an emphatic cry of "Oh no!" while laughing and immediately suggested postponing the interview for another week. Once I informed her we did not have to do the interview if she did not want to, she reconsidered and accepted. However, the mere idea of speaking to me in English even after we had been in close contact for nearly four months clearly was enough to ignite Jale's feelings of anxiety. Throughout the interview, I observed she sat rigidly with her hands clasped to the sides of her chair. At a certain point during the interview, Jale became stuck as she could not find the word "cycling". As I noticed her quickly becoming even more distressed about her inability to recall this word which she obviously knew, I decided to intervene and provided her with the word by saying it. However, Jale appeared to be so distressed that she could not pick up on what I was saying despite my repeating the word few times as well as offering synonyms, such as "riding a bike/bicycle", and "bike/bicycle riding". Instead, Jale signalled that she was not going to be able to continue with this question and we ended it there. The whole episode exemplified how Jale may tend to flee a conversation when faced with difficulty rather than employ some type of strategy to overcome the issue. As soon as the interview ended, Jale let out a sigh of relief while saying "Let's never do this again". Before she listened to the recording of the interview, she said that she had "sat like a statue throughout the whole interview and couldn't move my(her) hands or legs". Lastly, while listening to the interview, Jale was clearly not satisfied with her performance as she constantly groaned and sighed while shaking her head. In terms of language performance, although Jale made a number of errors in verb tenses and preposition use, her English was quite fluent and I did not experience any difficulty in understanding the meaning she intended to convey

When asked what she thought about her performance, Jale's first comment was she had lost all control over the flow of the interview. She also explained that she was so stressed about not making grammatical errors that she hadn't even noticed I tried to provide her with the word "cycling" until she listened to the recording. Then, Jale made the following comment on her overall evaluation of her performance:

> *"Unsatisfied. Completely unsatisfied. I feel like saying "Is that it?" or "I've failed again". I just kept thinking things like this while listening. I was really stressed. I should've been more relaxed because you're aware of my problems. You know I*

speak like this because I'm stressed, so I should've been comfortable. But, that didn't happen."(18.01.2012)

As can be seen in the extract above, Jale is very unsatisfied with her performance. Interestingly, Jale explains that she thinks she should have been more relaxed speaking English with me than with someone else since I know from previous interviews that she generally experiences feelings of anxiety when speaking English. However, Jale says she cannot understand why this did not happen as she still found herself fretting over not making errors while speaking:

> J: *"As soon as I notice I've made an error, I feel more anxious. It happened during the interview. I was really stressed. I kept playing with my hands and tensed my legs. There was no need to do this. It's not like I was getting a grade. I don't know."*
>
> D: *"What didn't you like exactly?"*
>
> J: *"Oh my God! It just sounds as though I'm speaking Turkish. Also, I kept pausing. I made so many grammatical errors. I wasn't able to form sentences like I wanted to. I didn't use the most appropriate words. So, naturally, I didn't like it."(18.01.2012)*

Jale later summed up how she evaluates her performance by saying that for her, grammatical accuracy is much more important than being able to successfully convey what she is trying to say to the listener. In other words, it did not matter to Jale that I had no trouble at all in understanding what she was trying to say. What was important for her was to not make any grammatical errors. When I asked her why she was so unsatisfied with her performance, Jale explained:

> *"I didn't really like anything about it. I keep thinking I should have learnt to speak English by now. I've been studying English for so long. For the last four years, all my courses have been in English. But, I still can't speak. I must be the problem. Because I've been studying English for long enough. Why isn't it working? I feel under pressure. People I know who study engineering say they can speak English really well. Then, I hear them speak. If you ask me, I'd say they can't speak. They make pronunciation mistakes as well as other errors. Yet, they say they can speak English well. But, I want all my sentences to be perfect. It's structure, verbs, pronunciation, intonation, everything about it. Maybe knowing too much is bad for me."(18.01.2012)*

From what Jale says above, it is clear she has set exceptionally - arguably unrealistically - high standards of performance in English. Upon failing to meet these standards, Jale states there is absolutely no aspect of her performance she likes and that she will never be satisfied with her performance in English until she meets these standards. Having studied in an English-medium university for the last four years, she has begun to blame herself for her inability to meet the standards she has set. Such perfectionist tendencies had in fact arisen

throughout the study. For example, Jale once explained the time she broke down into tears over the score she obtained on the English proficiency test at the end of the English preparatory program despite having passed the test. Additionally, when talking about why she experienced anxiety when speaking English, Jale had stated she "hated" making errors. Perfectionist tendencies and never being satisfied with what she has achieved can also be seen in Jale's diary entry below:

> *"Even when I get one of the highest grades in class, I'm still not satisfied. I can't just be happy I've done well. I don't just compare myself to my friends who didn't get as high a grade as I did and be happy with what I've achieved. But, when someone gets the same grade as I do, I tell myself I should've been able to get higher and blame myself. I'm constantly unsatisfied with my grades and feel I don't study enough. We lose points because of grammatical errors in exams, but I can't control this when I get anxious. I make so many errors."(Diary-entry:05.01.2012)*

Never satisfied with what she has achieved, Jale later showed hints of competitiveness by saying "it comes down to being the same as others when I could have been better" in explaining why she constantly pushes herself to do better. Lastly, when asked to rate her overall proficiency in English, Jale stated "I think I could be better than I am. I'm not good enough".

5.2.5 Looking ahead

As a ST, Jale believes she has made important strides in developing her pedagogical competence. While she explains she did not feel like a ST throughout the first year of the SLTEP since the courses she studied were not focused on pedagogy, she believes it was during her first methodology course in the second year of the program that she began to feel as though she would one day be a teacher. Her methodology course which followed in the third year further served to cement this feeling:

> *"I started feeling like I was studying to be a teacher after our methodology courses started. We started to learn about what to pay attention to when teaching English. I also started to view teachers as my colleagues for the first time."(29.12.2011)*

As Jale began to feel more like a teacher candidate, the difficulties she had been experiencing in English started to have different implications for her. While she had been experiencing debilitating feelings of self-doubt, inadequacy, self-consciousness, and anxiety when using English since the very first day of the SLTEP, she feels they became more significant when she realized she would soon be a teacher in front of a classroom full of learners:

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"Speaking is really nerve-wracking for us. We should have speaking classes in the prep program. If they're not going to have speaking classes in prep, they could at least incorporate some into our SLTEP. I mean we'll soon be teachers. I'm in the third year so that means I'll be a teacher in one year. But, I still don't believe I can speak English very well."(29.12.2011)

In this extract, Jale connects the anxiety she experiences to the fact that she will soon be a licensed teacher and wonders how she will be able to cope with the demands of the profession while she still believes she cannot speak English properly. Importantly, she traces the difficulties she experiences in speaking English to the lack of opportunities she had to practice her English-speaking skills. Later, in a diary entry, Jale explains how her concern about making errors when using English could become more severe as a teacher in the classroom:

"Although it seems being a teacher means being flawless, we're only human and can make mistakes. But, everyone knows no one makes more fun of teachers than their own students. That's why I'm so scared of making errors in front of my students."(Diary-entry: 10.01.2012)

As elaborated upon earlier, Jale appears to have exceptionally high standards for her performance in English, which are also apparent in the diary entry above as she equates being a teacher with being flawless. It seems her concern over making errors when speaking English will also be intensified as she says she fears making errors in front of her future students; and consequently, being made fun of. During interviews, Jale also explained how she feels Turkish people traditionally hold English teachers to high standards and expect them to be expert users of the language:

"A Turkish and foreign engineering student were walking behind us speaking English. I was walking with my friend who's also a ST and we were listening to them talk. We said to each other they both speak English better than we do, but we're going to be English teachers. However, people don't expect much from them. I mean, even if I make a tiny error when speaking English, people are always like "Ha! And you think you're going to be an English teacher, huh?" Even if they're joking, it still upsets me. I feel like people will think I don't know English well. But, for those engineering students, making an error is normal. No one expects them to speak English well. They're just speaking English because one of them is Turkish and the other is foreign. So, it's a relaxed situation. Probably, if I'd listened carefully, I would've heard errors. While I'm worrying I need to use the passive tense, he doesn't have to worry about that. He just has to find the verb he needs. I think this makes a big difference because I blow things out of proportion in my head. For me, speaking isn't about having a conversation. It's like a grammar test. It's something to measure my grammar. That's how I feel. But, when I look at engineering students, most of them say they can speak English. If they call that speaking English, then I'd say I can speak English too. I mean if I didn't have to worry so much. But, if you ask me, my

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speech needs to be flawless. And as long as I think like this, I'll never be satisfied and I'll always doubt myself."(18.11.2011)

Jale's perfectionist tendencies as well as her notion of speaking being like a test of grammar, which both frequently came up during the study seep out throughout this extract. Importantly however, Jale connects these notions to her belief that people within the Turkish culture expect English teachers not to make any errors when using English. It appears Jale has based this belief on her personal experiences with people as they have asked her, perhaps jokingly, how she will ever be a teacher of English when she still makes errors or has words which she does not know the meaning of. Jale explains how she feels under tremendous pressure faced with such expectations and compares herself to engineering students who say they can speak English well. According to Jale, she can speak English just as well, if not better than such students, but for Jale, her English speaking skills need to be "flawless". On how her feelings of anxiety would affect her approach to teaching English, Jale explained that this largely depended on the context in which she would be teaching. According to Jale, she would feel comfortable teaching English in most state secondary schools and high schools as she believes students' level of proficiency would be quite low. However, were she to have higher-level learners, she explains she would likely have to take some precautions:

> *"I'd probably have to stick entirely to my lesson plan. I'd be more comfortable with students who knew very little English. But, if I had students who knew English well, I'd have to be really careful with classroom materials to make as few errors as possible. I'd also try not to speak that much in class. My friend told me that during a lesson she taught during her practicum, she was teaching in a class of young children, so she thought the kids wouldn't know that much English. But then, this girl asked her in English which page they were on. This really surprised my friend as she'd thought they wouldn't know how to speak English. When I heard this story, I started to think what I would've done if this had happened to me. I would've panicked. It was just such an unexpected situation. So, at some schools, students know good English. I'll have to be very careful"(29.12.2011)*

> *"I'd have to keep all the materials used in class under my control. I mean, I'd have to make sure there isn't anything I don't know in my textbooks. I'd have to be able to answer my students easily and quickly when they ask me questions. Otherwise, I'd panic. In order not to panic, I'd have to be really well-prepared."(29.12.2011)*

As can be seen from the extracts above, Jale explains how she feels she will need to maintain tight control over what is covered and done during her lessons to be able to predict which questions her students may ask. By restricting the use of spontaneous language, Jale hopes to reduce the possibility of making some kind of error in front of students as she believes making an error in front of her class could cause her to panic. From her experiences in the

SLTEP, Jale is likely aware that when she panics while using English, she is generally unable to regain her composure. To maintain control, Jale explains she would remain closely attached to her lesson plan and materials throughout the lesson. Importantly, Jale states she would refrain from speaking English in front of her class as much as possible. In the story she tells of her friend's experience with a student, Jale explains that had she been in that situation herself, she would likely have panicked. Furthermore, Jale explains she has already began to research language schools in English-speaking countries to attend before initiating her teaching career so that she can gain some much needed confidence in her English-speaking skills.

Lastly, Jale describes how she would likely have to restrict her own usage of English as a teacher in the classroom to avoid making any errors in front of her future students. Consequently, she explains that as a teacher, she will have to be cautious in the classroom and continuously monitor her actions and language usage to remain calm and composed:

> *"The teacher has to be the authority figure in the classroom. For this reason, I can't just say and do whatever pops into my mind during lessons because I'll be in trouble if I make an error. I'd panic. So, I have to be really careful."(29.12.2011)*

5.3 Yesim

5.3.1 The prep program and the first year of the teacher training program

Once she started the preparatory program, Yesim was quick to notice the differences between her previous English learning experiences and her lessons in the English preparatory program. According to Yesim, there was a much greater emphasis on English writing and listening skills, which she was not used to. However, Yesim did not experience any noteworthy difficulties in developing her writing and listening skills thanks to abundant practice opportunities and rapidly grasped how she needed to approach the English-writing and listening tasks. On the other hand, having to speak English in the classroom was a formidable challenge for Yesim, which she explains below:

> *"I wouldn't be able to speak. I couldn't say the words. Or I couldn't make sentences. I'd make grammar errors. Like, I would say "could" when I should've said "can", or "should" instead of "must". Or, I'd forget to put the –s on the end of verbs, I'd say "she work" instead of "she works". Errors like that. I'd try to correct them, but I think I should've just let them be. Because then I get even more anxious. When I try to correct them, I get even more anxious. Then, everything just gets mixed up. So, it's better not to try and correct them."(27.09.2012)*

In the extract above, Yesim describes the challenges she experienced when speaking English in class during the preparatory program. Interestingly, Yesim explains how she felt the more she tried to correct the errors she made in English, the more anxious she would become and would consequently end up making even more errors. Yesim later explained that after experiencing such challenging difficulties, she went as far as to wonder how she would be able to be an English teacher. Luckily for Yesim, English-speaking skills were not part of the assessment to complete the preparatory program and she was able to successfully complete the program. Thus, she began to wait for the start of the SLTEP, but the trouble she experienced while speaking English still troubled her as she began her quest to becoming a licensed English teacher.

While Yesim acknowledges she experienced feelings of anxiety when speaking English during the preparatory program, she explains the challenges she experienced as a ST starting her SLTEP were far greater than those she had experienced during the preparatory program. During the preparatory program, Yesim felt as though she could always resort to speaking Turkish if she needed to. She explains her English teachers in the preparatory program would also use Turkish in the classroom from time to time if students were having trouble comprehending a certain point:

> "I get more anxious in my SLTEP than I did in the prep program. In prep, we did less speaking in class and our teachers could speak Turkish too. But, there isn't anything like that in the SLTEP. So, I was more relaxed in the preparatory program. When I didn't understand something, the teacher would explain it to me in Turkish. But, in the SLTEP, they explain everything in English. That's the difference. Our CIs always want us to speak English. However, in prep, I could speak Turkish – not all the time, but whenever there was something I didn't understand. But, it's not like that in the SLTEP." (12.10.2012)

While Yesim explains she felt more secure during the preparatory program due to the fact she could fall back on Turkish whenever she needed to, this changed as she started her SLTEP. Her CIs now expected her to speak in English at all times and a number of her native-speaker CIs did not even know Turkish. Without her safety net of Turkish for the first time in her life, Yesim struggled greatly and remembers feeling "generally anxious all the time" whenever she had to speak English in class. However, it was during her "Advanced Reading and Writing" and "Introduction to Literature" courses that she remembers experiencing the most severe feelings of anxiety. Yesim explains that in her "Advanced Reading and Writing" course, she found the texts they read to be difficult. After reading the

texts, the CI would generally ask STs to explain in their own words what they had understood from what they had read:

> "The texts the CI would give us were really hard. No one could understand them. He would have us paraphrase what we had just read from these texts. We had trouble understanding (the text) anyway and now you have to paraphrase it. That's when the problems started. He'd always ask me too. I'd just freeze up. Everyone would be calm and try to answer by saying a couple of words. They'd say at least a sentence. But, I wouldn't be able to say anything. I'd just freeze. That's why the instructor would focus on me more. But the more he focused on me, the worse it'd be. Walking to class, I'd say "Oh my God! Is he going to ask me again?" I'd try to study and get ready before class. But, it wouldn't work. I'd keep saying "He's going to ask me, he's going to ask me"; and then, he'd ask me and I generally wouldn't be able to answer. I'd turn red and purple from embarrassment." (12.10.2012)

In the extract above, Yesim explains what she typically experienced during her "Advanced Reading and Writing" course. Asked to explain what she had understood from the text, Yesim remembers freezing up and not being able to speak at all. Whilst her friends also had trouble comprehending the texts, Yesim feels they were able to remain calm when speaking, even if their responses were very short in length. On the other hand, Yesim would be unable to say anything at all and recalls how her CI would try to prompt her to speak. However, these prompting attempts had an adverse effect over Yesim as she would feel cornered or "trapped" to the point that she would dread going to class and fret over the possibility of being called upon in class. As a countermeasure, Yesim would try to prepare for classes beforehand; however, she feels this was not enough to overcome her feelings of anxiety in class. Yesim also explained the difficulties she experienced in this course in one of her diary entries:

> "One reason why I'm not able to speak English in class sometimes is that after I can't respond to a question, I get panicked, worried, and afraid all at the same time. This would happen more in the first year. But, although my instructor knew I was like this, he'd still keep asking me. So, even if I had something to say, I couldn't because I was so scared. I was scared of using the wrong words or messing up sentences. The more I focused on such things, the more errors I'd make. Regardless of how much I wanted to participate during class, I'd always remain quiet. He was never satisfied with our answers. The more I talked, the more he'd try to make me talk. I wanted to participate, but he'd never be satisfied with my answers and keep asking me questions like "What does the writer mean here?", "What is this text about?", "Can you tell us what we did in class last week?" These questions made me even more afraid of this course and the instructor. After a while, this really started to make me feel exhausted. I could never say what I'd wanted to say. Mostly, I'd just sit quietly even if I had something to say." (Diary-entry: 15.10.2011)

In her diary entry, Yesim draws attention to the feelings of "panic" and "worry" she would experience during class to the degree that she would feel exhausted from these fears. Yesim explains she would worry about making errors in her utterances and pronunciation while speaking in class. Importantly, Yesim describes how she eventually began to refrain from participating in class completely as she felt her CI would never be "satisfied" with her contributions. During a later interview, I picked up on this point and asked Yesim to further elaborate upon it. In the extract below, Yesim explains she felt this way because her CI would always ask her follow-up questions after she had spoken in class:

> Y: "I'd answer him and he'd say "But why?". All he would say was "why". It was like it was his favorite word. When he kept asking it, I'd get even more anxious and I'd then not be able to say anything. The more he asked, the quieter I became."
>
> D: "If he'd left you to yourself a bit more?"
>
> Y: "That would've been much better. I'd probably have been able to speak more. I'd become very anxious. I'd dread going to class before it started. I'd keep thinking he was going to ask me at any moment. My anxiety would begin even before the class started."(18.10.2011)

It can be seen in the extract above that as the semester progressed, Yesim found herself experiencing feelings of anxiety even before class started. In previous extracts, Yesim explained that regardless of the fact that she attempted to prepare for the lessons before going to class, she would still experience similar results and feelings during the class. When asked to participate, Yesim would be overcome with feelings of anxiety that would have a debilitative effect over her English language performance and leave her unable to speak in English at all most of the time. When she was able to speak, Yesim explains her CI would ask her follow-up questions related to what she had just said. However, these questions would have a debilitating effect over Yesim as she explains that the more her CI asked her follow-up questions, the more she would be overcome by feelings of anxiety and the less likely she would be able to speak English.

Yesim also remembers experiencing her most severe feelings of anxiety in her "Introduction to Literature" course for similar reasons. Yesim remembers they would read poems, which they would then be asked by the CI to explain in their own words verse by verse. Yesim remembers feeling "afraid" during these classes when the CI would pick her to explain the verses:

> "It would affect my English. I'd panic again. I wouldn't be able to speak. I'd keep feeling like something was missing. Although I knew the word, I wouldn't be able to

say it. Things like that. The best way to put it is I'd actually forget things I knew at moments like that. When the instructor asked me, I'd forget. Before I went to class, I'd read the texts, look up the words. But, I still couldn't answer the questions like he wanted. So, he'd ask me more. He'd ask me to explain what I meant a bit more. So, I'd just go quiet. I'd freeze up. I'd turn red. I'd mix up sentences. I'd make errors. The more he pressured me, the more errors I'd make. I'd mix up subjects, verbs, objects. I'd form sentences with parts missing. No objects. No subjects. I'd mix up my prepositions. I'd forget articles. My pronunciation would change. I'd forget things and say things wrong." (18.10.2011)

In the extract above, Yesim describes the feelings of panic, inadequacy, and anxiety she would experience when called upon in her "Introduction to Literature" course despite having prepared for class beforehand. Suffering from such feelings, Yesim's English language performance would be adversely affected as she would be unable to recall the simplest of things which she would normally have no trouble recalling, such as grammar rules, words, sentence structures, prepositions, articles, pronunciation rules, or things she had just read in class moments ago. Similar to her experiences in her "Advanced Reading and Writing" course, Yesim would feel pressured when her CI would ask her to further elaborate upon what she had just said, leaving her feeling embarrassed and unable to continue at all.

While Yesim reported generally experiencing feelings of anxiety when speaking English throughout the first year of the SLTEP, her feelings of anxiety were most severe in these two courses. On the other hand, Yesim explains she felt relatively more comfortable when speaking English in her "Oral Communication" course. In this course, according to Yesim, the CI would have STs conduct short interviews in pairs with one ST acting as the interviewer and the other acting as the interviewee. Yesim explains she felt more comfortable when speaking English during these interviews because the CI allocated time for STs to write up their dialogues and practice them before they performed the interview in front of the class. Thus, Yesim says she was able to memorize most of the dialogue before she had to perform it in front of her fellow STs, which she believes made her more comfortable in this course. Moreover, another reason she felt less anxious in this course was that her CI strived to help STs feel at ease:

"He'd make jokes to get us to relax. Whenever he saw we were bored, he'd try to motivate us. Things like that. Other instructors weren't like that at all. All they cared about was class. They were more formal and serious. No jokes. A bit authoritarian." (18.10.2011)

As can be seen in the extract, Yesim values that her "Oral Communication" CI would make an effort for STs to feel comfortable and at ease during classes. According to Yesim, he

would make jokes and attend to each ST individually. On the other hand, Yesim feels the authoritarian and formal approaches of other CIs made her feel more on edge during classes, which did nothing to help ease the feelings of anxiety she experienced in class during these courses. In short, Yesim appears to feel the approach of her CI to the class influenced how comfortable and secure she felt during that course.

5.3.2 The second year of the teacher training program

Moving on to the second year of the program, Yesim's troubles continued to increase as she explains her courses became more demanding. According to Yesim, her most challenging and anxiety-inducing course in the second year was her "Introduction to Educational Psychology" course. This course was given by the same CI who offered the "Advanced Reading and Writing" course in the first year and Yesim explains the CI conducted both courses in the same way in that he would have STs read from their textbooks; and then, ask the STs questions about the text. However, Yesim explains she experienced even more trouble in this course as the topics they covered in class were more complex and challenging:

> *"It was pretty much the same, just the course was harder. As the concepts got harder, it became more confusing. We were studying all different kinds of things about educational psychology. The texts were hard, but I could still understand them."(18.10.2011)*

In the extract above, Yesim says she was able to understand what the texts were about despite finding them very difficult. However, when asked to explain what she had understood from the text, she found herself unable to express herself and constantly mixed up what she wanted to say as the readings got harder. Although she had experienced similar difficulties in the first year of the SLTEP, Yesim explains she felt as though the difficulties and anxiety she experienced in class were only getting worse as time passed. Consequently, it was during her "Literature I" course that Yesim began to question her competence level in English:

> *"Because I couldn't understand, I started to think my English wasn't good. Some of the words were really hard because the texts were full with old English. I couldn't make out what the text meant sometimes and then I couldn't understand the instructor's explanations either. I started to think my English probably wasn't good enough."(18.10.2011)*

From what Yesim says in the extract above, it appears that as the demands of her courses and CIs increased, the troubles Yesim experienced continued to increase. Faced with such challenges, Yesim began to question herself and wonder whether the root of her problem was her English proficiency level. Feeling a strong sense of inadequacy in English, Yesim

remembers often opting to remain silent in class as much as possible throughout the semester to avoid using English as much as possible in front of her CIs.

During the "Oral Expression and Public Speaking" course, STs had to conduct a number of presentations throughout the duration of the course. However, Yesim explains she did not experience the difficulties and feelings of anxiety she normally experienced when speaking English as she conducted the presentation with other STs in groups of threes or fours, which Yesim feels relieved her of the pressure she would have experienced had she conducted these presentations individually. As each presentation lasted between 10 to 20 minutes, conducting each presentation as groups significantly reduced the amount of time each ST had to speak. Similar to the technique she employed in her interviews in the "Oral Communication Skills" course in the previous year, Yesim remembers memorizing most of what she had to say during these presentations beforehand.

5.3.3 Yesim's current situation in the third year of the teacher training program

Currently, Yesim feels her challenges in speaking English continue in the third year of the program in that she still experiences debilitating feelings of anxiety to the degree which has an adverse effect on her English performance. According to Yesim, her feelings of anxiety affect her English-speaking skills in a number of ways from forgetting vocabulary to failing to apply simple grammar rules which she would "normally" know. She explains that although she is generally able to notice when she has made an error while speaking English, she feels unable to correct the error as she is overcome by an intense feeling of panic over the error she has made, which she says, in turn, leads to her making even more errors as she loses her composure. In other words, it appears once Yesim notices she has made an error when speaking, she is unable to overcome this obstacle by correcting or simply just ignoring it. Instead, she panics and loses control over her English:

> "I forget words. I mix up tenses. Sometimes I end up using past tense when I should be using future tense. Or I'll say "he" when I'm actually speaking about a girl. I notice I make these errors, but can't correct them. When I hear myself make these errors, I panic and end up making even more." (01.11.2011)

Apart from such adverse effects on her English performance, Yesim explains how she feels as though she forgets things which she knows or has just read when speaking English. In the extract below, Yesim begins with a description of the kinds of problems she has in speaking English because of the anxiety she experiences. In short, it appears she has trouble forming

complete utterances and has to resort to speaking in short phrases before having to end the conversation prematurely. Importantly, she says this happens despite the fact she knows what she wants to say or the answer to the question at hand. However, overcome by feelings of anxiety, she feels unable to "do anything at all":

> *"I get anxious sometimes. I forget words I know. I can't make sentences. I can't do anything. My sentences are no longer made up of a subject, verb, and object, but just a verb or only an object and adjective. And then, I just end the conversation. I keep thinking my instructor won't like my English. I get more anxious because he's standing there waiting for me to answer the question. He doesn't direct his attention anywhere else, but just keeps waiting for me to answer the question. If he didn't look directly at me or acted as if he was asking the question to the whole class, I might feel more relaxed. However, he doesn't, so I start to feel bad and think I won't be able to form sentences. I just feel like I know nothing at all. I just shut down completely at that moment. It's like I know nothing on that topic, even if I've just read something about it a couple of minutes ago. I even forget things I know."(01.11.2011)*

Towards the end of the extract above, Yesim explains how even though she may have just read something on the discussion at hand a few moments ago, she feels as though her brain "shuts down" and she knows nothing at all on the subject when it is her turn to speak. Moreover, Yesim describes how her feelings of anxiety are further triggered by the fact that she feels as though her CI will not be satisfied with her English. The notion that her CIs will never be satisfied with her English was previously brought up when Yesim described the challenges she faced in the first two years of the program. Yesim also describes in the extract above some of the CI's behaviors which leave her feeling intimidated and further intensify the feelings of anxiety she experiences. Specifically, it appears Yesim's feelings of anxiety are ignited when she is singled out by the CI and Yesim believes she would probably feel more at ease if the CI did not focus his attention on her. In the extract below, Yesim elaborates upon what she experiences when she feels as though she is put on the spot by her CI in class:

> *"When he asks me a question unexpectedly, I'm sometimes unable to understand. But, if he gave me time to think the question over, I'd be able to answer. But, when he expects an immediate response, I can't do it. I start to stutter. My words mix up. I start to mispronounce words. I can't form sentences. Things like this. When this happens, I start feeling anxious. I feel embarrassed mostly and start blaming myself for not being able to answer the question or forming sentences incorrectly. I get very angry at myself, which affects my English. I start to speak English less or try to speak Turkish instead. If I can't speak Turkish, I just go quiet. I stop talking"(01.11.2011)*

In the extract above, Yesim describes how her feelings of anxiety are further intensified when she is directly asked a question by the CI in class. She explains she would likely be

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able to answer the question if she were given some time to think about her response. However, in a normal flow of communication, it appears Yesim feels as though she is put on the spot when directly asked a question. Consequently, Yesim's feelings of anxiety leave her making errors and unable to express herself in English and she is left feeling embarrassed and blaming herself for her poor performance. Ultimately, Yesim explains she would likely switch to Turkish in such a situation or simply just stop talking if she is in a situation in which she cannot use Turkish. This embarrassment Yesim experiences over making errors in English came up often throughout the interviews, as can be seen in the extract below:

> *"I get anxious if I think the instructor can't understand me. I become embarrassed. I start mixing up sentences. I form sentences with parts missing. I can't say some words. Then, I try to think of another word, but can't. Everything just gets muddled up."(01.11.2011)*

As seen above, Yesim frequently brought up how she feels embarrassed of the errors she makes in English. As Yesim feels prone to making errors when speaking English, the act of speaking the language in front of people, such as her CIs appears to be an inherently anxiety-inducing experience for her. In the extract above, Yesim explains how she becomes embarrassed when speaking English in front of others as she worries they will not be able to understand what she is trying to say in English, triggering her feelings of anxiety. Once such feelings of anxiety set in, she explains how her English performance further degrades and she begins to "muddle" everything up. Furthermore, Yesim's fear of making errors when speaking English is exemplified in the extract below in which Yesim explains how she constantly worries about making errors when speaking English:

> *"When speaking, I worry I'm going to make errors. If I didn't keep thinking I was going to make errors, maybe I wouldn't make so many. But, because I always believe I'm going to make some kind of error when speaking, I do. I always end up making them because I keep telling myself I will."(01.11.2011)*

Importantly in the extract above, Yesim describes how she feels as though worrying about making errors in English causes her to in fact make more errors, but she is unable to do anything to overcome this situation as she still finds herself pondering over whether she will make an error when speaking the language. Interestingly, later during the interview, Yesim explained how her fellow STs can in fact help her feel more calm and less worried about making errors when speaking English in class. For Yesim, having such a close and supportive relationship with her peers is important in her gaining confidence in speaking English in front of others. According to Yesim, most of her peers are aware of her self-

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consciousness in speaking English and try to help her remain calm when speaking English by smiling encouragingly. Despite the supportive relationship Yesim has with her peers, she still believes her concern over making errors in front of others plays a significant role in the feelings of anxiety she experiences when speaking English.

When explaining why else she experiences feelings of anxiety when speaking English, Yesim traces her feelings of anxiety to her lack of opportunities to actually practice speaking the language. She explained that having no non-Turkish-speaking friends or acquaintances, the only time she uses English in her daily life is during class. However, according to Yesim, this is far from enough as most of her courses are lecture-based with the CI mostly talking throughout any given class. Also, Yesim explains all the STs speak in Turkish amongst themselves even when their CI asks them to discuss issues related to their courses in small groups. However, in the extract below, Yesim explains how she would prefer to have the chance to speak English with her peers even if these conversations were merely about simple daily issues:

> *"We could make a rule to speak only English, even if it were simply about daily things. Whenever we get stuck, we could use Turkish. For example, on my way home, I could ring my friend and ask what we need from the supermarket. She could tell me and I'd answer. I've never spoken English on the phone before. I've never had English-speaking friends either. I think things like this affect my speaking skills a lot. This is why I'm anxious speaking English. All the stress and panic are because of not speaking English regularly enough. Then, when someone does ask you to speak, you just freeze. You can't think of the words you need."(17.11.2011)*

As can be seen in the extract above, Yesim relates the feelings of stress, panic, and anxiety she experiences when speaking English to the limited opportunities she has to practice speaking the language. Consequently, when expected to speak English, she feels disconcerted as she struggles to find the words she needs to establish a flow of communication. As touched upon earlier, although Yesim had a number of courses on oral communication during the first two years of the SLTEP, she used to rely heavily on memorizing what she needed to say during the dialogues and presentations they conducted during these courses. Therefore, Yesim feels as though she has had very limited opportunities to actually practice speaking English, which consequently sharply increases the amount of anxiety she experiences when she finds herself in a situation in which she must express herself in the language.

When previously describing the troubles she experienced during the first two years of the SLTEP, Yesim drew attention to the fact that certain behaviors of some of her CIs could

trigger the feelings of anxiety she experiences, such as her CI putting her on the spot and not giving her enough time to think over what she wants to say. Asked to elaborate upon situations in which she experiences feelings of anxiety, Yesim again stressed that the behaviors of her CIs played significant roles in the degree of anxiety she experiences when speaking English. Specifically, Yesim explained she is likely to feel more anxious when speaking English in the presence of authoritarian and formal CIs, whereas she feels more comfortable when speaking English in front of more casual and supportive CIs. Again, she pointed out being put on the spot by her CIs as one of the most anxiety-inducing factors for her. Rather, she explained that she feels much more at ease and is more likely to participate in classes in which the CI directs questions to the whole class instead of individual STs. The extract below sums up how Yesim believes her CIs could help reduce the feelings of anxiety she experiences when speaking English in class:

> *"He should speak clearly and give me time to think over my answer so that I feel comfortable and relaxed. He should be aware I get anxious. This isn't about knowing or not knowing English. It's about having to answer immediately. He should be patient."(17.11.2011)*

Up until this point, I have discussed the feelings of anxiety Yesim experiences only when *speaking* English; however, throughout the study, it also became apparent Yesim experienced similar feelings of inadequacy, self-doubt, and anxiety when *writing* in English too:

> *"It affects my English and how I answer questions. I keep thinking I should write my sentence in a different way. I keep feeling the need to erase what I've just written. This happens a lot during exams. I'm never satisfied with what I've written. I keep erasing it and think the instructor won't be able to understand what I've written. I keep questioning myself and making myself panic. Actually, I do know the answers. I should just write the answers and leave the exam."(17.11.2011)*

In the extract above, Yesim is describing how her feelings of anxiety affect her writing performance in English, especially during exams. Never satisfied with the sentences she puts on paper, she finds herself constantly erasing what she has written to rewrite it again. One of the main problems she draws attention to in the extract above is that despite knowing the answers to the questions on her exams, she ends up panicking as she feels the sentences she produces are inadequate or lacking in some way. In other words, it appears Yesim can experience similar debilitative effects of anxiety when writing in English as she does when speaking the language. When I asked her if the anxiety she experienced while writing in English was as severe as the anxiety she experienced when speaking, Yesim said she felt speaking English was a more anxiety-inducing experience as when she is writing she has

more time to think over the utterances she is producing whereas she feels more stressed when speaking English due to the fact that she needs to be quicker in producing her utterances. However, she still stressed she does experience feelings of anxiety when writing in English from time to time, and especially during exams when she knows her sentences will be read and evaluated by her CI. According to Yesim, although she feels she knows what she wants to write as answers to questions in her exams, she has trouble putting these ideas into sentences which she believes her CIs would be satisfied with. Therefore, she keeps trying to rewrite her sentences, but then ends up confused with how to continue. In other words, although she has very little trouble in comprehending the questions and knows what she wants to say in her responses, she constantly feels the sentences she produces are inadequate and is thus rarely satisfied with the language she uses in producing her answers and loses time pondering over how she could better write her sentences:

> *"I know what I want to say in my head. I keep trying to form better sentences though. I tell myself the instructor will think my sentences are too simple. So, I try to write better ones. But then, everything starts to mix up. And I end up getting even worse than I normally would. My instructors have told me many times I understand the topics, but I'm unable to explain what I know. Many of my instructors have told me this."(17.11.2011)*

Although Yesim has experienced feelings of anxiety when using English since the very beginning of the SLTEP, she is concerned that despite the fact that she is rapidly approaching the later stages of the program, she still struggles with feelings of anxiety in using English. As the difficulties she experiences when speaking and writing English continue, Yesim explains in the diary entry below that she, at times, feels as though her English is deteriorating as time passes:

> *"I feel like my English is getting worse as time passes. In the prep program, I was in the intermediate group, which means my English was quite good. None of my friends in the SLTEP knew English well enough to study in the intermediate group in the prep program. Most of my friends started in the beginner group. I enjoyed my time in the preparatory program. We used to speak English in groups during class and I think I was quite good at expressing myself when the topic was something I was interested in. However, when I compare myself to how I was then to how I am now, I see that my friends who started in the beginner group are now doing much better than I am."(Diary-entry: 20.11.2011)*

In the diary entry above, Yesim explains how she feels like her performance in English is getting worse as time passes when she believes it should actually be getting better. Importantly, she feels as though her performance in English was much better during the

English preparatory program. Picking up on this diary entry in a later interview, I asked Yesim to further elaborate upon her experiencing as a ST in the third year of the SLTEP:

"I can't understand if my English was better when I first started the program than it is now. The courses are getting harder, but I feel like my English is getting worse. It seems my English was better in the first year. I used to express myself better then. It's like I knew more words. But, I seem to be forgetting these words now. Am I getting old or something? Something is happening, but I'm not sure what. I feel like I'm getting worse. I'm anxious about using English. I worry about it a lot. But there's nothing that I can do about this. How can I overcome these problems? I just get so anxious. I feel like I'm getting worse when I should be getting better. That's what I think sometimes. That's how I feel." (24.11.2011)

As can be seen in the extract above, Yesim insists it is as if her ability to express herself in English is getting worse as time elapses. Notably, she explains the feelings of anxiety and self-doubt she experiences when expressing herself in English have a negative impact over her performance in English, but she does not know what she can do to overcome these feelings.

Towards the end of the semester, Yesim was surprised to find out her microteaching for the "Methodology II" course had been canceled. Yesim had been keenly awaiting her microteaching as she viewed it as her first opportunity to be in the role of a teacher. Yesim brought up the cancelation of the microteaching and why she felt so disappointed about it in one of her diary entries:

"If we had the chance to do practice teachings, our speaking skills would improve and our anxiety would subside. We'd feel less worried and stressed during our teaching practicum in the last year of the program too. I don't understand why our instructor canceled our microteaching. But if we'd had the opportunity to conduct a microteaching, it would have been a good experience for us and we'd have felt more prepared for our practicum next year. Maybe she thought we weren't good enough to do it. But she could have given us the chance. She could have helped us identify our strong and weak points before our practicum, which would have been good." (Diary-entry: 15/12/2011)

As can be seen in the diary entry, Yesim could not understand why her CI had canceled their microteaching and Yesim, who had already been suffering from feelings of inadequacy and self-doubt, ended up feeling as though the CI had thought Yesim and her fellow STs were not ready for such an experience yet. Paired with the fact she will have to participate in a teaching practicum in real-life classrooms in the following year, Yesim began to worry how ready she would now be for the practicum as she viewed the microteaching as a suitable first

step in gaining confidence in both her English speaking skills and pedagogical skills. I later asked Yesim to further elaborate upon this issue in one of our interviews:

> *"I was sad about that. It would have been a good experience for us. When I saw we were going to do a microteaching on our syllabus, I was happy and excited. It's a shame really. I'm sad I won't be able to do one. It would have been a good experience. But now I won't have any teaching experience until next year. My friends (in the fourth year) are finding their practicum really hard. I've already started to worry about mine. I keep telling my friends they're going to have to help me. I've already started to pray."(17/12/2011)*

In the extract above, it is clear Yesim has begun to already worry about the teaching practicum she will have to participate in the following year of the SLTEP. The fact that she will not have the chance to gain any practical teaching skills during her methodology course before she starts her teaching practicum has only increased the feelings of worry Yesim experiences about how she will be able to cope with her limited English speaking skills and pedagogical practice during her practicum in a real-life classroom full with students. Yesim ends her comments by saying that she has already began to "pray" she is able to deal with the challenges she is likely to face during the practicum.

5.3.4 "The English Interview"

Towards the end of our series of interviews, I asked Yesim whether she would be willing to participate in a short interview with me in English. Although I had been in close contact with Yesim for the last five months and was well aware of the troubles she experienced in English from our interviews, Yesim was notably worried about participating in such an interview as she sat restlessly and appeared very agitated. Upon noticing her discomfort, I assured her it was not essential we conducted such an English interview, but informed her that it would be interesting to see an example of what she experiences when speaking English. Consequently, Yesim agreed to participate in the interview, but insisted on being allowed to see the interview questions beforehand. Naturally, I accepted her request and gave her the questions I intended to ask for her to read to herself. Once she had become familiar with the questions, she said she was ready to start the interview. However, we had to restart the interview twice as Yesim was unable to continue on two occasions. On our first attempt, I asked the first question, but Yesim was only able to quietly utter a few words before asking, in Turkish, if we could restart. Thus, we restarted and Yesim was able to answer this time around. However, while answering the second question, Yesim got stuck mid-utterance, quickly became distressed, and again asked, in Turkish, to restart the interview. On our third attempt,

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we were able to complete the interview; however, it was quite short. While listening to the recording of our interview, Yesim was noticeably tense and sat rubbing and shaking her head. As the interview was quite short, it is difficult to provide much information about her TL performance; however, Yesim appeared to experience the most difficulty among the four participants and her TL performance contained a number of errors in verb tenses, preposition usage, subject-verb agreement, and sentence structure. When I asked her what she thought of her performance after she had listened to the recording, she immediately began to recount the grammatical and pronunciation errors she made throughout the interview. It was interesting to note that at no point did she mention that she was actually able to convey her intended meaning regardless of the errors she made when speaking, which may indicate that for Yesim grammatical accuracy and perfect pronunciation are much more important than fluency. When asked to evaluate her performance again in the light of the fact she will soon be an English teacher, Yesim's responded that such errors would be unacceptable for a teacher:

> Y: *"I made so many errors. They really stand out. I shouldn't be making these errors. How couldn't I think of the word "sheep"? I should have been able to remember that word."*
>
> D: *"When you consider that you'll soon be a teacher, what do you think?"*
>
> Y: *"These errors will have to stop. I have to get rid of them by next year. I have to get rid of them because I think errors like this are unacceptable for a teacher because if I make errors like this in front of my students, what will I tell them when they make their own errors?"(19/01/2012)*

Furthermore, in the extract below, Yesim is explicitly worried about what she will do once she becomes a teacher. She explains that even if the errors she makes when using English are very simple in nature, she still is quite stressed by these errors as she imagines what will happen one day if one of her students points out an error that she made in class. Importantly, she states she would likely have to either resort to speaking Turkish in class or at the very least change the topic of discussion if she were to make an error in front of her class.:

> *"I feel extra pressure about these small errors especially because I will be an English teacher. I get stressed when I think my students might actually correct my errors in class. If I make errors as a teacher, it wouldn't be good at all. I'd have to change how I teach. I'd probably get stuck or just start talking in Turkish. I'd have to change the subject"(19/01/2012)*

5.3.5 Looking ahead

Throughout the interviews, Yesim extensively elaborated upon the feelings of anxiety she experiences when using English as a ST. When asked to relate the feelings of anxiety she

experiences in English to the fact that she will soon be an English teacher, Yesim stated her feelings of anxiety are further exacerbated when she thinks of becoming a teacher. As Yesim realizes she will not always have Turkish to fall back on whenever she experiences some kind of obstacle in the classroom, she worries how she will cope in front of her students:

> *"I'm more anxious because I'll be a teacher myself. I'll be in the classroom and I won't be able to speak Turkish. I'll have to use English. I'll have to say "Good morning everybody, how are you?" and things like that. I mean I can do all that, but what about when I'm conducting my lessons? I'll have to use English. I won't be able to speak Turkish. It might not be allowed. Or students might complain I'm constantly speaking Turkish in class and they never hear me speaking English. So, I'll have to speak English and because of this I feel panicked."(17/12/2011)*

When asked what she could do to overcome her feelings of anxiety as a teacher in the classroom, Yesim explains there are two measures she is considering to take. Firstly, Yesim states she is seriously considering postponing starting her teaching career for at least a year after completing her SLTEP due to the difficulties and anxiety she experiences when using English. Yesim explains that during this period of time before starting her teaching career, she hopes to live in an English-speaking country to improve her English proficiency, especially focusing on her speaking skills:

> *"I want to better my pronunciation. I especially want to improve my speaking. I want to come back with no grammatical errors at all when speaking. That's what my aim is."(17/12/2011)*

In the extract above, Yesim's self-set high standards of performance in English can be seen again as she says she wants to return from abroad having developed her English to the degree that she no longer makes any grammatical errors at all. However, Yesim also later acknowledged she may not have the chance to live abroad for a number of practical factors, such as a lack of funds. Therefore, she explains she would definitely strive to improve her proficiency in English even after becoming a teacher to gain confidence in the language. Furthermore, in a diary entry, Yesim explained she would likely have to meticulously prepare for each lesson and rely on using handouts in her future classroom as this would reduce the amount of time she would have to spend speaking English in the classroom and ease the pressure on her:

> *"I'd use handouts and speak less in class and be a better teacher. This is because I can put down everything I want into those handouts. I don't want to speak. I'll try to make the students speak more and if they make mistakes, I'll correct them. This way the pressure on me will be less. I'll feel more relaxed and secure."(Diary-entry:05/01/2012)*

As can be seen in the diary entry above, Yesim explains that using handouts in the classroom would make her feel more relaxed and secure in front of her future students in the classroom as it would reduce the amount of speaking she had to do and ensure she is able to convey all that she needs to during any given lesson. In a subsequent interview, Yesim again drew attention to this idea by stating she would prefer to use handouts in the classroom to limit the time she has to spend speaking English due to her self-perceived poor English-speaking skills:

> *"I'd use handouts. The handouts would be more effective than my speaking skills. Because my speaking skills are bad. I'm better at writing, so I could convey more information through preparing handouts. Because my speaking is poor, I'd be able to explain what I want better through handouts." (19/01/2012)*

Furthermore, Yesim traced the feelings of anxiety she experiences as a prospective English teacher to the fact that she believes Turkish society traditionally holds English teachers to exceptionally high standards. According to Yesim, Turkish people generally believe English teachers should be able to speak English without any difficulties as they have studied English for a long period of time, starting from primary school until the end of university. In the extract below, Yesim exemplifies the kind of expectations she is faced with from the people around her:

> *"Let me give you an example. When I'm with my family and we have visitors, our visitors normally ask me to speak English for them to hear. Then, I tell them I can't start to speak English at a moment's notice. So, then start saying things like "Aren't you studying to be an English teacher?""(19/01/2012)*

5.4 Ceyda

5.4.1 The prep program and the first year of the teacher training program

After being accepted to the university, Ceyda took the English proficiency exam administered by the university, but was unable to achieve the minimal score required for students to begin their departmental studies. Thus, she had to complete the year-long English preparatory program. Although she had always been certain she wanted to be a teacher from a very young age, an experience during the preparatory program made her question this decision. One day, her instructor asked the class who would like to be the "teacher" for the next activity. Ceyda's classmates quickly suggested Ceyda should be chosen since she would be studying ELT once she had completed the preparatory program. Although Ceyda had not wanted to volunteer, she also did not want to shy away from this challenge, so she accepted.

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Ceyda remembers that although the activity was quite short, her hands were trembling throughout it. After mispronouncing a simple word while speaking in front of her classmates, she was shocked as her friends began to laugh at her mistake. Below, Ceyda explains her experience:

> "Our teacher wanted to do something different, so she asked for a volunteer to conduct the next activity. Everyone in class said I was going to be an English teacher, so I should do it as "practice". I did it even though I didn't want to. When I got to the blackboard, I was sweating and trembling because I didn't know what to do. Then, while reading a sentence, I made a pronunciation mistake. I forget which word. Immediately, everyone laughed and one of my classmates said "How will you be an English teacher if you can't even talk properly?" That really upset me, but I tried not to show it. I always thought I'd be a teacher. I never considered any other job. I kept telling myself I wanted to be a teacher. But, after this experience, I began thinking I might not be able to be a teacher as I get very nervous whenever I speak English in class. But, I'd be fine speaking Turkish." (28/09/2011)

Although Ceyda was able to complete the preparatory program without any problems, this unexpected experience resulted in her questioning her ability to one day become an English teacher. Entering the SLTEP, she worried whether she had made the best decision about her future profession all those years ago.

Apart from her worries about how she would ever be able to teach English while experiencing such feelings of anxiety in English, Ceyda explains she also had other concerns as she started her the first year of the SLTEP. Mainly, she worried whether she would be able to understand her courses and CIs as well as whether her CIs would be able to understand her also due to her self-perceived poor English-speaking skills. Suffice to say her experience as the "teacher" during the English preparatory program had left Ceyda feeling overly self-conscious about her English-speaking skills, which made her strive to keep her utterances as short as possible whenever she had to speak English in class – despite her CIs encouragement to speak more in class:

> "In the first year, I'd usually answer questions in only one word. I wouldn't form sentences. When my instructors asked me questions, I'd usually answer with at most a few words. Later, they started warning me about this, but I couldn't do anything. I suffered from anxiety, but I don't know why." (06/10/2011)

Ceyda explains that having no non-Turkish speaking friends or acquaintances, the only people she would speak English with were her CIs. Out of class, Ceyda recalls she would completely avoid her CIs so as not to have to speak English with them. In class, Ceyda remembers she would avoid having to speak English as much as possible by even avoiding

making eye contact with her CIs when they asked questions to the class. From time to time though, her CIs would end up directly calling on Ceyda to answer a question in class, which would leave her literally sweating and unable to utter even a single word in response as her mind went completely blank:

> C: "I'd only answer when he asked me directly. I'd feel like someone was pouring boiling water over my head whenever he asked me. I'd start sweating because I didn't know how I was going to answer the question, or what would happen."
>
> D: "Would this affect your English?"
>
> C: "Yes. Even if I knew the answer, my mind would go blank when he said my name. I wouldn't be able to remember anything. Sometimes I'd try answering, but I wouldn't be able to say what I'd wanted to. So, my anxiety did affect my English. He should've asked the whole class instead and whoever wanted to could've responded. I don't like having to answer a question immediately. I'd pretend to look at my book so that he wouldn't ask me. Maybe he used to ask me because he thought I wasn't paying attention." (06/10/2011)

Although Ceyda had an oral communication course during the first year, she explains that during this course she did not experience such feelings of anxiety as their CI gave STs time to prepare short dialogues to be performed in front of the class. Thus, Ceyda explains she would normally just prepare and memorize her lines in the dialogue; and then, recite them in front of the class. However, in any class in which the CI expected STs to express themselves spontaneously, Ceyda would experience severe feelings of anxiety to the degree that she would at times not be able to respond to the questions asked. Ceyda's feelings of anxiety and self-consciousness were intensified by a group of her peers who laughed and whispered among themselves after a ST mispronounced a word when speaking in class. After this experience, Ceyda admits she receded even further into her shell to avoid speaking English at all costs:

> "Someone was speaking. After she made an error when pronouncing a word, these STs started to laugh and whisper amongst themselves. So, I became even shyer. I stopped participating completely." (06/10/2011)

5.4.2 The second year of the teacher training program

In the second year, "Oral Expression and Public Speaking" was the most difficult course for Ceyda. The course required Ceyda conduct a number of presentations with the longest presentation lasting around 15 minutes. Ceyda found presenting in front of the class to be very challenging and had to work hard all semester. Before presentations, she would memorize as much of her presentation as possible and prepare cue cards to work from.

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However, despite her hard work, Ceyda would still find herself worrying about making errors in front of her peers and especially her CI. Although Ceyda acknowledges she experienced feelings of stage fright – especially during her first couple of presentations, she stresses the feelings of anxiety she experienced during presentations were associated with speaking English as she feels she would have been much more comfortable and relaxed had the presentations been in her native language. Importantly, Ceyda explains the more she worried about making errors in front of her CIs and peers, the more errors she felt she made:

> C: *"Apart from stage fright, I'd worry everyone, especially my instructor, would notice my English errors. I'd worry about making errors. Although I'd focus on not making errors, I'd definitely end up making some. If I could've stopped worrying, my presentation would've probably been better.*
>
> D: *"Would you have worried less if the presentation were in Turkish?"*
>
> C: *"I'm always comfortable in Turkish. Since it's my native language, I can say what I want to say much more easily."(21/10/2011)*

Interestingly, Ceyda explains that recognizing her feelings of anxiety, her fellow STs would strive to help Ceyda feel as much at ease as possible during presentations. According to Ceyda, her peers would smile encouragingly throughout her presentation to keep her focused and motivated. Ceyda feels such behaviors and attitudes played an influential role in helping ease her anxiety. However, as touched upon earlier, the behaviors and attitudes of other STs could intensify Ceyda's anxiety and make its effects on her English performance much more severe. This situation continued as Ceyda would experience feelings of anxiety when speaking English in front of this specific group of her peers in her "Literature I" course. In other words, Ceyda's peers appear to play an important role in determining the degree of anxiety she experiences in English as her peers in her "Oral Expression and Public Speaking" course would strive for Ceyda to overcome her feelings of anxiety while her peers in her "Literature I" course would actually intensify the anxiety she experienced.

Specifically, Ceyda explains there were two types of STs in her "Literature I" course which increased her anxiety. The first group was made up of STs who Ceyda feels would laugh at and make fun of the errors she made in English. These STs would sit in the back row of the class and be ready to "pounce" on each error Ceyda made. Conversely, the second group of STs was made up of STs who Ceyda felt spoke English better than her. Thus, Ceyda was self-conscious of speaking English in front of this group of STs as she worried they would notice the errors she made and negatively evaluate her for making such errors. In short,

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Ceyda explains that although for different reasons, the feelings of anxiety engendered by the behaviors and attitudes of her peers ultimately led to Ceyda avoiding speaking English in their presence as much as possible:

> C: "Whenever I'd mispronounce something, I'd hear them laughing or imitating me. So, I wouldn't want to speak anymore. There was also another group that could speak English really well. I'd feel weird in front of them. They could speak well, I couldn't. So, I'd think it was best to just stay silent."
>
> D: "Each group affected you separately?"
>
> C: "Yes. Actually, both groups affected me in the same way. Both made me think I should speak better. The first group couldn't speak English well, but they'd frequently make fun of me. They seemed to come to class just to make fun of others. The other group spoke English well, so I'd tell myself they'd talk about me. They'd say I couldn't speak. I thought they'd notice my errors, so I'd feel shy. So, I wouldn't speak in class." (21/10/2011)

Although Ceyda had experienced feelings of anxiety when speaking English from the very first year of the SLTEP, she believes her feelings of anxiety were, in fact, intensified in the second year as Ceyda began to attend her first methodology course. It was during this course that Ceyda first began to perceive herself as a future English language teacher. Prior to this experience, she had thought of herself as just a regular university student. However, as the methodology course progressed, Ceyda explains she began to feel more and more like a teacher, which she believes ultimately fed her feelings of inadequacy in English. While she had always been aware of her shortcomings in English, she now viewed her issues in English from a different perspective and started to take her feelings of worry, self-consciousness, and anxiety more seriously. According to Ceyda, as she approached becoming a teacher, she started becoming more concerned about the anxiety she experienced in English:

> "When I started to take the methodology course, I became more anxious. Before, I just felt like a student. I never felt like a teacher, so I didn't worry as much about my English-speaking skills. Others in class couldn't speak that well either. But, when I reached my second year and I began to think about becoming a teacher, that's when it sank in." (21/10/2011)

Worried about the challenges she experienced when speaking English, Ceyda decided to approach her CI about this issue. Ceyda explains her CI told her not to worry about this too much and that she expected Ceyda would experience "a surge" in her English proficiency (especially in terms of speaking) in the third year of the program. With her nerves settled for the time being, Ceyda completed the second year of the program and awaited the start of the third year hoping her CI was right.

5.4.3 Ceyda's current situation in the third year of the teacher training program

> *"In the first year, we didn't have to speak much, but in the second year, we had to speak more. Expectations grew and I don't feel I was able to meet them. In the second year, I told one of my instructors I was finding it hard. She told me my English-speaking skills would skyrocket in the third year. Of course, there's been some improvement, but not as much as she said." (21/10/2011)*

Now enrolled in the third year, Ceyda explains she is yet to experience any significant improvement in the feelings of anxiety she experiences when speaking English. Ceyda describes how she often pressures herself to speak accurately and fluently in class to avoid having her CI and peers think her English is poor. However, under such pressure, her anxiety begins to grow as she ends up making even more errors in pronunciation and sentence structure:

> *"I really put myself under pressure about errors. I worry my instructor and friends will think I don't know English well if I make errors. Under this pressure, I start feeling anxious, which messes up my English. I mispronounce words and mix up sentence structures. So, I try to keep my sentences as short as possible. I keep thinking I need to speak faster, but speaking fast makes me make even more errors and I become even more anxious." (02/11/2011)*

Furthermore, Ceyda explains she often finds herself making grammatical errors and forgetting words which she is sure she would normally know due to her feelings of anxiety. In the extract below, she sums up her opinion on these issues by stating she believes her English performance would be much better if she had more self-confidence in the language:

> *"I know the grammar rules, but still make errors when speaking. I forget words I know and have to ask for help. I think my anxiety plays a big role in these problems. If I had more confidence in English, especially in speaking and vocabulary, I'd be much better." (02/11/2011)*

Apart from the effects of anxiety described above, Ceyda explains her feelings of anxiety can also adversely affect her English writing skills. Although Ceyda stresses the debilitative effects of her anxiety are much more severe and frequent when speaking English, she still, at times, finds herself experiencing similar feelings when writing English, especially when writing under pressure such as during an exam. Ceyda explains that as the anxiety and stress she experiences when writing increase, she begins to have trouble recalling words and structures which she would normally know:

> *"I can't recall words. This happens often. While I'm writing in exams, I get stressed, like I won't have time to finish. For example, I couldn't even remember what the*

word "claim" meant. I kept raking my brain for it. When I'm stressed, this happens a lot." (02/11/2011)

While it is clear Ceyda's feelings of anxiety have a noteworthy negative impact over her performance in English, it is important to consider why Ceyda experiences such feelings. Throughout the interviews, it appeared Ceyda's feelings of anxiety are aroused in situations in which Ceyda worries she will not be able to express herself and convey the meaning she intends to. Specifically, she explains she often finds herself worrying about whether the person listening to her actually understands what she is saying:

> *"When I'm speaking Turkish, I feel more relaxed because I can express myself. But, when I'm speaking English, I can't remember the words I need, so I change my sentence structure. I can't express myself and this makes me anxious. When I can't express myself, I get very stressed." (02/11/2011)*

Although it is safe to say no one would enjoy worrying about whether what they are saying is being understood, Ceyda explains for ST like herself, this issue is even more significant. As a soon-to-be teacher of the language, Ceyda says she often worries people listening to her speak English would wonder how she could ever be a teacher of English. This fear of being negatively evaluated by people around her is exemplified in the extract below:

> *"If I had a foreign student studying to be a Turkish teacher who kept making grammatical errors, I'd think the student doesn't know good Turkish and I'd wonder how he would ever be a teacher. As I'm also in my third year and a year away from becoming a teacher, I'm afraid my instructors will think the same way about me." (02/11/2011)*

Throughout the interviews, when speaking about her concern over making errors in English, Ceyda often displayed perfectionist tendencies towards her goals and aims in English. According to Ceyda, she wants to know and speak English "perfectly". When she is unable to meet these self-set high standards, she begins to blame herself for her poor performance and become embarrassed:

> *"I try not to make any errors at all. I want to know English perfectly. So, I pay attention to not making errors. But, of course, one way or another I end up making errors. Then, I feel ashamed of myself." (02/11/2011)*

Ceyda's over-concern of making errors in English was also reflected in her own behaviors towards others as she compares herself to a scanner seeking out errors in her peers' communication attempts. Instead of simply listening to what her peers are saying in class, Ceyda often scans her peers' speech to identify errors in grammar tenses, word choice, and

pronunciation. It is perhaps for this reason Ceyda feels anxious and often avoids speaking English in the presence of STs who she believes speak English better than she does:

> *"I check their English for errors. I focus on their errors in tenses or vocabulary. I take mental notes of these errors. For example, there are some STs in our class who speak English better than me. So, I find speaking English in front of them nerve-wracking. I feel I'm not as good as them. That's why I get anxious."(18/11/2011)*

During an interview, Ceyda explained how she had recently had to prematurely withdraw from a conversation with her CI in class as she became anxious about what he would think of her poor English performance. On that day, while trying to explain to her CI that she had already done the task he had just given them, Ceyda found herself overcome by feelings of anxiety as she struggled to form the simple utterance she needed. Consequently, her CI completely misunderstood what Ceyda was attempting to say; however, instead of trying to repeat what she had initially intended to say, Ceyda opted to remain silent and simply redo the task despite having previously completed it. According to Ceyda, her intention was to avoid making further errors in front of her CI since she was afraid what he would think of her as a ST in the third year of the SLTEP still struggling to express herself in English:

> *"I'm afraid I won't be able to express myself. I tried to tell my instructor we'd done this task the previous week, but I couldn't. I said something like "We are at last week". I couldn't say this simple thing. I got anxious. My brain froze, I couldn't speak. The instructor didn't understand. So, I just started doing the task again. I didn't think I'd be able to express myself because the more anxious I get, the more I mix up what I want to say. So, I just gave up. My speaking changes according to my CI. If he's friendly, I'm not afraid of making errors because I feel he'll listen even if I make errors. But, when the instructor's more authoritarian, it's like he's going to notice each error I make. So, I try to speak more accurately, which makes me even more anxious. I'm afraid he'd think I've reached the third year (of the program) and still can't express myself."(18/11/2011)*

A few weeks later, Ceyda was required to conduct a presentation in her "Advanced Writing and Research Skills" course, in which she would present the findings of a small-scale study she had conducted as a requirement of the course. Ceyda explains she worked hard to prepare well for her presentation in the weeks preceding it. However, despite working hard beforehand, Ceyda began to worry extensively about the presentation as it drew nearer. According to Ceyda, one of her biggest concerns was whether she would be able to express herself during the presentation – one of Ceyda's most frequently cited sources of anxiety. Ceyda worried what she would do if she were overcome with feelings of anxiety in the middle of her presentation. Importantly, Ceyda explains how she feels her anxiety level can

either increase or decrease according to her CIs' behaviors. For Ceyda, it appears having understanding and less authoritarian CIs can help ease her feelings of anxiety as she believes such CIs are more interested in what she has to say rather than the amount of errors she makes while speaking.

Consequently, as she was about to begin her presentation, she became so anxious that she was unable to maintain eye contact with her CI and peers and simply began to read her speech from the printout she had prepared before the presentation. Ceyda's feelings of anxiety continued even after the presentation had ended as she was unable to comprehend a question asked by her CI and quickly sprinted back to her seat as soon as she could:

> *"This week we had a presentation. I was well-prepared. However, I got so anxious that I just began reading my speech from the paper I'd written it on. I didn't make eye contact with anyone. At the end of it, the instructor asked a question, but I just couldn't understand what he meant. I quickly hurried back to my seat. I completely read the whole thing from my notes."(14/12/2011)*

5.4.4 "The English Interview"

Towards the end of our scheduled interviews, I asked Ceyda whether she would participate in a short English interview with me. After asking me what kind of questions I would ask her, Ceyda said she would be willing to participate in the interview. After the interview ended, Ceyda listened to her performance. It was noted that while Ceyda listened to her performance, she continually shook her head unsatisfied with her performance. Similar to Jale and Yesim, Ceyda also made a number of TL errors throughout the interview, especially in preposition usage; however, I had no problems in understanding the meaning she intended to convey. When asked to evaluate her performance, Ceyda stated she was not at all pleased and began to point out the aspects of her performance which she perceived as being lacking:

> *"I focused on my grammatical errors. I generally don't like the way I speak, and I didn't like it here either. I paused a lot. Not as fluent as I am in Turkish. Generally, I keep thinking what I need to say next. It's hard to find the words I need."(10/01/2012)*

As can be seen in the extract above, Ceyda was neither satisfied with the grammatical accuracy nor the fluency of her speech during the interview. According to Ceyda, the anxiety she experiences when speaking English "blocks" her performance and she is left unable to speak English at the level she desires. Although Ceyda is rapidly approaching the end of her SLTEP and the initiation of her active teaching career, Ceyda states that had she listened to

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the recorded performance without knowing it was her own, she would have concluded the recording must have been with a language learner who had just started to learn English:

> *"If I listened to someone responding to such simple questions like I did, I'd think they didn't know much English. My English is good, but my speaking isn't. If I was asked to evaluate the recording, I'd say it was poor."(10/01/2012)*

5.4.5 Looking ahead

However, the fact remains that Ceyda is soon to become a licensed teacher of English regardless of the feelings of anxiety she experiences in the language. While the initiation of her active teaching career may be drawing closer, Ceyda's worries related to speaking and teaching English continue to grow. According to Ceyda, her main source of anxiety is she worries extensively about what she will do if she ends up making an error in English or is unable to express herself in front of her students in the classroom:

> *"It'll be reflected in my teaching because when I get anxious, I can't recall words I need. As a teacher, to freeze up in front of my students would be terrible. So, it'll definitely have an effect."(14/12/2011)*

Ceyda explains she has harbored this fear ever since her short 'teaching' episode during the English preparatory program, which was previously described in this chapter. Yet, despite the fact she has been dealing with the same worries for three years now, Ceyda does not feel her SLTEP has adequately addressed this issue. For example, Ceyda had expected to conduct a microteaching session as a requirement for the completion of her "ELT Methodology II" course in the third year. This microteaching session would have been an integral part of the SLTEP since STs enrolling in the program typically have no practical teaching experience as they enroll in the program straight out of high school. Moreover, in the last year of the program, STs participate in a teaching practicum, in which they are expected to teach a limited number of lessons in real-life classrooms. Therefore, this microteaching session would have been a crucial first step for the STs who have no prior teaching experience as they prepare for their teaching practicum. However, the cancelation of the microteaching sessions did nothing to help build Ceyda's already fragile feelings of self-confidence in teaching English:

> *"Next year, we have a teaching practicum and the only practice we've had was during the "Public Speaking" course last year. We haven't had many presentations this year. So, next year will be nerve-wracking. If we'd had microteachings, we'd be better prepared. I can prepare good lesson plans on paper, but I'm uncertain about*

implementing them. On paper, I feel that I'm successful at everything, but if I was asked to put it into practice, I don't think I'd be that successful."(10/01/2012)

Furthermore, Ceyda's feelings of inadequacy and anxiety related to teaching English are also triggered when she considers Turkish society's expectations of EFL teachers. According to Ceyda, Turkish people traditionally expect their English teachers to speak English as effortlessly as native speakers and not make any mistakes in the language. Faced with such high expectations, Ceyda's feelings of anxiety are intensified as she feels under tremendous pressure:

> *"Everyone expects so much from me. They expect me to speak like a native speaker, without any mistakes. It's the same at home. When they hear English on TV, everyone asks me to translate. If I can't, they ask how I'm going to become an English teacher. So, there's definitely pressure."(14/12/2011)*

Overall, it appears Ceyda acknowledges she experiences feelings of anxiety both in using English and also in light of the fact she will soon become a teacher of the language. However, it is important to consider how Ceyda believes her feelings of anxiety will affect her approach to teaching English. Firstly, Ceyda believes she may have to postpone the start of her teaching career as she currently does not believe she will be ready to teach the language when she completes the program. Instead, Ceyda plans to travel abroad to an English-speaking country to develop her English proficiency and speaking skills. However, if she is unable to do so, Ceyda believes she will have to restrict the amount of time she spends speaking English in the classroom to reduce the pressure on her:

> *"If I'm anxious while speaking when I'm a teacher, I'll try to get my students to speak more to decrease the amount of pressure on me. I'd make them speak more, so I'd feel less stressed. To improve myself, I'd need to go abroad or make foreign friends."(14/12/2011)*

Apart from restricting the amount of time she spends speaking English in the classroom, Ceyda explains she will probably try to avoid using language-intensive classroom activities as much as possible until she gains confidence. Instead, she believes she will focus more on techniques and activities in which she can precisely memorize what she needs to say, which would greatly restrict the amount of spontaneous language use in the classroom. Otherwise, she believes she would often worry about being unable to express herself:

> *"I'd feel more comfortable teaching grammar because I can memorize what I need to say. But, I'd worry about being able to express myself in having class discussions. I'd be able to speak and one way or another get my message through, but I'd always feel*

like there's something missing. I'd feel like I haven't expressed myself as well as I could when using Turkish. I worry about that a lot."(14/12/2011)

5.5 Berna

5.5.1 The prep program and the first year of the teacher training program

When Berna arrived on campus, she decided she wanted to first complete the year-long English preparatory program rather than directly start her SLTEP since she believed she needed time to adjust to university life. Therefore, she did not take the English proficiency exam administered by the university and enrolled straight into the English preparatory program. Berna explains her English lessons in this program were quite different from what she had become used to in high school as there was a much heavier emphasis on writing and listening skills when compared to her high school English lessons. She believes her year in the preparatory program was important in her adjusting to university life and also developing her academic writing skills before starting her SLTEP. However, Berna explains the preparatory program again did not give her the chance to practice her English-speaking skills:

> *"I still struggle with speaking. We had very little practice. 10-15% (of the class was devoted to speaking). This isn't much compared to the other skills. That's why I'm still anxious. To be honest, I still can't speak that well despite all these years. Nobody practiced speaking with us. That's how we learnt English. We didn't focus on speaking at all."(26.09.2011)*

Thus, despite having studied English for the last ten years (the last three of which were almost entirely dedicated to studying English), Berna still struggled in speaking English due to a lack of opportunities to practice speaking the language. While the English preparatory program at the university in Cyprus had provided her with the chance to strengthen her grasp of the English language and also develop her English writing, reading, and listening skills, it had not addressed her weaknesses in speaking English. However, she had now completed the preparatory program and was about to enter the SLTEP.

As Berna started the first year of her SLTEP, she rapidly noticed all of her CIs used only English in class and expected the same from STs. In fact, Berna could not have used Turkish even if she had wanted to as a number of her CIs were English native speakers who did not know any Turkish at all. Berna recalls how during the first month or so, she was anxious about speaking English in class in front of her peers and CIs as she was worried they would laugh at any errors she might make when speaking English:

"I didn't really know anyone yet. So, I worried someone might laugh at me if I made a mistake while speaking. But I got over it. As I got to know everyone, it disappeared."(14/10/2011)

As time progressed and Berna began to get to know and become comfortable around her peers, she noticed her English was no better or worse than anyone else's. Consequently, her trepidation of losing face because of her shortcomings in English began to fade away and she started to participate more in class. Although speaking was still by far the most challenging skill for Berna in English, she believes this did not affect her grades or performance during the first year as most of her courses were lecture-based and STs mostly had to just read related texts and listen to their CI:

"During the first year, we didn't speak much. We learnt rules. We learnt to write and listen. We learnt about sentence intonation and stress."(14/10/2011)

Furthermore, Berna explains that during first-year courses, STs mostly talked about texts which they had been reading whenever they were expected to speak in class. Thus, Berna explains she had something to base her responses on when speaking in such classes. Conversely, Berna explains her "Introduction to Literature" course was her most demanding course during the first year in terms of oral production. In this course, Berna had to frequently express herself orally, which was both new and quite challenging for her. However, Berna explains she cannot remember even being worried about speaking English in this course as the CI strived to involve all STs in class discussions by giving STs ample time to think over what they wanted to say and also by scaffolding their communication attempts. Indeed, Berna remembers this CI would even encourage STs to first write their responses and then read them to the class if they needed to do so. According to Berna, the course was conducted within a warm and supportive environment, in which STs were not afraid to participate.

Overall, Berna believes her level of proficiency in English during the first year of the SLTEP was high enough to meet the demands of her courses and CIs. Thus, she does not remember ever being overly concerned about her English proficiency once she had settled into the program. Berna explains that during the first year of the program, she still thought of herself as a student rather than a prospective teacher and believed making errors when using English was all a part of being a student/learner of a second language. However, this was about to change as she progressed through the program:

"I used to think if I made mistakes I'd correct them. I still had my learner mentality. But, as you progress through the program, you don't want to make errors because you're coming to the end of your training. You feel you should be flawless when talking. So, I realized I shouldn't be making errors."(14/10/2011)

5.5.2 The second year of the teacher training program

Moving on to the second year of the program, Berna explains the courses she attended were mostly lecture-based with the CI doing most of the talking as the STs took notes and listened during literature, linguistics, education, and translation courses. Thus, Berna states most of the second year was not that challenging as she was able to get good grades by listening in class and studying hard at home. Although Berna still believed her speaking skills were not that developed, she was not notably worried about this as she still felt her oral skills were good enough to meet the demands of her studies. She explains her CIs were more interested in STs producing grammatically accurate utterances; and thus, they would give STs time to think about how to form their utterances. Moreover, Berna explains she generally kept her utterances short and simple when speaking in class:

> *"During the first years, our instructors focused more on accuracy. They'd tell us to try to speak accurately and that we still had time ahead of us. This is because there were still some STs who made important mistakes. There were some whose grammar wasn't good. Since our class had STs at different proficiency levels, the instructors started pretty much from scratch. They'd tell us not to rush when speaking and to correct ourselves. They said since we were prospective teachers, we should first focus on getting better at grammatical accuracy before worrying about other things."(01/11/2011)*

As the expectations of her CIs were not that high, Berna explains she mostly felt comfortable when speaking English in class during the second year. She would take her time to think over what she wanted to say and how she needed to say it whenever she had to speak in class. Moreover, as touched upon earlier, Berna was not that worried about making errors when speaking English as she still perceived herself to be in the process of learning the language; and thus, believed that making errors when using the language was perfectly normal. However, Berna explains that this changed drastically during her "ELT Methodology I" course in the second year. As Berna began to learn about teaching languages, lessons plans, and classroom management, she started to feel as though she was now "a teacher as well as a student". As a prospective teacher, she began to view her self-perceived shortcomings in English from a different perspective and she was no longer comfortable with the notion of her English being ridden with grammatical and pronunciation errors:

"We started to do short practice teachings a little towards the end of the second year. But in "Methodology II", we'd have a lesson plan and we'd do a whole microteaching based on it. It's really important for teachers to be able to give instructions. But, we'd make so many errors (when giving instructions).We did quite a few microteachings during "Methodology II". We prepared the activities ourselves. We were like teachers. We were no longer simply just students. That's when I started to think I shouldn't make mistakes."(01/11/2011)

5.5.3 The third year of the teacher training program

As Berna continued to the third year, her courses began to focus more and more on issues related to FL teaching. Berna explains that through these courses she began to feel more like a teacher and less like a student as the semester progressed. As she began to realize she would very soon be a teacher of English, she became anxious about her self-perceived shortcomings in speaking English and also the errors she made in the language. Consequently, the feelings of anxiety she experienced began to have an adverse effect on her English performance. The effects of her feelings of anxiety on her English-speaking skills are exemplified below:

"For example, I'd notice I'd made an error while speaking, but I'd be so anxious that I'd just keep going. I wouldn't stop to correct it – I'd just continue with the next sentence. It's because I was so anxious about these errors. Later, I'd get angry with myself and think "Everyone can make a mistake, why didn't I stop to correct it?". "(23/11/2011)

Moreover, Berna believes the feelings of anxiety she experienced during the third year of the SLTEP were most severe during the microteachings she conducted as a part of her methodology courses. Berna feels her anxiety was made more severe during these microteachings since it was during microteachings that she felt as though she had to adopt "the role of the teacher in the classroom". During her methodology courses, each ST was expected to conduct their own microteachings in which their peers and observing CI would act as 'FL learners' in the classroom and the ST conducting the microteaching would assume "the role of the teacher". The CI would also take notes and evaluate the whole process. According to Berna, it was during these microteachings that she would become most frustrated over the debilitative feelings of anxiety she had begun to experience as a ST:

B: "During microteachings, I began wondering why I feel anxious and worried when speaking. Because, when teaching, you have to explain something to someone and you can't do this if you keep making errors while speaking. That's why I started feeling frustrated. Despite being well-prepared, I'd feel anxious. My instructor would ask me why I feel like this because she could see I was well-prepared. But, it was just so hard. I'd just get anxious."

D: *"Would you have been more comfortable if it was in Turkish?"*

B: *"Definitely. If it were in Turkish, it'd be very easy. It's easy to say "You have to do this and then this" in Turkish."*

D: *"So, it was more about the microteaching being in English than stage fright?"*

B: *"I had stage fright at first too, especially during my second or third time. But, afterwards, I was anxious only because I had to use English. I mean there's a big difference between saying something in English instead of Turkish for me."*

D: *"Did this anxiety affect your English?"*

B: *"Definitely. Even during the simplest instruction like "Complete the sentences"."*

D: *"Even though you just said it fine?"*

B: *"Exactly! I'd end up saying "Complete sentences". I'd forget "the". And follow that up with another error I'd never normally make. I always make simple errors like this when I'm anxious. I'd never make errors like these while writing."*

D: *"How did you feel when you made these errors?"*

B: *"Embarrassed. After all, I was a third year student. I'd ask myself why I make such easy errors. I'd ask myself how I am going to enter a class and teach or how I'm going to teach if I keep making errors. Of course, the anxiety triggers this."*

D: *"What would happen when you made errors like this?"*

B: *"I'd feel demotivated. I'd sometimes correct myself, sometimes I wouldn't even realize and the instructor would tell me afterwards."*

D: *"Was there anything else that triggered this anxiety?"*

B: *"When my instructor or friends, who were acting as 'learners', would ask me an unexpected question. I'd get really anxious because I didn't know what they were going to ask. I'd worry I wouldn't be able to explain what they ask. Or, I'd mix up all my words while trying to answer. I felt anxious because I felt unprepared (when faced with unexpected questions)."(23/11/2011)*

As can be seen in the extract above, despite the fact Berna had meticulously prepared for the microteaching sessions beforehand, she would still be overcome by feelings of anxiety, which would adversely affect both her performance in English and teaching. Her feelings of anxiety were further triggered by her fear she would be asked a question by her CI or one of her peers which she would be unable to answer. Consequently, Berna would find herself making errors in English which she believes she would normally never have made. Embarrassed by her errors in English, she would begin to wonder how she would ever be able to be a teacher of the language while she struggles even with giving the simplest of classroom instructions. Importantly, Berna draws attention to the fact that she believes her performance during the microteaching session would have been much better had she been able to conduct the session in Turkish. The reason why I asked her about whether she would

experience similar feelings of anxiety had she conducted the microteaching session in Turkish was that I was interested to see whether the feelings of anxiety she experienced during the microteachings were related to anxiety associated with English or a kind of stage fright/anxiety experienced due to the fact she was performing a teaching session in front of her peers and CI. However, Berna stated clearly she believed she would have been much more relaxed had the microteaching session been in Turkish as she would not have had to worry about expressing herself in Turkish. Frustrated by her self-perceived poor performance in English, Berna would ultimately be left feeling demotivated and questioning her ability to meet the demands of her future profession after the session ended.

Later in the interview, Berna also explained how she felt as though both her peers and CI did everything they could possibly do to make her feel at ease during her microteachings, which she was very grateful for. Regardless of this, she still feels she was unable to cope with her feelings of anxiety during her microteaching sessions. As she approached the end of the third year, she began to worry even more about her performance in English as she would soon complete her SLTEP and become a licensed EFL teacher.

5.5.4 Berna's current situation in the fourth year of the teacher training program

> "I feel scared. I've nearly completed (the program). I shouldn't be struggling like this. I shouldn't be speaking like this. Before, I was just a student. I didn't really worry about making errors." (02/12/2011)

Now she has reached the final year of her SLTEP, Berna explains she continues to experience feelings of anxiety when speaking English to the degree that she ends up making grammatical errors which she believes she would normally never make. Also, she complains she often finds herself struggling to find words she typically would know:

> "I choose the wrong words. I choose words which shouldn't be used in that context. Or I make things up. I make phrasal verbs up. Grammar, too. Sometimes, I mix up the tenses. While speaking, I make errors I'd never make when writing. Then, I end up feeling bad. When I write, I don't make many grammatical errors. I don't make errors in tenses if I'm paying attention. But, I get so nervous when speaking that I even use the tenses incorrectly. Anxiety changes everything." (02/12/2011)

Furthermore, Berna explains that her concern about making errors in English has also had a negative impact on her English fluency. Worrying about making errors when speaking English, she finds herself speaking at quite a slow pace, which she believes makes her English sound "unnatural". Importantly, Berna traces the anxiety she experiences over making errors when speaking English to her past experiences of learning English which she

believes focused exclusively on grammatical accuracy while ignoring fluency. In the extract below, Berna attempts to specifically explain what she experiences when speaking English:

> *"I feel anxious while speaking. While speaking, it's like my brain is constantly scanning for what I need. I need to find words, tenses, structures. Otherwise, I end up using very long sentences. We speak English as if we're writing because we've always focused on written English. That's what we're used to. I'm trying to get over this habit. I try to be more fluent and focus less on grammar, but I can't. Grammar is always important. Since I focus so much on using correct grammar, I'm not fluent and my speech sounds slow. I keep worrying about which tense to use." (02/12/2011)*

In terms of why she experiences feelings of anxiety, Berna explains that her embarrassment over the errors she makes when speaking English causes her anxiety to intensify. Being less than a year away from becoming a teacher, Berna believes she should not be making such simple errors in English. However, after making a simple error when speaking, she starts to feel embarrassed, worries about making another one, and soon finds herself making even more errors as she is overcome by intense feelings of anxiety:

> *"I can't remember words. I can't form sentence structure correctly even though I do know how to. So, I become embarrassed. I'm in my last year now. When I'm speaking, I make errors and feel embarrassed. I then make more mistakes I never usually make." (02/12/2011)*

Furthermore, Berna explains another reason she experiences feelings of anxiety when speaking English is she often worries she will be unable to express herself, even in the simplest daily interactions. She explains people are likely to question how she could ever be a teacher of English while she still struggles in simple conversations. This she believes may cause her to appear foolish and lose "prestige" or face:

> *"I'm afraid I might not be able to reach the end of even the simplest conversation. If I can't talk about normal day-to-day events, how am I going to talk about academic topics? If I can't even speak about simple things like that, I'm scared I may lose prestige. That's what I'm worried about." (02/12/2011)*

Lastly, Berna traces the feelings of anxiety she experiences in speaking English to the lack of opportunities she has actually had to practice speaking the language. Starting from primary school, Berna believes the education system she has been a part of has constantly overlooked practicing English-speaking skills; and consequently, she has been unable to build up a sense of confidence in speaking the language. Thus, while she believes she has developed her English-reading, writing, and listening skills, her speaking skills, on the other hand, have remained very limited. Specifically, the only opportunity Berna has to speak English in her daily life is during class. Also, she points out that each ST only has so many opportunities to

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speak in any given class. Importantly, according to Berna, speaking in class about topics related to their courses is very different from having practical day-to-day experiences in the language – an area which she believes she crucially lacks experience in:

> *"I don't have many opportunities to speak in class. It's when our instructors ask me something informally out of class that I struggle. I worry about being misunderstood and making errors. I'd say I'm better at speaking in class. Casual speech is my main problem." (02/12/2011)*

Throughout the semester, Berna participated in a teaching practicum in which she observed a mentor teacher teaching in real-life classrooms for four hours every week. The specific details of the aims and process of the teaching practicum were previously described in chapter four. Berna believes these observations were particularly beneficial in that she got to closely observe the specific behaviors and reactions of both the teacher and the students. However, she thinks there is room for a couple of changes through which she would have been able to gain more self-confidence as a ST and soon-to-be English teacher. While Berna acknowledges the teaching practicum was an important step in her development as a ST, she believes she could have gained much more from the practicum had she had the opportunity to teach more lessons herself throughout the duration of the practicum. Importantly, Berna stresses that having the chance to teach more lessons during the practicum would have helped her overcome her feelings of anxiety in the TL as a language teacher and gain a sense of confidence and security in the classroom before completing the SLTEP:

> *"You can't really gain much confidence as a teacher from just two practice teachings. I think there should be three to four months of practice teachings. I believe most STs will need at least a whole year just to cope with their anxiety (when they begin teaching). I don't know how long it'll take me to get over it. These practice teachings aren't enough. It's wrong. There should be more practical training." (13/12/2011)*

As for the practical teachings she did conduct during the practicum, Berna believes the first ten-minute teaching she conducted went relatively smoothly without any noteworthy problems. During this teaching session, she conducted a follow-up activity on a grammatical point which had just been covered by the mentor teacher. Berna explains she did not feel that anxious or worried about this teaching session as it was considerably short in terms of duration and involved conducting a single follow-up grammar exercise. On the other hand, Berna believes she was much more worried and anxious about her second teaching session which lasted a whole lesson hour (forty minutes). Berna explains that to feel as confident and secure as possible in the classroom, she planned the lesson out extensively to the degree that

she even planned the exact sentences she would use when giving instructions and speaking in class. Moreover, Berna explains she kept the language she used in the classroom as simple as possible and avoided using a variety of language when expressing herself in the classroom due to her worries related to speaking English. However, Berna believes such restrictions had a negative impact on her teaching performance and classroom management skills while ultimately adversely affecting the overall effectiveness of the teaching session:

> *"I prepared all the things I wanted to say beforehand. But then, I ended up using the same structures over and over again. Like, when I wanted to warn students, I kept saying "Be quiet". But, I could've used a variety of warnings to get their attention. But, I can't think of things to say fast. I realized this afterwards because they didn't take notice of my warnings since I kept using the same words over and over again. They kept talking. If I formed different sentences to grab their attention, I could've quieted them. They would've worked harder and I would've been more convincing."(05/01/2012)*

5.5.5 "The English Interview"

Towards the end of the interview process, I asked Berna whether she would be willing to participate in an English interview with me. Before answering my request, Berna first asked if she could see questions which I intended to ask her and after going over the questions, she agreed. We conducted the interview with no problems; and then, Berna listened the recording. Overall, Berna had few TL errors throughout the interview, but her rate of speech was much slower compared to the other STs as she appeared to think carefully about what she intended to say before saying it. Once she had listened, I asked what she thought of her performance during the interview. Berna's immediate response was that she was not at all satisfied with her English performance by saying she believed she had not spoken English fluently as her rate of speech was too slow, she had not used a variety of language, and her speech "did not sound natural at all". Interestingly, she pointed out she does not speak this way when she speaks Turkish and traces the difficulties she experienced in the interview to her feelings of anxiety in speaking English:

> *"I didn't like it. I replied really slowly. There's long pauses while I'm thinking. I keep repeating the same things too. There's no variety. I really reply too slowly. Of course, it's because I'm anxious in English. It's just so slow. I don't normally speak this slow while talking Turkish. I didn't really say much either."(05/01/2012)*

Ultimately, Berna concluded that her performance during the interview was poor and that she should not be speaking at such a poor level when asked such simple questions being that she

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will soon be an English teacher. According to Berna, although the questions asked could have been answered by learners who have just started to learn English, she still struggled greatly in responding to such simple prompts:

> *"Personally, I didn't like it. I shouldn't be speaking like that at this level. I should be more fluent. I should've answered better because the questions weren't hard. People just starting to learn English could speak better than this. It's too slow. It doesn't sound natural."(05/01/2012)*

5.5.6 Looking ahead

Overall, it appears Berna is critical of and anxious about the standards of her English-speaking skills, especially when she considers the fact she will soon be a teacher of the language. Berna had previously described how her anxiety deleteriously affected her teaching performance during her microteachings in the third year and the practicum in the fourth year of the SLTEP. When I asked her how she believes her anxiety in speaking English would affect her approach to teaching the language in the future, Berna's immediate response was she did not think she would be ready to teach English when she completes the SLTEP since still struggles in expressing herself in English. Instead of initiating her teaching career, she plans to travel to an English-speaking country to develop her English-speaking skills:

> *"I don't want to start working immediately. I want to go abroad. I need to improve my speaking. That's what frustrates me because I'm good at my courses. I can write, read and do everything. I'm confident at those. But, I can't speak confidently. I have to learn to speak one way or another. Speaking is my only fear. Otherwise, I'd want to start teaching."(05/01/2012)*

Apart from moving to an English-speaking country to develop her speaking skills, Berna plans to strive to continue improving her overall proficiency in English by watching English movies, listening to English extensively, and studying the language. Interestingly, when asked about Turkish society's expectations of English teachers, Berna explains that society's high expectations are one of the main reasons she experiences feelings of inadequacy in English:

> *"They focus on speaking. If you can't speak, they think you don't know English. They say: "You can't even speak English. How are you going to be an English teacher?" and I don't know what to say in return. They want you to know everything instantly. They don't even give you a second to think when they say: "Ugh! You don't know anything!"."(05/01/2012)*

Consequently, I asked Berna what kinds of measures she believes she will have to take as a teacher. Berna believes she will have to plan out each of her lessons extensively to the very

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last detail to feel more secure in the TL in front of her students in the classroom. Moreover, Berna believes that due to her fear of making errors or being unable to express herself in English, she will have to restrict the use of free language as much as possible by planning the language she intends to use in the classroom to the degree that she may even have to prepare the exact sentences she will use. According to Berna, although such extensive planning will significantly increase her workload as a teacher, it is necessary for her to feel secure in the TL while teaching. Ultimately, Berna believes she would probably be a much more effective English teacher if she did not have to worry so much about how she will speak the language in the classroom:

> *"My speaking is still very poor. That's why I'm not confident because as a teacher, you have to speak well while teaching. If I was more confident at speaking, I'd be better at teaching. To prepare for a lesson now, I have to work really hard because I even have to plan what I'll say exactly. I have to try and predict and plan for questions, so I can think how I'll actually answer them. I have to think about all these things. Even if I know the answer, I'm sometimes still unable to respond. If I were better at speaking though, my workload would decrease."(05/01/2012)*

5.6 Summary

In this chapter, I have presented the findings of the study by discussing the stories of each of the four STs in-depth. Throughout the chapter, I have presented the story of each ST in its entirety starting from their early experiences as learners in EFL classrooms to their most recent challenges as prospective teachers of the language rapidly approaching the end of their SLTEP. Next, in chapter six, I discuss the findings of the study in relation to the existing literature.

Chapter Six: Discussion of the Research Questions

6.1 Introduction

Researchers have long been interested in the relationship between anxiety and SLL. While early research yielded inconsistent results, the general consensus amongst SLA researchers and FL teachers over the last three decades has been that there is a negative correlation between FLA and successful FL learning. Furthermore, the proposed prevalence of FLA is probably one of the reasons why SLA researchers have continued to examine the effects and sources of FLA ever since it was proposed as a situation-specific type of anxiety unique to the FL classroom by Horwitz, Horwitz, and Cope in 1986.

It is also important to remember that anxious FL learners are not necessarily less proficient in the TL as research has indicated it is sometimes the high-achiever who magnifies and overreacts to the nature of the errors he/she makes (Horwitz, 1996). It is perhaps for this reason that Horwitz (1996) first proposed it is plausible NNS teachers, regardless of the level of proficiency they may have achieved in the TL, also experience feelings of FLA similar to those experienced by anxious language learners. As the process of learning a language is never complete, it is safe to say NNS teachers are also, in essence, learners of the language they teach. Other reasons why NNS teachers are susceptible to feelings of language anxiety were previously elaborated upon in chapter three. However, while a noteworthy amount of research has been conducted on the feelings of FLA experienced by *learners*, research on the feelings of language anxiety of teachers/STs has remained in its infancy.

Furthermore, as explained in chapter three, I argue that the handful of studies that do exist on teacher/ST language anxiety have, at best, limitedly investigated the effects and sources of this phenomenon. Thus, the current study aims to address this gap in research. Briefly, the research questions to be addressed are:

1. How do STs believe their feelings of language teacher anxiety affect their TL performance?
2. What do STs believe to be the sources of their feelings of language teacher anxiety?
3. What aspects/experiences of their SLTEP do STs believe engender feelings of language teacher anxiety?

4. How do STs believe their feelings of anxiety may influence their approach to teaching the TL in their future classrooms?

In this chapter, I will now discuss each of these questions in detail based on the findings of the study.

6.2 How do the student teachers believe their feelings of language teacher anxiety affect their target language performance?

> *"(My anxiety) would affect my English. I'd panic again. I wouldn't be able to speak. Although I knew the word, I wouldn't be able to say it. Things like that. The best way to put it is to say that I'd actually forget things I knew at moments like that. When the instructor asked me, I'd forget. Before I went to class, I'd read the texts, look up the words. But, I still couldn't answer the questions like he wanted. So, he'd ask me more. He'd ask me to explain what I meant a bit more. So, I'd just go quiet. I'd freeze up. I'd turn red. I'd mix up sentences. I'd make errors. The more he pressured me, the more errors I'd make. I'd mix up subjects, verbs, objects. I'd form sentences with parts missing. No objects. No subjects. I'd mix up my prepositions. I'd forget articles. My pronunciation would change. I'd forget things and say things wrong. I'd completely change words."*

Yesim

Researchers interested in *learner* FLA have specifically investigated the effects of anxiety on all four traditional language skills – reading, writing, listening, and speaking. Through such research, we have gained a better understanding of how FLA can impact performance in the TL as well as devised methods to help alleviate these feelings. On the other hand, research on feelings of *language teacher* anxiety, as mentioned before, has remained limited. The studies which do exist have mostly attempted to simply measure the feelings of anxiety experienced by teachers and STs through using Horwitz's (1996) TFLAS (e.g., Horwitz, 1992; 1993; Canessa, 2004; Tseng, 2005; Tum, 2010) or the FLCAS (e.g., Gregersen and Horwitz, 2002; Kunt and Tum, 2010; Rodriguez and Abreu, 2003). Wood (1999), a study which utilized interviews and observations as well as surveys in investigating ST language anxiety, found that NNS STs particularly experience feelings of anxiety when speaking English in front of others while Gregersen and Horwitz (2002) interviewed STs to investigate the relationship between FLA and perfectionism. On the other hand, Bekleyen (2009) found that NNS STs experience significant levels of FL anxiety while listening. However, none of these studies have attempted to probe the specific effects of anxiety on TL performance as experienced by STs. Thus, this study is the first of its kind in that it investigates how STs believe their TL performance is affected due to feelings of language teacher anxiety.

Before starting their SLTEP, all the STs participating in this study had been learning English for approximately ten years (two years in primary school, three years in middle school, four years in high school, and one year in the English preparatory program at university), the last three of which were almost entirely devoted to studying English. Interestingly however, none of the STs reported experiencing any feelings of self-consciousness, inadequacy, or anxiety in their English learning experiences prior to the SLTEP. Earlier in this study, it was hypothesized that anxious STs' feelings of anxiety may stem from their early SLL experiences as learners themselves in the FL classroom; however, this was not the case for the STs in this study. Importantly, they described their English lessons during these years as being almost entirely paper-based and focusing mainly on grammar and reading skills. Moreover, the STs explained that during these approximately ten years of learning English prior to the SLTEP, their own English teachers would often use Turkish during lessons and they also, as learners, could freely use Turkish in the classroom. Thus, the STs pointed out that their English lessons during these years were not that particularly different from any other lesson as the medium of instruction was almost always Turkish and the activities paper-based. In fact, for most STs, it was not until the English preparatory program at university that they began to actively work on improving their English-listening and writing skills while developing English-speaking skills was again not prioritized. Importantly, the STs also mentioned that they could still rely on Turkish during the preparatory program to ask questions whenever they needed assistance. However, the STs reported that as they started their SLTEP, feelings of anxiety began to generally appear as they were expected to speak and write in English on a much more frequent basis. Also, since a number of their CIs were native speakers, the first year of the SLTEP was the first time in their lives that the STs found themselves having to be productive in English without their safety net of Turkish to fall back on whenever a problem/challenge was encountered. Consequently, the STs generally reported experiencing feelings of anxiety in English for the first time during the initial year of their SLTEP. While these feelings of anxiety were initially more severe for some of them, all the STs reported that they began to observe the debilitative effects of this anxiety on their performance in English at some point after they entered the SLTEP. Another important factor to keep in mind when considering the deleterious effects of anxiety is that all the STs agreed they were able to avoid their feelings of anxiety as much as possible during the first two years of the SLTEP by remaining silent, or at the most, speaking in short incomplete

utterances when participating in class as most of their courses during these first two years of the program were CI-centered, lecture-based, and did not require their active oral participation. However, Jale, Yesim, and Ceyda pointed out that whenever they had to participate in class during these years, their performance was typically negatively affected while Berna felt she did not worry too much about her performance in English that much during the majority of the first two years of the program.

It is also important to note that all of the STs agreed that their feelings of anxiety in English appear to be getting more severe as they come to terms with the fact that they will soon become licensed teachers of the TL. The STs explained that with the emergence of courses focused on FL teaching towards the end of the second year of the program, they began to view themselves as soon-to-be teachers of the language. Consequently, their feelings of anxiety began to become more frequent and intense. Indeed, the feelings of anxiety the STs experience when speaking English were vividly exemplified in the STs' reactions to the short English interview I conducted with each ST towards the end of the study.

Overall throughout the study, the anxious STs described how their feelings of language teacher anxiety affect their productive language skills (speaking and writing) rather than their receptive skills (listening and reading). Specifically, all of the STs believe they experience the most severe feelings of anxiety when speaking English while only Jale, Ceyda, and Yesim drew attention to the fact that they, at times, experience similar feelings when writing in English. Interestingly, despite previous research findings indicating NNS STs from a similar background are susceptible to feelings of anxiety when listening to English (see, Bekleyen, 2009), none of the STs participating in this study reported experiencing any such feelings when listening to English. Indeed, Jale's comment that she does not care about listening to someone speak English as long as she does not have to speak in return sums up how the STs regarded the difficulties they experience in English. Importantly, the STs explained that they believe the reason they do not experience any such feelings when listening or reading is that they traditionally have had and continue to have ample opportunities to practice these skills; and thus, have succeeded in building up a stronger sense of confidence in their English-listening and reading skills. Thus, even though the STs found various reading and listening tasks they have faced throughout the duration of their SLTEP to be challenging, they did not report experiencing any feelings similar to the anxiety they experience when speaking or, in some cases, writing. However, the fact that the STs'

feelings of anxiety varied according to the language skill is not surprising as this point has also been noted by research on *learner* FLA (Horwitz, 2001; Horwitz & Young, 1991; Kitano, 2001; MacIntyre and Legatto, 2011; Wang & Ding, 2001; Woodrow, 2006). Furthermore, that the STs reported experiencing the most severe feelings of anxiety when speaking English also parallels the findings of research on learner FLA, which indicate that the language skill most affected by anxiety is speaking (e.g., Ellis, 1994; Hewitt and Stephenson, 2011; Horwitz, et al, 1986; Phillips, 1992; Price, 1991; Young, 1986; 1991). In fact, most of the anxiety research conducted in the 1990s centered on issues related to speaking the TL (Kim, 2009). Overall, the STs reported four common types of problems they experience when they are overcome with feelings of anxiety while speaking English. These are:

1. Forgetting things they know and making simple errors.
2. Remaining silent or withdrawing from the conversation.
3. Limited fluency.
4. Switching to their native language mid-conversation.

I will now discuss each of these issues in further detail.

6.2.1. Forgetting things they know and making simple errors

> *"I forget words. I mix up tenses. Sometimes I end up using the past tense when I should be using the future tense. Or I'll say "he" when I'm actually speaking about a girl. I notice that I make these errors, but I can't correct them. When I hear myself make these errors, I panic and end up making even more."*
>
> *Yesim*

The above extract exemplifies how the four participants, while speaking English, often forget things they reportedly would normally "know" due to their intense feelings of anxiety in speaking the language. Throughout the study, the STs explained they often find themselves making errors even during the simplest oral tasks in English as they get so nervous they are unable to recall information they "know", such as grammatical rules, vocabulary items, sentence structures, verb tenses, and pronunciation rules or even specific information which they may have just read moments ago. The STs often described these errors as "simple", "stupid", "silly" and elaborated upon the frustration they often experience as they find themselves unable to prevent such instances. For example, Yesim described the frustration she experiences when speaking English in class as she is unable to recall things she has read

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only moments ago due to feeling anxious and panicky. Jale elaborated upon how after uttering the words "she can has…" and noticing her obvious yet simple error, she became so anxious that she was unable to rectify her error as her brain seemed to completely shut down while entirely forgetting what she had intended to say. Ceyda described how she "messes up" her English as she is unable to stop making even the simplest errors as her feelings of anxiety begin to set in when speaking English while Berna explained how she often makes errors in English which she believes she would never make if she were writing – even if she wrote for pages on end. Indeed, all of the interviewed anxious STs explained they often find themselves struggling to form the utterances they need as they are unable to recall what they "know" because of their feelings of anxiety. Moreover, their feelings of anxiety appear to be so severe that although they would normally be able to rectify the error they have made, they find themselves unable to cope with these feelings, which sets off a viscous cycle of even more errors as they strive to reach the end of what they need to say. Importantly, the STs described how they feel the more they worry about the errors they make, the more they appear to continue making such errors as they are unable to regain their composure once even the simplest error has been made. For example, Jale compared the errors she makes when anxious to a row of dominos knocking each other over as one error seems to lead to another and then another in a rapid succession. Ultimately, the STs reported often finding themselves unable to continue speaking as they "freeze up" and "lose control" of their English as their "brain shuts down". Interestingly, when we look to the research on *learner* FLA, almost identical findings can be observed. This body of research has indicated anxious learners often find themselves unable to recall information or apply grammatical rules which they would normally know when speaking as they are unable to focus due to their intense feelings of anxiety (e.g., Horwitz, et al., 1986; Gregersen, 2003; Phillips, 1992; Young, 1992). Furthermore, similar to the comments of Yesim on how she tends to forget things she has read only moments ago due to her feelings of anxiety in English, research on *learner* FLA (e.g., Sellers, 2000) has also indicated that language anxiety can influence recall of passage content in the TL. Overall, it appears one of the biggest complaints of the anxious STs was making and not being able to rectify simple errors in the TL as they are unable to remember the information they need due to their rigorous feelings of language teacher anxiety.

6.2.2. Remaining silent or withdrawing from conversations

"I don't want to give them the impression I don't know English, so I stay quiet. I don't normally just sit there quietly. I like to participate in class, especially when I think I have something interesting to say. But, because I get anxious in front of people I've just met, I try to speak as little as possible."

Jale

Throughout the study, all of the STs explained how they, at times, opt to remain silent in class or prematurely withdraw from conversations because they feel unable to cope with their feelings of language teacher anxiety and fear the possibility of making errors; and consequently, appearing foolish, as exemplified in the extract above. Firstly, regardless that all the STs agree they normally prefer being active in class discussions, they complained they frequently find themselves refraining from participating in class to avoid having to face their feelings of anxiety. For example, Yesim and Jale described how they often remain silent in class even if they feel they have something to contribute to the discussion at hand or know the answers to their CIs' questions. Similarly, Ceyda explained she would at times even avoid making eye contact with her CIs by pretending to be occupied with reading her textbook when the CI asked the STs questions. Also, Jale described how she avoided speaking English in the presence of two new CIs who had just joined the SLTEP at the beginning of her third year of the program. For Jale, the possibility of being negatively evaluated by her new CIs because of her self-perceived poor English-speaking skills was anxiety-provoking enough to make her refrain from participating in class despite finding class discussions interesting. In fact, the STs explained they would often attempt to keep their contributions to class discussions as short as possible, especially during the first years of the SLTEP. Specifically, all the STs agreed they would often speak in short incomplete utterances rather than form whole utterances as they attempted to avoid making errors while speaking. Secondly, the STs complained they often try to end conversations as soon as possible even if they are yet to have said what they need to say as they are overcome with intense feelings of anxiety midway through the conversation. To illustrate, Ceyda described how she recently tried to tell her CI she had already done the task he had just given to her, but gave up before he had understood what she was trying to say. Instead, she decided to just redo the task rather than continue struggling with feelings of anxiety and risk appearing foolish in front of her CI. Furthermore, Jale complained she often finds herself shying away from speaking English with people she has just met as she finds interacting with newly made

acquaintances in English to be anxiety-provoking and threatening due to her fear of making errors and appearing foolish. Overall, it appears that due to their feelings of anxiety, the anxious STs were less willing to communicate in front of others and would often tend to avoid such situations even if it meant being misunderstood, having to do extra work, or missing out on sharing their own perspective on the discussion at hand. Interestingly, this finding is in line with previous research on the relationship between *learner* FLA and willingness to communicate (e.g., Liu and Jackson, 2008) which has indicated that anxious learners are typically less willing to communicate in the classroom. Moreover, other studies have also indicated that anxious learners do not communicate as often as relaxed learners (e.g., Ely, 1986; Horwitz, Horwitz, & Cope, 1986; Gregersen, 2000; Kleinmann, 1977; MacIntyre and Gardner, 1991; MacIntyre and Charos, 1995), which parallels the current findings in that the STs described they are able to participate more and speak English better when they feel at ease and more relaxed. Similarly, Steinberg and Horwitz (1986) suggested anxious learners may communicate more concretely and factually with less interpretation than less anxious learners. The STs in the current study similarly also explained how they would also limit the length of their contributions to classroom discussions by refraining from going into further elaboration and, especially during the first two years of the SLTEP, avoiding using whole, complete utterances. While having to deal with such feelings on a daily basis is likely to be a considerable burden for the STs within itself, their unwillingness to communicate also will likely greatly restrict the already limited opportunities they have to speak English in the long-term.

6.2.3 Limited fluency

> *"I try to be more fluent and focus less on the grammar but I still focus on it. Grammar is always important. Since I focus so much on using correct grammar, I'm not fluent and my speech sounds slow. I keep worrying about which tense to use."*
>
> *Berna*

Another adverse effect of anxiety brought up by the STs was that they believe their speech in English becomes less fluent due to their feelings of language teacher anxiety. As exemplified in the extract above, the STs often complained that while worrying about making errors in English, they frequently find themselves speaking at a much slower pace and sounding unnatural to the ear. To illustrate, during interviews, Berna commented how her over concern with making grammatical errors forces her to speak slowly to avoid making any such errors, but at the cost of having to ignore whether her speech sounds fluent or not. Furthermore, Jale

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complained her performance while speaking English is so affected by her anxiety that "it sounds like Turkish" and contains too many unnecessary pauses as she dwells over how to form her utterances without making any errors. Overall, it appears their feelings of anxiety over making errors while speaking English ultimately leaves the STs feeling as though their speech no longer sounds fluent. Because the STs are typically worried about making errors in English, they complain they have no time left to focus on improving their fluency in the language. For the STs, it seems maintaining grammatical accuracy is most important while other aspects of speech such as fluency and whether intended meaning is conveyed take a back seat. Interestingly, Jale and Berna traced their insistence on focusing on grammar while speaking to the way they were taught English until university as they believe the education system they were a part of always focused primarily on grammatical accuracy. This approach to speaking was best summed up by Jale who stated that for her, "speaking is equal to grammar". It is important at this point to note that when Horwitz (1996) first proposed why NNS teachers/STs are susceptible to feelings of language anxiety, she suggested speaking English can be particularly challenging for NNS teachers/STs, especially when they come from educational backgrounds that emphasize grammatical accuracy. Similarly, Jale and Berna insisted their previous experiences of learning English have made them anxious about making errors in the language, causing them to speak slowly and risk sounding unnatural and less fluent. For the fear of corrupting their grammatical purity, the anxious STs appeared reluctantly willing to compromise their fluency in the language.

6.2.4 Switching to their native language mid-conversation

> "I start to feel anxious (when speaking English). I feel embarrassed mostly and start blaming myself for not being able to answer the question or for forming sentences incorrectly. I get very angry at myself, which affects my English. So, I start to speak English less or try to speak Turkish instead. If I can't speak Turkish, I just go quiet. I stop talking"

> *Yesim*

Throughout the interviews, another effect of anxiety which was put forward by most of the STs was that they often have to switch to Turkish, their native language, as they are unable to cope with the challenges and associated feelings of anxiety they face when speaking English. During the interviews, the STs explained how they, at times, feel as though they are unable to express themselves when speaking in English, triggering their feelings of anxiety. As the STs begin to question themselves and feel unable to cope with their feelings of anxiety, they

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sometimes find themselves unwillingly switching to their native language to flee the pressure they feel under in English. For instance, Jale frequently described how she finds it very annoying when other STs ask the CI whether they can speak in Turkish in class. However, towards the end of the study, Jale explained that one day in class, she became so distressed due to the feelings of anxiety she was experiencing while speaking English that she found herself asking the CI if she could continue with what she was trying to say in Turkish, a behavior she normally criticizes. Similarly, as can be seen in the extract above, Yesim also explained how she finds herself having to switch directly to Turkish or simply stop speaking entirely as her feelings of anxiety begin to set in while speaking English. In other words, it appears these STs get so anxious when speaking English that they, at times, have to flee the situation as quickly as possible by switching to their native tongue.

As can be seen, the STs mainly complained their feelings of anxiety negatively affect their performance in speaking English the most in a number of ways, which is not that surprising when the findings of the related research on *learner* language anxiety is considered. These feelings of anxiety in speaking English were vividly captured in the "English interview" I conducted with each participant towards the end of the study. The mere suggestion of conducting an interview in English was suffice to ignite the STs' feelings of anxiety, which was observed in the intense emotional reactions most of the STs displayed upon hearing this suggestion. Most of the STs immediately asked to postpone the interview to the next interview session so that they would have time to prepare themselves to speak English while others nervously joked they would not have come to the interview on that day had they known about this idea. Most strikingly, Jale let out an emphatic cry of "Oh no!" as soon as I broached the idea while Yesim's interview had to be restarted twice. Furthermore, all of the STs insisted on seeing the questions I intended to ask before beginning the interview. Their anxiety was also observable in their rigid posture, wringing of hands, rubbing of the head, and groaning both during and after the interview. Finally, when asked to comment on their performance, the STs mostly made negative remarks similar to those made by anxious *learners* regarding their oral performance (e.g., Price, 1991), began to recount the errors they made throughout the interview, and expressed the embarrassment they felt making errors in front of me even though I, as the researcher, was well-familiar with the anxiety they experience in speaking the language. Gregersen and Horwitz (2002) interviewed anxious STs in Chile to investigate the relationship between FLA and perfectionism. The anxious

participants in their study were also very critical of their English-speaking performance and attributed their poor performance to their feelings of anxiety in English. The researchers observed many of the anxious STs tended to overreact to the nature of the errors they made and, in some cases, would worry about even the simplest errors. Similarly, I, as the researcher, had no trouble understanding the meaning the STs attempted to convey during the interview, but could clearly see that even the simplest error would be sufficient to disorientate the STs and negatively impact their performance thereafter. The hints of perfectionism displayed by the STs during the "English interview" experience are discussed in further detail later in this chapter when I consider the sources of the STs' anxiety.

> *"I can't recall words. This happens often. While I'm writing in exams, I get stressed, like I won't have time to finish. For example, I couldn't even remember what the word "claim" meant. I kept raking my brain for it. When I'm stressed, this happens a lot."*

Ceyda

Apart from the deleterious effects on speaking which are outlined above, three of the four anxious STs also complained their feelings of anxiety, at times, has similar negative effects on their English-writing performance, as can be seen in the extract above. Although these STs acknowledged they generally feel less anxious when writing compared to speaking as they have more time to think over what they want to write and how they want to write it, they, nevertheless, still experience deleterious feelings of anxiety when expressing themselves in writing, especially in high-pressure situations such as written exams and quizzes. The STs explained that when they experience such feelings of anxiety while writing English, they begin to question themselves, rarely find themselves satisfied with the sentences they produce, and start to repeatedly erase what they have written to rewrite it. To illustrate, Jale explained how after her CI had commented on the number of grammatical errors in her term project, she found herself overcome with feelings of anxiety in the following week's written exam as she constantly fretted over her sentences, having to write slowly and question whether the sentences were grammatically accurate and up-to-standard. Similarly, Yesim also described how although she generally knows the answers to the questions on her written exams, she finds herself continuously erasing what she has written, thinking her CI will not be satisfied with such "simple" sentences. Ultimately, both complained they run out of time during such exams, have to rush their answers, and believe their grades mostly do not reflect what they actually knew. On the other hand, Ceyda

explained how while writing during high-pressure situations such as exams, she often is unable to recall words which she is certain she would normally "know". Consequently, she believes she often finds herself searching in vain for even the simplest vocabulary items. Similar findings can also be observed when one looks to the literature on *learners'* feelings of anxiety when writing in the TL as researchers have concluded that there appears to be anxiety associated specifically with writing in the TL (Cheng, 2002; Cheng, Horwitz, and Schallert, 1999). Furthermore, the anxious STs' comments appear reminiscent of Kim's (2002) findings which indicated learners experienced feelings of anxiety while writing due to a lack of confidence in meeting their teachers' expectations. Similarly, the anxious STs in this study expressed they often have difficulty in forming the sentences they need when writing, believe their CI will never be satisfied with the sentences they have produced, and have to repeatedly erase what they have written to rewrite it. Kim (2002) also reported anxious learners were unable to find the vocabulary they needed when writing, which entirely parallels the comments made by Ceyda above. Ultimately, the STs believe the anxiety they experience when writing in English, although not as severe and frequent as the anxiety they experience when speaking English, still has a considerable negative impact on their English-writing performance.

6.3 What do the student teachers believe to be the sources of their feelings of language teacher anxiety?

Not surprisingly, once researchers interested in *learner* FLA had began to identify the potential effects of this anxiety, they began to investigate what may be the sources of these feelings. Through these research efforts, potential sources of learner language anxiety were identified; and consequently, methods were devised for alleviating anxiety drawing from such research. As described earlier, the interviewed STs believe their feelings of language teacher anxiety can potentially have a number of negative impacts on both their English-speaking and writing skills. Thus, the first step to helping teachers/STs overcome or, at the very least, cope with their feelings of anxiety would be to identify what they believe are the sources of these feelings. Previously, Horwitz (1996) proposed a number of reasons as to why NNS teachers/STs are susceptible to feelings of anxiety, which were elaborated upon earlier in chapter three. However, the current study is the first of its kind in that it investigates what STs themselves perceive to be the reasons why they experience feelings of

language teacher anxiety. Throughout the course of the interviews, the anxious STs brought up the following reasons as to why they experience feelings of anxiety in English:

1. The fear of negative evaluation and apppearing foolish.
2. Worrying about not being understood when speaking.
3. Previous EFL experiences.
4. Perfectionist tendencies.
5. Current lack of opportunities to practice English-speaking skills.

I will now discuss each of these sources in further detail.

6.3.1 The fear of negative evaluation and appearing foolish

"I really put myself under pressure about errors. I worry my instructor and friends will think I don't know English well if I make errors. Under this pressure, I start feeling anxious, which messes up my English."

Ceyda

Throughout the study, one of the most frequently mentioned sources of anxiety was the STs' fear of being negatively evaluated because of their self-perceived poor performance in English; and consequently, appearing foolish in the presence of others. During the interviews, each of the anxious STs explained they constantly worry about making errors when either speaking or, in some cases, writing in English as they believe other people (notably their CIs and peers) will notice the errors they make and conclude based on these errors that the STs' proficiency in English is poor. Ultimately, the anxious STs expressed how they worried people noticing their errors in English may ridicule them, either to their face or behind their backs, for making such simple errors. To illustrate, Jale explained how she normally begins to worry about making errors as soon as she starts speaking English. Immediately after making an error, her feelings of anxiety are triggered as she begins to worry everyone listening to her has noted the error and she has been negatively evaluated and/or even mocked because of it. Losing her composure, Jale typically begins to make even more errors as her feelings of anxiety intensify. This whole process was best exemplified when Jale described the anxiety she experienced as soon as the simple error "she can has..." slipped her lips while speaking in class, which she believes was likely enough to make her peers negatively evaluate her level of English. Furthermore, Jale explained one of the reasons she opted to remain silent in class during the first two years of the SLTEP was her fear of "disgracing" herself and being "made fun of" due to her self-perceived poor English

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performance. Currently, Jale still worries about such issues as she explained she tends to remain silent around people she has recently met such as two new CIs in the SLTEP for her "greatest fear" is to make English errors in front of people she has recently met and make a negative first impression. Yesim, Ceyda, and Berna also voiced similar concerns throughout the study while Yesim stated she believes her performance in English would be much better if she didn't occupy herself with such concerns, but does not know how to overcome this situation and leave her worries about being negatively evaluated to one side. Similarly, Ceyda explained she is even more cautious when speaking English around her peers who she believes speak English better than she does while Berna described her "embarrassment" over her self-perceived poor English-speaking skills. Indeed, all four of the STs complained that they worry they will lose face and prestige when they make errors while speaking English in front of others. It is also important to note that the only opportunities the STs have to speak English is with their CIs or with their peers while in class (both of which can be considered to potentially be more inherently anxiety-inducing than, say, a casual conversation with someone outside of class) as all the STs noted they have no non-Turkish speaking friends or acquaintances, which can be considered typical in the context of the study.

The fact that the STs traced their feelings of anxiety to their fear of being negatively evaluated and, in turn, appearing foolish, losing face and prestige, being laughed at, or mocked is not that surprising as the fear of negative evaluation has been one of the most frequently observed roots of anxiety ever since it was laid down as one of the conceptual foundations of FLA by Horwitz and her colleagues in their seminal study on anxiety in 1986. According to Watson and Friend (1969), the fear of negative evaluation is worrying about being evaluated by others due to a fear of both evaluative situations and being evaluated negatively. Horwitz et al. (1986) argued that as FL learners are continuously observed and, in a sense, evaluated by the teacher and also, albeit sometimes imaginarily, by their peers, the FL classroom is an optimal environment for engendering this fear within learners. Similarly, the anxious STs also appear to be apprehensive about the evaluations of others (namely, their CIs and peers), avoid evaluative situations by remaining silent or speaking as less as possible, and expect that their communication attempts will be received poorly by the people listening to them speak. As prospective teachers, Jale and Yesim specifically described how they have already began to worry and feel "scared" about being negatively evaluated by their future students due to their self-perceived poor English performance. For instance, Jale stated she

worries her students may make fun of her English-speaking skills while Yesim has already began to worry about what she will do if her students correct errors she makes in the classroom. Both of the STs expressed their helplessness in how to cope with such fears, which they believe trigger their feelings of language teacher anxiety.

6.3.2 Worrying about not being understood when speaking

"I get anxious if I think the instructor can't understand me. I become embarrassed. I start mixing up sentences. I form sentences with parts missing. I can't say some words. Then, I try to think of another word, but can't. Everything just gets muddled up."

Yesim

Closely related to their fear of negative evaluation, the anxious STs repeatedly pointed out that their feelings of anxiety are triggered when they worry the people listening to them speak English are having trouble understanding what they are attempting to say. Specifically, Jale, Yesim, and Ceyda explained it was during the first year of the SLTEP that they initially noticed the anxiety they would experience as they worried about whether their CI would be able to understand them during classroom discussions and interactions. To illustrate, Yesim complained she was "generally anxious all the time" whenever she had to speak during this time period while Jale stated she began to worry about how successful she would be at conversing with her CIs even before she enrolled in the SLTEP. Consequently, the STs feel they tended to avoid participating in class and would refrain from using English as much as possible to evade having to face such feelings of anxiety. Importantly, all four of the STs complained the anxiety they experience because of such concerns still continues to this day. For example, Ceyda explained how when speaking English, she feels stressed she has been unable to express herself; and consequently, has to keep rephrasing what she is trying to say while her feelings of anxiety leave her feeling more and more disorientated and distressed. Moreover, Jale complained she worries her ideas risk being ignored due to her self-perceived poor English-speaking skills, which makes her even more self-conscious while speaking English. As prospective teachers, Yesim and Berna believe their feelings of anxiety are likely to continue in their future classrooms as they worry how they will be able to meet the demands of their future students and profession while they still worry about being able to effectively convey meaning in English. Furthermore, all four of the STs expressed their frustration at not being able to express themselves as fluently and effortlessly in English as they do in their native tongue. Overall, the STs appear to worry they have trouble expressing themselves in English due to the limited control they have over the language, a kind of

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mismatch between their mature thoughts and opinions and immature control of the language, which triggers their feelings of language teacher anxiety. Interestingly, research on *learner* anxiety has also made similar observations (e.g., Horwitz et al. 1986; Horwitz, 2001), which are best summed up by Horwitz and her colleagues (1986) below:

> "Adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood. However, the situation when learning a FL stands in marked contrast. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language communication entails risk-taking and is necessarily problematic. Because complex and nonspontaneous mental operations are required to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic"(p.128)

Similarly, the anxious STs frequently pointed out that because their performance in Turkish is in stark contrast to their performance in English, they feel anxious when speaking English as they worry people will not be able to understand their communication attempts. Especially as prospective teachers, the STs appear to be even more self-conscious of such concerns as they worry about meeting the challenges and demands their future classrooms may present. Consequently, they also worry about how they will be perceived by others and end up panicking, which may either have an adverse effect over their performance in English or lead to their avoiding speaking English as much as possible.

6.3.3 Previous EFL experiences

"I still struggle with speaking. We had very little practice. 10-15% (of the class was devoted to speaking). This isn't much compared to the other skills. That's why I'm still anxious. To be honest, I still can't speak that well despite all these years. Nobody practiced speaking with us. That's how we learnt English. We didn't focus on speaking at all."

Berna

When talking about the reasons why they believe they experience feelings of language teacher anxiety, all four of the STs traced these feelings of anxiety back to their past experiences of learning English during primary school, middle school, high school, and even the English preparatory program at university. According to the STs, the main focus of their English lessons until the end of high school was on improving grammatical accuracy and developing English-reading skills through the use of multiple-choice tests. They explained

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the teacher would often conduct the entire lesson in Turkish and they can hardly ever remember speaking the language themselves. Similarly, English-listening and writing skills were also rarely practiced. This situation changed to a certain degree during the English preparatory program at university as the program focused also on improving English-writing and listening skills as well as grammatical accuracy and English-reading skills. Their instructors also began to use English much more in the classroom and encouraged students to do so themselves also (although the STs pointed out their instructors would allow them use Turkish if they needed to). Looking back on their past experiences of learning English, the STs complain that although they studied English for approximately ten years before starting their SLTEP, their English lessons did not focus on improving their English-speaking skills. Berna frequently expressed the frustration she experiences in that despite having spent years studying the language, she still struggles when speaking due to the fact that it was never prioritized throughout her primary and secondary education.

While the STs feel they became quite good at doing multiple-choice tests of English reading and grammar thanks to their previous EFL experiences, they also believe this focus on grammatical accuracy is now reflected in their performance in speaking and also, in some cases, writing English as they find themselves constantly worrying about maintaining grammatical accuracy in the language. This point was best summarized by Jale who commented that for her, speaking English was basically equal to taking a grammar exam. Specifically, Jale explained that because of the importance placed on grammar during her primary and secondary education, she finds herself constantly thinking she must not make grammatical errors when speaking and writing English, which she believes makes her feel "very anxious". Consequently, she ends up constantly scanning her sentences for errors when using English. When discussing why NNS teachers/STs are susceptible to feelings of anxiety, Horwitz (1996) also hypothesized that teachers/STs coming from educational backgrounds which emphasize grammatical accuracy are indeed likely to be more prone to such feelings of inadequacy, self-consciousness, and anxiety. From what the STs said during the interviews, it does in fact appear the emphasis on grammatical accuracy and the lack of focus on developing English-speaking skills during the STs' primary and secondary education have played an influential role in the STs' feelings of language teacher anxiety.

The STs also explained that the first time in their lives they had to rely solely on their English-speaking skills to express themselves was during the first year of their SLTEP,

which they found significantly challenging and worrying. Consequently, the STs recall they would often remain silent and keep their responses as short as possible due to their limited abilities and fragile confidence in speaking English. According to the STs, the courses during first two years of the SLTEP were mainly CI-centered lectures in which they mostly adopted a less demanding role of listening to their CI, reading their textbooks, and taking notes. However, whenever they were asked to contribute to the discussion at hand, they would be overcome with intense feelings of anxiety. As they progressed through the program, the demands and expectations of the program, courses and CIs continued to increase; however, the STs feel their English-speaking skills remained insufficient as their feelings of anxiety intensified. Importantly, Yesim and Ceyda complained that SLTEP courses such as "Oral Communication" and "Public Speaking and Oral Expression" which aimed to improve STs' English-speaking skills had not provided them with adequate opportunities to practice their speaking skills in spontaneous situations. Rather, the STs explained they would nearly always meticulously prepare and memorize what they needed to say during these tasks; and then, recite their performance from memory. They explained the reason they did this was because they felt threatened by the idea of speaking English spontaneously knowing that their performance would be evaluated by their CI to constitute an important part of their final grade for the course. Thus, although they would have preferred to have opportunities to practice speaking English spontaneously during these courses, they did not want to risk doing this in a situation in which they would be evaluated. Thus, all four of the STs stated they believe more could have been done to improve their English-speaking skills during their previous SLTEP courses also – a finding in-line with previous research on NNS STs indicating that one of the main priorities of NNS teachers/STs during their training programs is to improve their TL skills and proficiency (e.g., Berry, 1990; Murdoch, 1994; Lavender, 2002).

6.3.4 Perfectionist tendencies

> *"I try not to make any errors at all. I want to know English perfectly. So, I pay attention to not making errors. But, of course, one way or another I end up making errors. Then, I feel ashamed of myself."*
>
> *Ceyda*

Throughout the study, the STs expressed their struggles in living up to their self-set high – in some cases perfectionist – standards of performance in English. It was frequently noted that Jale, Yesim, and Ceyda used words such as "flawless", "the best possible", "beautiful", and

"perfect" when describing how they wanted their performance in English to be. Out of all the STs, Jale appeared to display perfectionist tendencies the most. For example, she expressed her "utter hatred" for making errors when speaking English and stated she gets very angry with herself whenever she makes even the slightest of errors. Under such immense pressure though, she complained she gets so panicky and anxious after making an error that she "loses control" of her command of English. Importantly, she expressed she cannot tolerate making errors even though she knows making errors is a normal part of SLL and explicitly stated she will never be satisfied with her performance until she has meets the standards she has set for herself. Jale's perfectionist tendencies were not only apparent in her insistence on preserving the grammatical purity of her English but also in her reactions to her grades. To illustrate, she described how she broke down into tears after the English proficiency exam in her first year in Cyprus despite having obtained a score high enough to complete the preparatory program. Furthermore, she explained she still often finds herself unsatisfied with the grades she obtains in her SLTEP courses even if she gets the highest grade in her class. Consequently, she reports feeling as though she does not study enough and is "not good enough". As a prospective teacher, Jale explained she equates being a teacher with "being flawless" despite knowing "humans can make mistakes". On the other hand, Yesim described her plans to travel abroad to an English-speaking country before initiating her teaching career to ensure she can return making "no grammatical errors at all" as a teacher. Furthermore, Yesim stated it is imperative that she eradicate the errors she currently makes while speaking English before she becomes a teacher as such errors are "unacceptable for a teacher" to make in front of her students. Also, Ceyda expressed how she wants to know English "flawlessly" and described how this causes her to feel embarrassed of the errors she makes, putting her under immense pressure when using English. Overall, the STs explained they find themselves even more anxious when using English while faced with such immense pressure and expectations. Thus, the STs stated that they believe even a single error is more than enough to ignite their feelings of anxiety – regardless of the nature of that error. This is to say that even the simplest of errors may be suffice to disorientate the ST such as the time Jale made the "she can has..." error while speaking in class. Importantly, the STs explained they are mostly unable to correct the many yet often "simple" errors they make when anxious as they appear to overreact to the nature of the errors they have made.

In their study with anxious pre-service teachers, Gregersen and Horwitz (2002) also found the anxious participants exhibited a number of perfectionist tendencies similar to those mentioned by the STs above such as being preoccupied with speaking English flawlessly, overreacting to the errors they made while speaking the TL, and worrying about being negatively evaluated by the people listening to them. Furthermore, Gregersen and Horwitz hypothesized that anxious FL learners with perfectionist tendencies may tend to avoid speaking English in class rather than face the possibility of making errors while speaking. It is interesting to note that the STs in the current study also frequently pointed out that they often remain silent in class or speak as little as possible to avoid making errors while speaking English.

It is also important to note that the STs' high self-expectations may have in fact been influenced by the attitudes towards English teachers of not only the people around them but also Turkish society in general. All four of the STs concurred that their friends, family, and society as a whole expect them as future English teachers to be expert users of English who speak the language as fluently as their native tongue and never make errors. For example, Jale and Berna explained how they feel their friends and family members seem ready to pounce on their weaknesses in English while demanding to know how they will ever be a teacher of the language. Thus, Jale stated that for her, speaking English in front of others is more like a test rather than a conversation. Similarly, Yesim and Ceyda explained they feel as though Turkish society in general expects English teachers to speak English as easily and effortlessly as a native speaker. All four of the STs stated that under such tremendous pressure to be "flawless", they find their feelings of anxiety in the language are intensified. It is also possible that the high self-expectations described earlier have been in fact influenced and engendered over the years by such attitudes. Surrounded by such attitudes throughout their SLL experience, the STs may have also been unconsciously forced to set similar expectations of themselves as prospective teachers.

It is also important to remember that previous research has indicated the cultural background and societal attitudes of NNS teachers may affect the level of anxiety experienced. For example, Canessa (2004), who studied the feelings of anxiety of NNS teachers from the US, Argentina, and Taiwan, found that the teachers from a Taiwanese background were actually more anxious than their counterparts from the US and Argentina. The researcher believed the high expectations Taiwanese society holds for English teachers may have intensified the

participants' feelings of anxiety. Thus, it is possible the attitudes of the people around the STs in the current study have led the STs to set their own high expectations for performance in English as well as fed their feelings of anxiety.

6.3.5 Current lack of opportunities to practice English-speaking skills

> *"I've never spoken English on the phone before. I've never had English-speaking friends either. I think things like this affect my speaking skills a lot. This is why I'm anxious speaking English. All the stress and panic are because of not speaking English regularly enough. Then, when someone does ask you to speak, you just freeze. You can't think of the words you need."*

Yesim

When discussing why they believe they experience feelings of anxiety in English, all four of the STs traced their anxiety to their current lack of opportunities to practice speaking English. According to the STs, as they do not have many opportunities to speak English in their day-to-day lives, they can find themselves overcome with feelings of anxiety whenever they are in situations in which they have to speak the language. All of the STs agreed that nearly the only opportunity they have to speak English is during their SLTEP courses as they have no non-Turkish-speaking friends or acquaintances. However, although the STs speak English during these courses, their main aim during class is to learn about and discuss issues related to language teaching and learning rather than focus on improving their English-speaking skills. Furthermore, the STs explained that each ST has a limited number of opportunities to speak during any given class as the majority of each class-hour generally has to be used by the CI to present the material at hand. Importantly, Berna also pointed out that even when they have opportunities to speak in class, they generally speak about issues related to the content of their courses. However, Berna believes such experiences are very different from having practical day-to-day experience in speaking English, an area which Berna believes both she and her fellow STs greatly lack practice in. Thus, due to their limited opportunities to practice speaking English, the STs believe they experience debilitative feelings of anxiety whenever they find themselves in a situation in which they have to express themselves. To illustrate, Ceyda explained how she often avoids her CIs out of class not to have to engage in a conversation in English with them due to her feelings of anxiety even though she is aware this further limits the amount of practice she gets in speaking English. Recent research on *learner* FLA has interestingly also indicated that learners who

have a higher frequency of TL use and more socialization in the TL experience lower levels of FLA (Dewaele, Petrides, and Furnham, 2008).

Although the STs complained about their lack of opportunities to speak English, they also admitted that whenever their CI divides the class into pairs/small groups to discuss what they are covering in class or complete a given task, they always speak in Turkish amongst themselves as they feel "weird" speaking to each other in English, which indicates they lack the initiative to make the most of the few opportunities which they have.

It is also important to note that when the STs discussed the *effects* of their anxiety, they all stated that from the very first year of the SLTEP, they have refrained from speaking English as much as possible and also, at times, attempt to keep their utterances as short as possible due to their feelings of anxiety when speaking English. Specifically, the STs explained they often find themselves even sitting quietly in class despite feeling they have something to contribute to the discussion at hand. Thus, it appears the effect of their anxiety is in fact feeding the source of their anxiety which, in turn, feeds their feelings of anxiety too as the STs, feeling anxious in speaking English, avoid speaking English as much as possible, limiting their opportunities to practice and improve their English-speaking skills. Having limited opportunities to practice speaking English, the STs are then overcome by feelings of anxiety whenever they are in situations which require they speak the language.

6.4 What aspects/experiences of the teacher training program do the student teachers believe engender feelings of language teacher anxiety?

Up until this point, I have presented how the STs believe their feelings of anxiety affect their performance in the TL and also the sources to which the STs trace their feelings of anxiety. However, throughout the interviews, the anxious STs also identified a number of aspects of their experiences in the SLTEP which they feel trigger their debilitative feelings of anxiety: the content of their courses, the behaviors and attitudes of their CIs, the behaviors of their peers, and the realization that they will soon be teachers of the language.

6.4.1 The content of their training courses

"The texts the CI would give us were really hard. No one could understand them. He would have us paraphrase what we had just read from these texts. We had trouble understanding (the text) anyway and now you have to paraphrase it. That's when the problems started. He'd always ask me too. I'd just freeze up. Everyone would be calm

and try to answer by saying a couple of words. They'd say at least a sentence. But, I wouldn't be able to say anything. I'd just freeze."

<div align="right">*Yesim*</div>

When discussing factors which trigger their feelings of anxiety, Jale, Yesim, and Berna explained that certain aspects of their courses can intensify or, in some cases, ease their anxiety. As the STs started their SLTEP, all four of them worried about how challenging their courses would be, whether they would be able to meet the demands of their courses, and whether they would be able to follow lectures. Under such pressure, the first few months of the program were quite challenging for the STs, especially until they got to know each other and also their CIs. However, even after they had settled into their program, they generally continued to experience feelings of anxiety when they had to speak in class. According to Jale and Yesim, these feelings of anxiety were made more severe when they perceived the content of their courses to be "abstract", "challenging", or "difficult". In such circumstances, Jale and Yesim believe their feelings of anxiety were intensified as they struggled to express themselves. In other words, the content of the courses could in fact intensify the feelings of anxiety experienced by the STs, especially during the first two years of the SLTEP when the content was perceived as being challenging and abstract or the English used in their textbooks appeared to be above their current level. Specifically, Jale explained that when she felt the content of the SLTEP courses in the first two years was too challenging and difficult, she would become so anxious that she would opt to remain silent and refrain from participating in class. Similarly, Yesim explained how she would "freeze up" when she felt the course content was too difficult, as can be seen in the extract above. In fact, Yesim complained that as her courses got harder and her troubles continued to increase in the second year of the SLTEP, she began to question her proficiency level in English, developing a strong sense of inadequacy in the language.

Comparable findings were reported by Lee and Lew (2001), which indicated graduate NNS TESOL students in the US also experienced similar feelings of anxiety when participating in class discussions on challenging topics related to their courses. Furthermore, when we look to the literature on *learner* anxiety, Steinberg and Horwitz's (1986) study indicated anxious learners find it more challenging to elaborate upon interpretations. Jale and Berna also stressed they feel less anxious; and thus, are more likely to participate in class when they have something "concrete" to work off of such as a textbook or handout. Conversely, making interpretations and having to rely on personal input when speaking in class was seen as a

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more anxiety-inducing situation which they would likely feel threatened by. Keeping Steinberg and Horwitz's findings in mind, it is not surprising to see some of the anxious STs experienced similar feelings of anxiety when having to actively engage with material they perceived as being abstract and challenging.

6.4.2 The behaviors and attitudes of their course instructors

> *"He told my friend not to speak like a pilot. That just made me even more afraid. I can still remember it to this day. It just made me even more anxious. So, I started to participate even less."*
>
> *Jale*

Apart from the content of their courses, the STs also traced their feelings of anxiety to their CIs' behaviors and attitudes. Throughout the interviews, a number of specific behaviors of CIs which the STs felt triggered their feelings of anxiety were frequently brought up. First and foremost, it appears the CI calling directly on the STs in class is one of the most anxiety-inducing experiences for the STs and in the most severe cases, leaves them unable to respond at all. To illustrate, Ceyda described how she would begin to sweat and feel as though she had been scalded with hot water when her CI would call on her directly to answer a question he had posed to the class. Consequently, Ceyda explained her "mind would go blank" as her feelings of anxiety set in. To avoid this, she would often sit in the back row of class and avoid making eye contact with the CI. Similarly, Yesim explained how she would freeze up and be unable to utter even a single sentence when her CI would call on her during the first year of the SLTEP. Furthermore, Yesim described how her feelings of anxiety would further intensify when the CI would appear indifferent to her anxiety and keep urging her to speak when she was obviously unable to continue, leaving her feeling "trapped", "afraid", and "exhausted". Due to her fear of being singled out by the CI like this, Yesim feels her anxiety would begin to set in even before class started as she would dread going to class. Jale also mentioned that during the first year of the SLTEP, her fear of being called on directly in class by the CI would leave her feeling "extremely anxious", shatter her already fragile confidence in English, and leave her unable to even speak. Secondly, the STs appear to be sensitive to the comments their CIs make about their performance in English. For example, Jale explained she began to avoid speaking in class at all costs after her CI criticized one of her peer's pronunciation skills as sounding like an airline pilot's while another CI's "harsh" comments and warnings during her presentations would also intensify her feelings of anxiety. During these presentations, her CI would also take extensive notes, which would cause Jale

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to worry about what she had said wrong and increase her feelings of self-consciousness in English.

However, the STs also noted that while some of their CIs' behaviors engender their feelings of anxiety, other CIs would do everything they could to help STs feel comfortable, relaxed, and secure in class. It appears that for the STs, knowing the CI would provide them with assistance, or scaffold their communication attempts, is very influential in their coping with their feelings of anxiety in speaking English. For instance, Berna explained how the warm and supportive environment her CI created in class by giving STs ample time to prepare and by providing them with assistance when they needed it while speaking would be very encouraging and motivating for STs. Yesim also mentioned similar examples when describing her CI in the first year of the SLTEP who she believes strived to make STs feel at ease by telling jokes to motivate them and speaking slowly and clearly. Yesim also described how it is important her CIs are aware of STs potential feelings of anxiety when using English. Specifically, she believes CIs should not put STs on the spot by asking them direct and unexpected questions in class. Instead, she believes CIs should direct their questions to the whole class while allocating time for the STs to think over their responses. Similarly, Ceyda also said she would prefer for her CIs to direct their questions at the whole class rather than singling out individual STs. Interestingly, Ceyda also commented that CIs should pay attention to *what* STs are saying rather than focusing merely on the grammatical accuracy of the language used.

In terms of attitudes, the STs frequently expressed they are much more likely to participate in class with CIs who are "friendly", "warm", "open", "considerate", "patient", and "informal". For example, Jale explained how the only time she would "risk making a fool" of herself during the first year of the SLTEP was with a CI who she trusted and considered to be a close aide. With the encouragement of this CI, Jale believes she was able to build up some self-confidence in English and participate more in these classes. On the other hand, the STs explained they are more likely to remain silent when in the presence of more "formal", "authoritarian", and "hard to please" CIs for fear of making errors in front of them. Specifically, Yesim explained how she would be overcome with intense feelings of anxiety and be left unable to continue talking as her CI constantly "fired" the question "Why?" at her as she struggled to express herself. Jale explained she felt like she was being burnt by hot

water when a CI, who she perceived as being "authoritarian" and "formal", mentioned the number of grammatical errors in her term project.

Research on *learner* anxiety has also pointed out that anxious learners are particularly sensitive to their teacher's demeanors, attitudes, and behaviors – recommendations which are also relevant to the discussion at hand. Anxious learners appear to be especially conscious of how their teachers react to them and to the class and researchers have recommended teachers strive to be supportive, non-judgmental, fair, and considerate of their students (Palacios, 1998). The fear of being "put on the spot" has also been found to be influential in learners' feelings of anxiety (Young, 1992; Liu, 2006) and was also one of the most frequently expressed concerns of the STs in the current study. Furthermore, the recommendation of Horwitz et al. (1986) that teachers be cautious in how they correct learner errors as the way errors are corrected can either engender feelings of anxiety or help create a classroom environment of trust and empathy also appear to be relevant to the current findings as the STs appear to closely observe how their CIs react to errors in language usage when deciding whether or not to participate in class discussions. Specific measures which can be taken by SLTEPs and CIs to help STs combat, and hopefully overcome, their feelings of language teacher anxiety before they complete their training are further elaborated on later in chapter seven.

6.4.3 The behaviors of their fellow student teachers

> *"Whenever I'd mispronounce something, I'd hear them laughing or imitating me. So, I wouldn't want to speak anymore. There was also another group that could speak English really well. I'd feel weird in front of them. They could speak well, I couldn't. So, I'd think it was best to just stay silent."*

> *Ceyda*

The STs also brought up the behaviors of their peers as a factor influencing the feelings of anxiety they experience. Interestingly however, while some STs explained their peers helped them in coping with their feelings of anxiety, other STs explained they experienced feelings of anxiety specifically because of the behaviors of some of their peers. For example, Yesim and Berna explained that as they feel their anxiety begin to grow while speaking English, their peers often strive to help them remain calm as they nod and smile encouragingly at them. Specifically, Yesim explained she is able to remain calmer and less worried when speaking English in class thanks to the close and supportive relationships she has with her peers. Yesim believes since most of her peers are aware of the anxiety she experiences while

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speaking English, they strive to help her remain calm by smiling encouragingly when she looks to them for support.

On the other hand, Jale and Ceyda appeared to be exceptionally conscious of speaking English in front of their peers and listed a number of specific behaviors and attitudes they believe trigger their feelings of anxiety. Firstly, they both frequently pointed out that their fellow STs often laugh at them and whisper amongst themselves whenever they make the slightest error speaking English, triggering their feelings of self-consciousness and anxiety. To illustrate, Jale complained she "felt afraid" of the "horrible things" her peers would say behind her back about the errors she made while speaking English, creating a "tense" classroom atmosphere. Consequently, Jale explained she often refrains from speaking and participating in class when these STs are present. Ultimately, she often cannot wait for such classes to end even though she typically enjoys her courses. Importantly, Jale even stated she experiences anxiety in English because of the actions and attitudes of her peers more than she does because of her CIs of SLTEP courses. Ceyda also reported similar experiences. However, according to Ceyda, apart from STs who mock her English, another group of STs also trigger her feelings of anxiety since she believes this group of STs speaks English much more fluently than she does. Thus, Ceyda feels very self-conscious when she has to speak English in front of these STs and often finds herself remaining silent as much as possible in class. Interestingly however, Ceyda also reported the complete opposite situation when describing her experiences during her oral presentations in the second year of the SLTEP. During these presentations, Ceyda's peers would often smile encouragingly, which she believes kept her motivated and focused throughout the presentation. Thus, Ceyda was able to vividly describe how her peers could either help her cope with her feelings of anxiety when speaking English or significantly make her anxiety much more intense. Overall however, both Jale and Ceyda agreed they would feel much less anxious if it were not for the disruptive behaviors and disturbing attitudes of some of their fellow STs.

6.4.4. Realization of the fact that they are soon-to-be teachers of the language

> "When I started to take the methodology course, I became more anxious. Before, I just felt like a student. I never felt like a teacher, so I didn't worry as much about my English-speaking skills. Others in class couldn't speak that well either. But, when I reached my second year and I began to think about becoming a teacher, that's when it sank in."

> *Ceyda*

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Although the STs acknowledged they have experienced feelings of anxiety to a certain degree ever since the beginning of the first year of the SLTEP, all four of the STs stressed that their feelings of anxiety intensified as they reached the end of the second year and began to study their first ELT methodology course. It was during this course that the STs first began to realize they will soon be teachers of English when they complete their SLTEP. As this realization began to settle in, the STs began to view the anxiety and related difficulties they experience in English from a whole new perspective. Therefore, all four of the STs agreed that as the focus of their SLTEP shifted to more practical issued related to FL teaching such as classroom management, testing, lesson planning, evaluation, and pedagogy, their feelings of anxiety in using English intensified. For example, Berna explained that during the first two years of the program, she had never considered herself to be a prospective teacher of English. Instead, she perceived herself as just being "a normal university student". Therefore, Berna explains that although she was aware she would often make errors and struggle while speaking English, she viewed making errors as a normal and acceptable aspect of SLL. However, as the focus of her SLTE courses began to concentrate on issues related to teaching English, Berna suddenly realized she herself would soon be a teacher of English; and consequently, she began to question how she could ever be a teacher of the language while she still struggles to use it herself, triggering a strong sense of anxiety within her. Similar experiences were also described by Jale, Yesim, and Ceyda. For Jale, Ceyda, and Yesim who were already very self-conscious and worried about the challenges they experienced in English, the emergence of their methodology courses only served to further intensify their feelings of anxiety. Suddenly, they began to associate the notion of making errors in English with the possibility of making language errors in front of their future students in the classroom, which they often described as their "greatest fear" or "worst possible case scenario". Furthermore, although these STs were already worried about being negatively evaluated by the people around them because of the errors they made when using English, the fact that they would soon be teachers of the language made the errors they made even more unacceptable in their eyes. Faced with higher expectations than ever before, it can be said that the STs' feelings of anxiety were further intensified with the emergence of their courses which focused on improving STs' pedagogical knowledge. In her seminal study on teacher FL anxiety, Horwitz (1996) also hypothesized that feelings of FL anxiety could be engendered in even the most confident of language learners as it is one thing to say one is a

speaker of a language while it is an entirely different thing to position oneself as a teacher of that language. The findings of the current study certainly do support this notion as all of the STs concurred that as they began to perceive themselves as soon-to-be teachers of English, their feelings of anxiety in using the language sharply increased.

Furthermore, throughout the study, the STs also pointed out that the people around them in their everyday lives, i.e., Turkish society in general, have high expectations of English teachers, expecting them to be expert users of the language and assume the role of authority in the classroom. Overall, all of the STs frequently noted that they are often ridiculed by the people around them – even their family and closest friends – when they make simple errors, are unable to immediately recall the meanings of vocabulary items, or struggle to speak the language. To illustrate, Yesim explained how family friends visiting her family often ask her to speak in English for them to listen, but when she is unable to do so, she finds herself being asked questions about what kind of teacher she will be. On the other hand, Ceyda described how she feels pressured by the fact that the people around her expect her to speak English as well as a native speaker and to never make even the slightest of grammatical errors. Similar findings were recorded by Canessa (2004) who found that NNS teachers from backgrounds which hold teachers to high standards generally experience more severe feelings of anxiety. In short, all of the STs concurred that Turkish people widely believe English teachers should be able to speak the language effortlessly and have a firm grasp of the language they teach. Under such pressure, the anxious STs explained that they often find themselves wondering how they will ever be able to meet such lofty demands and expectations, which appears to further intensify their feelings of inadequacy, self-consciousness, and anxiety in English.

To conclude, throughout the study the STs traced their feelings of anxiety to a number of sources, some of which were directly related to their experiences in the SLTEP. Furthermore, all of the anxious STs believe their anxiety has a negative effect on their performance in English. While this would be sufficient enough for teacher educators to consider how to tackle STs' feelings of language teacher anxiety before the completion of their training, the STs also explained how they believe their approach to teaching English may be affected due to their anxiety. While Horwitz's (1996) findings suggested teachers' feelings of anxiety may have a profound negative impact on FL education, the current study is the first of its kind in that it explores how STs themselves believe their feelings of anxiety will affect their future teaching practices.

6.5 How do the student teachers believe their feelings of language teacher anxiety may affect their approach to teaching English in their future teaching careers?

"I'd probably have to stick entirely to my lesson plan. I'd be more comfortable with students who knew very little English. But, if I had students who knew English well, I'd have to be really careful with classroom materials to make as few errors as possible. I'd also try not to speak that much in class. My friend told me that during a lesson she taught during her practicum, she was teaching in a class of young children, so she thought the kids wouldn't know that much English. But then, this girl asked her in English which page they were on. This really surprised my friend as she'd thought they wouldn't know how to speak English. When I heard this story, I started to think what I would've done if this had happened to me. I would've panicked."

Jale

During the later stages of the study, the STs expressed how they believe their feelings of anxiety in using English may affect their approach to teaching EFL in their future teaching career. First and foremost, all four of the STs pointed out they do not believe they will feel prepared to teach English as soon as they have completed their SLTEP. Due to their feelings of inadequacy and anxiety in English, the STs explained they are considering postponing the initiation of their teaching careers until they have bettered their proficiency and especially their English-speaking skills. This is to say that despite having been learning English for the last approximately 14 years and being trained as EFL teachers for the last four of these years, the STs do not believe they will be confident enough in English to actually teach it. Consequently, all of the STs described their desire to travel to and live in an English-speaking country after completing their SLTEP to improve their English proficiency and speaking skills as well as gain some much needed self-confidence in the language as the first most important step of a long-term plan to keep improving their English proficiency. Although it would be a wonderful experience for each NNS ST completing their SLTEP to have the opportunity to live within the TL-speaking community for an extended period of time, it is hardly a practical solution to the issues in English experienced by anxious STs. Newly licensed teachers are most probably going to have trouble finding the necessary funding to finance such an endeavor (which was brought up by the STs in this study) – not to mention other practical issues, such as visas, work permits, and family ties. Therefore, although all the STs expressed their desire to travel to English-speaking countries to gain the practice and confidence they believe they crucially lack in the language before initiating their active teaching careers, it is questionable how many recently graduated NNS teachers will

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actually have the opportunity to do so. Regardless of whether such a plan is feasible or not, it is also important to consider why these STs' feelings of inadequacy and anxiety in English are not addressed during their four-year SLTEP. Throughout the duration of these four years of study, the STs invest a significant amount of time, effort, and money into their education. Indeed, Berna expressed her frustration that she does not feel ready to begin teaching yet despite being able to complete her SLTEP coursework without any noteworthy difficulty. However, despite having made such admirable efforts, the STs are completing their SLTEP without having gained the confidence they need to readily initiate their active teaching careers, which raises serious questions as to whether the program meets the needs of its enrolled STs.

While discussing how they believe their feelings of anxiety may specifically affect their approach to teaching EFL, all four of the STs also concurred they will need to extensively plan out their lessons to the very last detail and closely study each material they use in class beforehand. In fact, the STs explained they will also need to meticulously plan out even the sentences they use when speaking English, conducting their lessons, giving instructions, and providing feedback for fear of making an error or getting stuck mid-utterance in front of their future students. Specifically, the STs stressed they would need to closely study each material before using it in class to prevent themselves from "panicking" when faced with their students' questions and being prone to making language errors. To illustrate, Jale described how she will have to "keep materials used in class under my(her) control" for her "greatest fear" is making errors in front of her future students while Yesim stated she feels "panicky" when she thinks about how she will manage to conduct her future lessons in English. Consequently, the STs explained they would need to construct and practice beforehand even the precise utterances they intend to use in front of their future learners. In other words, it appears the STs aim to maintain a tight control over the English used in their future classrooms due to their fears of unexpected language usage and being prone to making errors in the classroom. Such an approach to teaching the language would likely significantly reduce the amount of free language used in the classroom, greatly limiting their learners' exposure to spontaneous English. It is also important to consider how realistic an approach this is to teaching the language as having to plan out each lesson so extensively to the degree that one would have to even prepare the precise utterances to be used in the classroom is likely to be a considerable blow to teachers' job and life satisfaction in the long run. Under

such immense pressure, it is even more likely that one would simply opt to use the TL less in the classroom, especially in contexts where the teacher and learners share the same native tongue. Similarly, Jale, Yesim, and Ceyda pointed out they believe they would be less likely to use language-intensive speaking-based classroom activities until they have overcome their feelings of anxiety to reduce the pressure they would feel under in the classroom. Instead, they said they would try to use more "paper-based" approaches to teaching the language, such as using handouts. Specifically, Jale stated that she believes she will "try not to speak that much in class" to reduce the risk of her making errors in front of her students, especially if they are higher-level learners while Yesim explained that using handouts instead of lecturing would reduce the pressure on her and help her feel more "relaxed and secure" in the classroom. Furthermore, Ceyda stated the only way she would feel comfortable and "less stressed" speaking in class would be if she could memorize what she had to say. However, as pointed out by Horwitz (1996), the teacher is generally the main source of input of English in the classroom, especially in the EFL context. Thus, such an approach to teaching the language would likely have a significant impact on both the quantity and quality of English that learners are exposed to. In fact, Berna even went as far as to say that she believes she would be a much more effective teacher if she did not have to worry so much about such concerns. Moreover, it is also likely the learners would be able to pick up on their teacher's uneasiness and anxiety in using the language — a point made by Horwitz (1996). Having a teacher who constantly avoids using the language as much as possible in the classroom could easily lead to similar feelings of anxiety being engendered in the learners themselves. This is to say that from what the STs explained during the interviews, it appears the STs believe their feelings of anxiety are likely to have a considerable negative impact on how they approach teaching English in their future classrooms.

As demonstrated earlier in chapter three, the wealth of literature on FLA mostly focuses on anxiety experienced by learners while relatively very few studies focus on language anxiety experienced by teachers/STs. It is also important to note that in many of the FLA studies conducted with teacher/ST participants, the researchers did not focus on the fact that their participants were teachers/STs of the language (e.g., Gregersen and Horwitz, 2002; Rodriguez and Abreu, 2003). Therefore, the potential effects language teacher anxiety may have on FL instruction were not investigated in these studies, leaving even fewer studies for the current findings to be compared with. Horwitz (1996) is one of the studies which did

investigate how teacher/ST language anxiety may affect FL instruction and did so by administering the TFLAS to the participants. Interestingly, comparable findings were recorded as Horwitz reported that the anxious participants were less likely to use language-intensive classroom activities and techniques even if they had previously rated them as conducive to FL teaching/learning. Although both Canessa (2004) and Tseng (2005) both found by using the TFLAS that NNS teachers experience noteworthy levels of language anxiety, neither recorded any relationship between the participants anxiety levels and pedagogical preferences. The current study is the first of its kind in that it investigates how the STs believe their feelings of anxiety in using English may affect their approach to teaching English through the use of extensive interviews, and the points brought forward by the anxious STs are certainly reminiscent of Horwitz's (1996) findings as the STs mentioned a number of ways in which they believe their teaching performance will be negatively affected due to their feelings of anxiety. When these potential negative impacts of language teacher anxiety on FL education are considered, it is paramount that teacher educators consider how to address this challenge before STs complete their training programs.

6.6 Summary

In this chapter, I have discussed each of the four research questions of the study. Specifically, based on the stories of each ST, I have attempted to identify what the STs perceive to be the effects and sources of their feelings of language teacher anxiety. In the next chapter, I conclude the thesis while also presenting the implications of these findings for SLTE.

Chapter Seven: Implications and Conclusions

7.1 Introduction

The interview quotes given at the beginning of chapter one were the main source of motivation for the current study. In these quotes, it appeared the STs suffered from feelings of anxiety to the degree that these feelings would likely have a debilitative effect over both their performance in English as well as their pedagogical performance in the FL classroom. Thus, the aim of the current study was to investigate how anxious NNS STs believe their feelings of language teacher anxiety affect their performance in the TL and their approach to teaching it. To that end, I conducted extensive interviews with a group of STs over the course of a whole academic semester (roughly five months) to explore their feelings of anxiety and also what kind of role they believe these feelings may play in their day-to-day and future experiences with English.

The findings of the current study strongly indicate the STs believe their feelings of language teacher anxiety may have a significant debilitative effect on their performance in English as well as on their approach to teaching English. The specific effects of language teacher anxiety explained by the STs were elaborated upon in the previous chapters. Briefly, all four of the STs complained that they believe the effects of their anxiety are most severe when speaking English although three of the STs also believe they, at times, experience similar feelings and effects when writing in the language, albeit to a lesser degree. Furthermore, apart from planning to postpone the initiation of their teaching careers, it appears the STs would also likely restrict the amount of spontaneous English and language intensive teaching/learning activities they use in the classroom due to their feelings of language teacher anxiety. In other words, the findings of this study appear to support the negative impacts of anxiety on FL education which were hypothesized and recorded by Horwitz (1996) in one of the first studies on NNS teachers/STs' feelings of anxiety. However, the current study is the first of its kind in that it explored this phenomenon by utilizing extensive interviews with a group of STs as they approach the end of their SLTEP rather than relying on the TFLAS or FLCAS to simply measure the level of language anxiety experienced by the participants.

Throughout the interviews, the STs traced their feelings of anxiety to a number of sources and triggering factors, such as a fear of negative evaluation and appearing foolish, worrying that people will not be able to understand what they are saying, their past experiences of

learning English, their current lack of opportunities to practice speaking English, and perfectionist tendencies. Apart from these, the STs also traced the sources of their feelings of anxiety to a number of aspects of their SLTEP such as the content of their SLTEP courses, the attitudes and behaviors of their CIs and peers, and their gradual realization throughout their training that they will soon be teachers of English. From what the STs said throughout the interviews, it appears there is much that we could do as teacher educators to help our STs make the transition from ST to teacher as smoothly as possible and hopefully eradicate any feelings of language teacher anxiety they may harbor before the initiation of their teaching careers. Based on the findings of the current study, I will now discuss the implications the study carries for SLTEPs. However, it is important to note at this point that the implications to be made in the following section of this chapter are not generalizations that can be applied to other cases as it cannot be claimed that the four participants in the current study are representative of the whole student teacher population in Northern Cyprus.

7.2 Implications for teacher training programs

When the potential negative effects of anxiety elaborated upon by the STs in this study are kept in mind, it is clear SLTEPs need to help STs combat their feelings of language teacher anxiety before they complete their teacher training. At this point, I would like to recommend a specific plan which consists of two parts: (1) recognition and (2) response. First, teacher educators must recognize that NNS STs are quite likely to experience increasing levels of language teacher anxiety as they near the end of their SLTEP and start of their professional teaching careers. From time to time, teacher educators should counsel STs in regard to their emotional response to the challenges they may be currently experiencing as well as the challenges which lay ahead. Specifically, STs should be advised that it is not unheard of for STs in their position to experience feelings of inadequacy, self-consciousness, and/or anxiety when communicating in English with people they know, their peers, their CIs, or in their future classrooms with their students. STs need to be made aware that they are not alone in their potential feelings of anxiety. According to Philips (1992), the realization that others experience similar debilitating feelings can help individuals to cope with their feelings of anxiety. Recognition, therefore—at both the individual and institutional levels—is the essential first step.

Second, SLTEPs should help STs respond in appropriate ways to their feelings of anxiety. Horwitz (1996) suggested a number of ways for reducing FL teaching anxiety, which are

relevant to the current discussion. A number of these methods can be applied by the teachers themselves while some are of a more institutional level. Firstly, Horwitz recommends that teachers set realistic expectations for their TL proficiency and performance and acknowledge and appreciate their achievements in the TL. It is quite easy for STs to get caught up in unrealistic debilitative notions such as they should be able to speak and use the TL as effortlessly and comfortably as they do their native language and that as teachers, only a perfect performance in the TL is acceptable. Horwitz points out that especially when teachers/STs come from a cultural and educational background emphasizing grammatical accuracy and perfect pronunciation, STs may be even more prone to feelings of anxiety. While it would be highly desirable for every ST to be able to use the TL as effortlessly and stress-free as they do their native tongue, such cases can be considerably rare and difficult to achieve. Therefore, it is paramount that teacher educators help STs appreciate what they have already accomplished in the TL while setting realistic and achievable standards/goals for their current and future TL performance. Furthermore, Horwitz recommends that teachers/STs be aware of feelings of culture shock they may have experienced in their past and present experiences since these negative feelings may "bring a negative orientation toward TL use back into the classroom" (page 369). Moreover, Horwitz stresses the importance of teacher educators being supportive of teachers/STs in their possible struggles with feelings of language anxiety to ensure they develop confidence in the TL. As a technique for dealing with anxiety which teachers/STs can employ themselves when the need be, Horwitz advises teachers/STs to become familiar with relaxation techniques, such as imagining speaking well when faced with difficulties in the classroom, deep-breathing, and progressive relaxation exercises. Furthermore, increasing one's awareness of the SLL process and developing a plan to continuously improve TL proficiency are also put forward as methods for alleviating anxiety.

Throughout the current study, the STs elaborated upon their feelings of language teacher anxiety. From what they said, it appears there is much that we can do as teacher educators to help alleviate STs' anxiety:

1. Forming study groups to provide STs with extra assistance.
2. Monitoring how we approach STs as teacher educators/CIs.
3. Encouraging feelings of cooperation and empathy amongst STs.
4. Providing STs with ample opportunities to practice the TL.

5. Providing STs with ample opportunities to practice teaching the TL.
6. Reconsidering how the TL is taught in the primary and secondary education system.
7. Helping STs set realistic and achievable goals and self-expectations.

Firstly, from the interviews conducted with STs, it appears the content of their SLTEP courses triggers the STs feelings of language teacher anxiety. Specifically, when the STs perceive the content of a course or textbook to be "challenging", "abstract", or "above their current level", they find it increasingly difficult to comprehend the material and express their own points of view simultaneously, especially during the first two years of the SLTEP. Thus, when this experience is repeated and frequent, STs may find themselves experiencing feelings of chronic anxiety with effects paralleling those of anxious FL *learners* whenever they have to speak in these classes. In fact, in some cases in the current study, these feelings of anxiety would begin to set in even before the class had started. To address STs' potential feelings of anxiety in such courses, SLTEPs may consider forming small study groups in which STs who feel they need extra practice can come together to discuss what is covered in class both beforehand and also/or after each week's class. Volunteering STs at more advanced stages of the program could also join such groups to 'lead' these study sessions. As STs in this study's context typically enroll into the program straight out of high school, they are generally hungry for gaining some practical experience before completing their program to enter the work field with as much experience as possible. Thus, in my opinion, STs in the later stages of the course would be willing to lead such sessions. Lastly, although one might expect STs to form such study groups themselves if they are having trouble in certain courses, throughout the study it appeared anxious STs mostly lacked the initiative to take the necessary measures to help themselves perhaps because of being embarrassed about approaching their peers to ask for assistance. Therefore, it may be necessary for SLTEPs or teacher educators themselves to take the first step in forming such study groups.

Furthermore, all of the STs concurred that they feel much more comfortable, secure, willing to participate, and relaxed when they work in groups with other STs in class, especially during presentations and speaking in front of others. According to the STs, having partners to work with reduces the workload and amount of time they have to spend individually speaking English in front of others, which reduces the pressure they feel under when speaking. Also, the STs reported that knowing they have someone who may step in and assist them if they are overcome by feelings of anxiety while speaking English helps them feel

more secure. Recent research on *learner* anxiety has also indicated that anxious language learners feel the least anxious while working in pairs or groups (e.g., Liu, 2006; Dewaele, Petrides, & Furnham, 2008). Thus, allowing STs to form their own groups while working in class (especially when the task involves speaking English in front of others) appears to be an effective strategy to alleviate anxious STs' feelings of language teacher anxiety.

Second, the STs frequently pointed out that particular behaviors and attitudes of their CI could engender feelings of anxiety. As described in the previous chapters, the way CIs conduct class, ask questions, and respond to STs appear to be influential in the STs' feelings of language teacher anxiety. It goes without saying that CIs should always try to refrain from using harsh comments in class, especially when directly commenting on ST performance. In fact, Jale and Ceyda described how they stopped participating in class entirely after their CI's comments on one of their peer's English-speaking skills. Particularly, how CIs react to ST language errors also appeared to be influential. Formal, authoritarian remarks on student performance with a specific focus on grammatical accuracy appear to trigger the STs' feelings of language anxiety. When we look to literature on *learner* anxiety, we find suggestions made by researchers for how FL teachers can monitor their behaviors and responses to help anxious learners feel more at ease, which also appear to be relevant to the discussion at hand. For example, Price (1991) recommended "giving students more positive reinforcement, and helping them to develop more realistic expectations of themselves by letting them know that they were not supposed to be fluent or have a perfect accent after two semesters" (p.107). Similarly, Young (1991) suggested language teachers try to be more friendly, relaxed, and patient as well as emphasizing to anxious learners that making errors is a normal part of SLL and that it is important teachers do not overreact to learner errors. Furthermore, Young recommends FL teachers reward successful communication attempts to point out "there is more to language learning than just grammar rules and forms" (p.432). Clearly, many of these recommendations appear to be closely related to the concerns the STs expressed about their interactions with their CIs in the previous chapters. By adopting similar strategies and familiarizing themselves with the findings and recommendations of the research on learner anxiety, it appears SLTE CIs could help ease the feelings of language teacher anxiety experienced by STs.

Third, three of the STs pointed to their peers' behaviors as another source of anxiety. According to these STs, they would often worry about making errors in front of their fellow

STs; and consequently, being made fun of, mocked, or laughed at. Such feelings of confrontation and competition amongst STs enrolled within the same SLTEP are unlikely to be beneficial to ST development. NNS STs enrolled in SLTEPs within EFL contexts already have very limited opportunities to practice English in their everyday lives. Thus, it is essential STs are able to make the most of the limited opportunities they do have to practice speaking the language. However, if such negative feelings are present within SLTEPs, STs who may already be very self-conscious about their English speaking skills are less likely to speak English in front of or with their peers. Therefore, SLTEPs and teacher educators must strive to replace the feelings of confrontation and competition amongst their STs with feelings of cooperation, trust, support, and empathy.

Fourth, STs traced the feelings of anxiety they experience in speaking English to their lack of opportunities to practice their English-speaking skills. As the SLTEP is located in an EFL context, the STs explained that the only opportunities they have to speak English are during their SLTEP courses. Research on anxious *learners* has indicated that spending extended time overseas in a TL-speaking context can improve TL self-confidence (e.g., Matsuda & Gobel, 2004). Similarly, the STs expressed an interest in traveling abroad to an English-speaking country to improve their TL-speaking skills and self-confidence in the TL; however, they were unsure whether they would have the opportunity to do this due to financial concerns. Furthermore, none of the STs reported having any non-Turkish speaking friends and all of the STs concurred that they speak Turkish amongst themselves at all times even when their CIs ask them to discuss the issues related to their courses in pairs/small groups during class. Thus, generally the only time the STs actually speak English is in class when conversing with their CIs or responding to a question that the CI has posed to the class. However, such opportunities are also quite restricted as the STs explained most of their courses can tend to be lecture-based with the CI doing most of the talking; and consequently, each ST has a considerably limited amount of time to speak in any given class at best. Furthermore, the STs explained that speaking in class about an issue related to the discussion at hand is quite the different experience from speaking out-of-class in day-to-day interactions – an area which the STs believed they were very weak in.

While the STs in the current study were required to take a number of courses specifically aiming to improve their English proficiency and academic language skills during the first two years of the SLTEP, the remainder of their SLTEP courses focuses on issues related to FL

teaching and SLL. Especially during the last two years of the program, the primary focus of their training shifts entirely onto such issues. Thus, the STs felt their English-speaking skills have remained very limited due to the fact that they do not have many opportunities to practice the skill. Consequently, the anxious STs traced their feelings of anxiety in speaking the language to their limited opportunities to actually practice the skill. According to the anxious STs, they felt that if they had more opportunities to practice speaking English, they would eventually be more likely to overcome the feelings of anxiety they experience when they have to speak in the language. To that end, Jale, Yesim, and Ceyda described how they had for some time been considering setting up a kind of 'speaking club', in which STs enrolled in the SLTEP would come together at a certain time every week to practice speaking English with one another. The STs explained that during this 'speaking hour/club', every ST who attended would be expected to speak English with his/her peers on any kind of subject they wanted in a supportive, friendly, and understanding environment. Furthermore, these STs explained they had approached a number of their CIs with this idea who expressed their support for such a group/club and offered to also attend these meetings to help STs in their strive to improve their English-speaking skills and importantly their self-confidence in the language. However, despite such a promising start, the STs complained these plans have never come to bear fruit as they have been unable to convene even a single meeting, which is another sign that although the anxious STs appear to be eager to take measures overcome their feelings of anxiety, they often lack the initiative to take the necessary measures to turn these ideas into realities. Recent research on *learner* anxiety has also indicated that anxious learners tend to feel less and less anxious about speaking the target language with increasing exposure to oral English (e.g., Liu, 2006). Therefore, it appears it may be necessary that SLTEPs and teacher educators themselves take the first step in ensuring STs have adequate opportunities to improve their English-speaking skills and overall language proficiency throughout the duration of their SLTEP.

As described in chapter two, past research on NNS teachers/STs has indicated that although they value improving their pedagogical skills during their SLTEP, NNS STs' in EFL contexts main priority during their SLTEP is to improve their English proficiency (e.g., Berry, 1990; Lavender, 2002; Murdoch, 1994). Similarly, the STs participating in the current study also valued improving their teaching skills, but expressed their dismay that they believed their lack of opportunities to practice speaking English may ultimately have a negative impact on

how they teach the language in their future careers. Therefore, the current study recommends that SLTEPs, especially those positioned within an EFL context similar to the one in this study, consider taking the necessary precautions to help STs improve their self-confidence in English before they complete their training. SLTEPs may wish to consider Pasternak and Bailey's (2004) Continua of TL Proficiency and Professional Preparation model (which was described in chapter two) when considering the balance between the importance placed on developing pedagogical skills compared to the time and effort dedicated to improving TL skills and proficiency. Specifically, SLTEPs may approach improving STs' proficiency from two perspectives. Firstly, SLTEPs may wish to focus on improving ST proficiency by incorporating tasks on developing language proficiency with tasks on expanding pedagogical competence into a single cohesive task (see, Cullen, 1994; 2002). On the other hand, SLTEPs may wish to focus on improving STs' English proficiency by using tasks specific to TL development independently from all other aspects of the SLTEP (see, Barnes, 2002; Lee, 2004). Regardless of the approach SLTEPs choose, the comments of the anxious STs in the current study indicate it is vital that SLTEPs take the necessary measures to address STs' feelings of anxiety prior to the completion of their SLTEP.

Fifth, while the STs gladly pointed out their belief that their SLTEP courses will have provided them with a strong theoretical foundation in FL teaching by the time they complete the program, they also expressed their concern that they will have had very few opportunities to apply their theoretical knowledge into real-life teaching practice. For example, apart from a handful of microteaching sessions during the third year and a very limited number of practice teachings in the fourth year of the SLTEP, the STs in the current study complained they believe they will not have gained enough practical teaching experience to enter the FL classroom confidently when they complete the program. It is also important to bear in mind that all of the STs in the current context typically enroll in the SLTEP straight out of high school; and thus, have no practical teaching experience prior to the program. Furthermore, during the course of the study, the third year STs (Jale, Yesim, and Ceyda) found out that their microteaching sessions had been canceled by their CI due to a lack of time, even further limiting their opportunities to gain practical teaching experience before the completion of the SLTEP. Thus, Jale, Yesim, and Ceyda worried how they would be able to overcome their feelings of anxiety in teaching English without getting adequate opportunities to practice teaching the language during their SLTEP. In fact, Yesim went as far as to question whether

their CI had canceled the microteaching because he believed the STs would not be able to actually teach the language. On the other hand, Berna, who was in the fourth year of the program and participated in her teaching practicum throughout the duration of the study, pointed out that she would have preferred to have had many more opportunities to teach the language in real-life classrooms than the two teaching sessions she did conduct. While the practicum lasted for four months, STs only taught two sessions (one lasting ten minutes and the other forty) and spent the remainder of the practicum only observing a real-life teacher. When it is kept in mind that the STs typically enroll in the program straight out of high school with no practical teaching experience, the microteaching sessions and teaching practicum are two vital opportunities for STs to gain some practical teaching experience prior to completing their SLTEP. For the anxious STs in the current study, their limited teaching experience appeared to only intensify the feelings of anxiety they already experienced in English. Therefore, such SLTEPs may consider providing STs with as many opportunities as possible to conduct microteachings and real-life teaching sessions during the later years of their training. For example, the current SLTEP could consider sending STs to observe real-life classrooms during the third year of the program instead of during the fourth year so that the practicum in the last year of the program could be entirely devoted to having STs conduct more teaching sessions themselves. In terms of microteachings, Berna had an interesting proposition in that she suggested STs be allowed to conduct microteachings much more regularly throughout their methodology courses in a system similar to science classes which have a 'lab component'. As a science student needs to participate in a number of practical lab sessions throughout the duration of a science course, Berna proposed that STs be required to conduct microteachings in their own 'lab component' of their methodology courses. Recent research on the experiences of NNS STs has also proposed enhancing and increasing the field experience component of SLTEPs (e.g., Park, 2012). By gaining as much practical teaching experience as possible before starting their active teaching careers, the STs believe their self-confidence in English and their ability to teach the language could be boosted before they enter the FL classroom upon their completion of the program.

Sixth, all of the STs who participated in the current study were critical of their SLL experiences prior to university. According to the STs, their past experiences of learning English during these years were mostly paper-based and focused almost exclusively on grammar and reading skills while the more productive skills (writing and speaking) were

almost completely ignored. Interestingly, many STs directly traced the feelings of anxiety they experience in English back to their earlier experiences of learning English. Although all of the STs had studied English for at least ten years before starting their SLTEP (the last three of which were almost entirely devoted to studying English), the STs could hardly remember having to speak English at all before they enrolled in the SLTEP. Once enrolled in the SLTEP, the STs suddenly found themselves expected to express themselves in English, which they found immensely challenging and, more often than not, anxiety-inducing. These feelings were only made more severe for the STs once it began to sink in that they would soon be teachers of the language. Although more easily said than done, profound changes need to be made to the way English is taught during the primary and secondary education system of Turkey and Northern Cyprus so that learners are able to improve their speaking (and writing) skills more during these years of study. However, such a change would require a major shift in state policy in FL education.

Lastly, but perhaps most importantly, SLTEPs need to help STs set realistic expectations for their performance in English, a recommendation also made by Horwitz (1996). The STs participating in this study often expressed the frustration they experience when they have trouble living up to their self-set expectations as well as the expectations of society and the people around them. Specifically, it appears the STs harbor unrealistically high expectations and perfectionist tendencies when it comes to their TL performance while they also feel society expects them, as teachers of the language, to be expert users of English, a kind of 'walking-talking dictionary', and the voice of authority in the EFL classroom. They often expressed their desire for their English to be "perfect", "flawless", "free of errors", and "beautiful" and their hatred and fear of making errors no matter how simple they may be. On the other hand, society and even their family and friends – the people who have known them their whole lives and are closest to them – often expect them to know every word they may hear during a song, film, or class and be able to speak the language as effortlessly as their native tongue. Consequently, the STs traced their feelings of anxiety to not being able to live up to these unrealistically high expectations. This is actually not that surprising as research on *learner* anxiety has also indicated that learners with unrealistic beliefs about language learning time and again experience anxiety when they find themselves struggling to meet these expectations (e.g., Horwitz, 1988; Young, 1991). Furthermore, Canessa (2004) also concluded that NNS teachers from cultural backgrounds which hold their EFL teachers to

high expectations experience more severe feelings of language anxiety. As put by Young (1991), anxiety often results when there is a clash between beliefs/expectations and reality. Therefore, it is imperative that SLTEPs address these beliefs and expectations frequently throughout the duration of the program and help STs set realistic and achievable goals to accomplish. It may be that STs have based these expectations on a limited amount of knowledge of SLA and SLL and have never actually challenged their sometimes irrational beliefs about how languages are learned. As mentioned before, Horwitz (1996) also stressed the importance of helping anxious NNS teachers/STs set realistic goals for their performance in the TL as well as encouraging teachers/STs to allow themselves to rejoice in what they have already achieved in the language.

Furthermore, the "native-speaker" norm has been challenged and mostly replaced by the realization that the majority of uses of English takes place in contexts in which it serves as a lingua franca (Llurda, 2004; Moussu & Llurda, 2008; Seidlhofer, 2001). In other words, the notion of native speakers' "ownership of English" has been called into question. However, around the world most teachers' awareness of such shifts in perspective remains limited. Making NNS STs aware of such developments of English as a lingua franca (ELF) in the field of TEFL could increase their TL self-confidence and their confidence in their abilities to be competent teachers of the TL as they may begin to perceive themselves as "competent and authoritative users of ELF" (Seidlhofer, 2001, p. 152) rather than 'deficient lifelong learners' of the TL. Also, STs need to be made aware that thanks to NNS teachers like themselves, their future students learn an international variety of English (i.e., ELF); and thus, gain a better understanding of the wide range of English language usage (Modiano, 2005).

Therefore, it is paramount that SLTEPs set aside time and effort to address STs' own and as well as society's beliefs and expectations of EFL teachers periodically throughout the duration of their program. Having STs reflect on such issues, either in one-to-one sessions with their CIs or within groups, could show STs that others also struggle with similar issues from time to time. Thus, it could be reassuring for STs to see they are not alone in the feelings they experience when struggling to live up to what they expect from themselves and also what they feel society expects from them as teachers.

7.3 Limitations of the current study and recommendations for further research

Although this study was successful in producing evidence about teacher foreign language anxiety, several limitations to the study must be noted. Firstly, the study included only four STs as participants. It is certainly possible that other student teachers in the same or different contexts could have different reactions. However, there were significant similarities among the STs and the comments reported in this study are clearly familiar to researchers and teacher educators familiar with the literature on foreign language anxiety. Furthermore, the student teachers were asked to provide self-reports. It is important to bear in mind that as self-report data may be biased, such data have a limited validity.

This study focused on non-native student teachers' experiences of language anxiety in an EFL teacher education program in Cyprus. Future studies may wish to include a larger number of participants in the same or different contexts. The effects of teacher language anxiety on the teaching of specific language skills such as reading, writing, speaking or listening could also be examined. As elaborated upon in chapter four, in the current study, classroom observations could not be utilized as a research tool; however, future studies may opt to employ classroom observations with anxious teachers to investigate the effects teacher foreign language anxiety on pedagogical performance and preferences.

7.4 Summary

Over the last two and a half decades, much research has been conducted on FLA. Through such research efforts we have learnt very much, begun to comprehend the complex construct of FL anxiety better than ever before, and devised multiple teaching approaches and techniques for alleviating anxiety in the FL classroom. However, as stressed throughout the study, while considerable research has been conducted on *learner* anxiety, language teacher anxiety remains a relatively unexplored phenomenon. Indeed, after Horwitz et al. (1986) conducted their seminal study on FLA and introduced the FLCAS to the field, many researchers set out to explore the relationship between FLA and FL learning. However, Horwitz's (1996) pioneering study on *teacher* FLA and her introduction of the TFLAS did not have the same effect as her 1986 study on learner anxiety. Although a sound case can be made as to why NNS teachers/STs are, in fact, also susceptible to feelings of FL anxiety, this relationship has not been investigated by SLA researchers. In chapter three, I elaborated on my own speculations as to why Horwitz's (1996) study was not followed up with more

empirical research. Briefly, as the issue of NNS teachers/STs' feelings of anxiety conceivably is a sensitive issue for many NNS professionals, NNS teachers/STs coming forward and acknowledging their feelings of language anxiety may have been too controversial a topic for the world of ELT at a time during which NNS professionals had yet to gain the strong voice within the field that they possess today. It can be recalled that Medgyes' research on NNS teachers was also not followed up with further empirical research until years later for similar reasons (see, Braine, 2010). Regardless of the reasons why, the fact remains that very little is known about the concept of language teacher anxiety. However, the few studies that do exist (e.g., Canessa, 2004; Horwitz, 1996; Kunt and Tum, 2010; Tseng, 2005; Wood, 1999) indicate that NNS teachers/STs experience debilitative feelings of anxiety in English to the degree that may undesirably affect their performance in the TL as well as their approach to teaching it. For this reason, it is essential that further research be conducted on language teacher anxiety. All of the studies conducted so far have focused on teachers and STs of English. However, it would be interesting to see whether or not similar feelings are experienced by teachers/STs of other languages. Also, all of the studies mentioned above have relied mostly on the use of the TFLAS and FLCAS when investigating teachers/STs' feelings of anxiety. The current study is the first of its kind in that it employed the use of extensive interviews in investigating STs' feelings of language teacher anxiety as they approach the end of their teacher training programs. The replication of similar studies in various other contexts could also help further our understanding of this under-researched phenomenon. Moreover, while it was decided that observations would not be suitable for the current study (for reasons described earlier in chapter four), observing anxious teachers and STs teaching in the FL classroom would add a new perspective to our understanding of language teacher anxiety. When the potential negative effects of language teacher anxiety on FL education are considered, it is clear that every effort needs to be made to better our understanding of this burden for teachers and STs.

Going back to the interview quotes at the beginning of chapter one and also considering the findings of the current study, it is clear that such feelings of anxiety potentially have a negative impact over NNS STs' performance in English as well as how they plan to approach teaching the language in the future professional careers. However, there is also much that we can do as teacher educators to help ease the transition made from ST to teacher of English. The current study is the first of its kind in that it investigated the feelings of language teacher

anxiety as experienced by NNS STs themselves over the duration approximately five months. Its findings, however, in no way should be interpreted as an indication that NNS teachers are less capable of teaching English. On the contrary, NNS teachers posses a number of unique advantages in teaching the language (see, Cook, 1999) and are every bit as able to teach English as any native speaker. The sole aim of the study has been to draw attention to the struggles anxious NNS STs may experience as prospective teachers of English and to our responsibility as teacher educators to help STs cope with, and eventually, beat their feelings of language teacher anxiety before they complete their SLTEPs and begin their journey as NNS teachers of the language. It is again our responsibility as teacher educators and trainers to ensure that STs complete their SLTEPs optimistic about having a productive career in the field of FL education, free of the burden that is language teacher anxiety.

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Appendix 1

<div align="center">INFORMATION LETTER</div>

Title: A study of student teachers' feelings of language teacher anxiety.

Conducted By: Danyal Oztas Tum: Telephone: +900392 22 36786; e-mail: danyaloztastum@hotmail.com

> David Block (supervisor) Of the Institute of Education: *Department/ Office;* Faculty
> of Children and Learning. Telephone:02076126711

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with the Institute of Education or METU NCC. To do so simply tell the researcher you wish to stop participation. The researcher will provide you with a copy of this consent for your records.

The purpose of this study is to investigate whether non-native foreign language student teachers in Cyprus experience feelings of language teacher anxiety and examine the effects and sources of any such feelings. Although much research has been conducted on *learner* anxiety, little is known about the feelings of anxiety experienced by student teachers. It is hoped that the current study will increase knowledge, and help guide teacher educators' approach to teacher training. Please help by participating in the research of this study.

If you agree to be in this study, we will ask you to do the following things:

- Participate in a short interview every month for the duration of the current academic semester. By the end of the study, each participant would likely participate in around six interviews. Participants will also be asked to keep a brief weekly log of their experiences during their teacher training.

Total estimated time to participate in each interview is approximately 60 (sixty) minutes.

Risks of being in the study:

- The risk associated with this study is no greater than everyday life.
- Participation will be kept strictly confidential: no identifying information will be included in the interviews and the data collected will be kept securely with the investigators and will not be shared with any third parties.

Benefits of being in the study:

- Apart from being an interesting experience, there are no benefits for participation in this study. However, the findings of the study will be shared with you after the study has been completed if you wish them to be.

Compensation:

- There is no compensation for participating in this study.

Confidentiality and Privacy Protections:

- Your participation will be kept strictly confidential: no identifying information will be included.
- You will be allowed to provide information at your own leisure within a time frame at any location you see fit.
- You may skip over a question if you are uncomfortable answering it in the interviews by saying 'pass' or 'stop'.
- The research data will be kept in a file cabinet in a locked room in my own residence. Any electronic information will be kept on my personal computer that only I have access to.
- The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate you with it, or with your participation in any study.

The records of this study will be stored securely and kept confidential. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

Contacts and Questions:

If you have any questions about the study, please ask now. If you have questions later, want additional information, or wish to withdraw your participation, please contact me. My name, phone number, and e-mail are at the top of this page. You are also welcome to ask questions or talk about your experience participating in the study after the study has been completed. I also welcome your comments throughout the study.

You will be given a copy of this information to keep for your records.

Danyal Oztas Tum

Appendix 2

Danyal Oztas Tum

Institute of Education

University of London

Consent form

A Study of Student Teachers' Feelings of Foreign Language Anxiety

September 2011 – February 2012

I have read the information leaflet about the research. ☐ (please tick)

I agree to be interviewed ☐ (please tick)

Name _____

Signed _____   date _____

Researcher's name _____

Signed _____   date _____