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**A STUDY ON FOREIGN LANGUAGE TEACHING ANXIETY OF NON-  
NATIVE SPEAKERS**

**THESIS BY**

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## ÖZET

# ANA DİLİ İNGİLİZCE OLMAYANLARIN YABANCI DİL ÖĞRETME KAYGISI ÜZERİNE BİR ÇALIŞMA

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Bu araştırmanın temel amacı ana dili İngilizce olmayan okutmanlarda yabancı dil dinleme ve konuşma endişelerinin var olup olmadığını araştırmaktır. Aynı zamanda bu kaygıların okutmanların öz yeterlilikleriyle bir ilişkisi olup olmadığını ve bu kaygıların öğretmenlik deneyimi yılına göre farklılık gösterip göstermediği araştırılmıştır.

Araştırma verileri üç farklı üniversitede çalışan 100 okutmandan üç farklı anket aracılığıyla toplanmıştır. Araştırma Adıyaman Üniversitesi, Hasan Kalyoncu Üniversitesi ve Gaziantep Üniversitesi'nde yürütülmüştür.

Sonuçlar okutmanların orta seviyede yabancı dil dinleme ve konuşma kaygısına sahip olduğunu ve öz yeterlilikle konuşma kaygısı arasında orta seviyede pozitif bir korelasyon olduğunu ortaya koymuştur. Okutmanların yabancı dil dinleme ve konuşma kaygılarının ise öğretmenlik deneyimi yılına göre farklılık göstermediği bulunmuştur.

**Anahtar kelimeler:** Yabancı Dil Dinleme Kaygısı, Yabancı Dil Konuşma Kaygısı, İletişim Kaygısı, Öz-Yeterlilik, Öğretmenlik Deneyimi Yılı

## **ABSTRACT**

### **A STUDY ON FOREIGN LANGUAGE TEACHING ANXIETY OF NON-NATIVE SPEAKERS**

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The main objective of this study is to investigate if non-native EFL instructors have foreign language listening and speaking anxiety. At the same time, if there is a relationship between these anxieties and self-efficacy of the instructors and if these anxieties differ according to years of teaching experience were investigated.

Research data was collected from 100 instructors working at three different universities by means of three different questionnaires. The study was conducted at Adiyaman University, Hasan Kalyoncu University and Gaziantep University.

The results revealed that the instructors had a moderate level of foreign language listening and speaking anxiety and there was a moderate positive correlation between self-efficacy and foreign language listening and speaking anxiety. It was also found that foreign language listening and speaking anxiety of the instructors didn't differ according to years of teaching experience.

**Key words:** Foreign Language Listening Anxiety, Foreign Language Speaking

Anxiety, Communication Apprehension, Self-Efficacy,

Years Of Teaching Experience.

## ABBREVIATIONS

- EFL** : English as a Foreign Language
- ESL** : English as a Second Language
- ELT** : English Language Teaching
- MA** : Master of Arts
- L2** : Second Language
- TOEFL** : Test of English as a Foreign Language
- IELTS** : International English Language Testing System
- YGS** : Yükseköğretime Giriş Sınavı
- KPSS** : Kamu Personeli Seçme Sınavı

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*To my father and mother,*

*Alibey and Kibar ÜNYILMAZ*

## CHAPTER 1

### 1. Introduction

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

These words may sound familiar to most of the non-native foreign language teachers and teacher candidates. No matter what subject we teach and how experienced we are, we, more or less, encounter with such difficult situations when we feel helpless and anxious in front of our students or colleagues. While we sometimes find ways to overcome this, most of the time we feel desperate and struggle with this situation. What should not be forgotten is that the anxiety that teachers feel during their teaching is as important as student anxiety.

As Horwitz (1996) says "it is one thing to say you speak a language; it is quite another to be a teacher of that language" (p.367). Accepting these words as a starting point, the relationship between foreign language listening anxiety, speaking anxiety and self-efficacy and the relationship between foreign language listening anxiety, speaking anxiety and years of teaching experience constitutes the main objectives of this study.

#### 1.1. Background of the Study

Foreign language anxiety has been an emotional milestone of language learning and teaching environment which is a benchmark for a successful and happy learning and teaching experience. For learners, it can impede their motivation and willingness to learn the subject area and engagement in activities, for teachers, it can make them seem "not competent enough" in his/her profession in their students' eyes and also it can make them feel and behave awkward while teaching, also a lack of satisfaction in their professional life.

Many approaches have been proposed toward foreign language anxiety of learners and teachers. To mention about the foreign language anxiety of teachers, Horwitz (1996) claims that non-native teachers invest considerable time, effort and motivation to learn the target language and this makes them to set up unrealistic performance and proficiency standards for them. Consequently, they feel uneasy and inadequate. If they are often exposed to such feelings, they easily develop chronic foreign language anxiety. In her article, to mention some of them, she offers that to overcome anxiety we should give ourselves permission to be less than perfect speakers of the target language, become more aware of the language learning process, imagine speaking well within the stresses of classroom teaching and make a plan to improve language proficiency. She also notes that the target language should be used in the classroom and teachers who have anxieties should seek in-service help.

Roach (1999) conducted on teacher assistants and undergraduate students in a southwestern university in his study and explained that instructors who have apprehension would choose to use communication less during class time which made them seem less approachable, competent, and knowledgeable and not interested in responding student concerns. In his study, he was interested in finding out “the influence of the teaching assistants’ communication apprehension, willingness to communicate and state communication anxiety in the university classroom” (p. 166). The students of teacher assistants were given surveys to reference their assistants and 823 students rated student affective and cognitive learning and ratings of teacher assistant instruction. He used PRCA instrument to measure teaching assistant communication apprehension. The result of the study showed that the anxiety level of teacher assistants increased in the classroom.

The notion of foreign language anxiety is not something new. The concern towards anxieties of teachers dates back to 1980s. Bernstein (1983) as a secondary level teacher himself, he explained his experiences with teaching anxiety in his essay, *Teaching Anxiety: A Personal View*. He confessed that he had teaching anxiety himself with his words: “I initially suffered with severe anxiety about teaching and I have never been completely free of it.” He talked about 10 teaching myths that teachers had which led anxiety. To give an example, “I must remain in the teacher role while I am teaching, even if that means suppressing spontaneous human responses”, “I can never allow

myself to be unsure, to admit I am wrong, ignorant, weak, vulnerable or humorous. I should never say ‘I don’t know’”, “I must include in my course everything about the subject matter” (p 6). For a solution for this kind of situation, he proposed some solutions. One of them was communication. Bernstein proposed that a discussion on teaching methods with other teachers would save a grief. Another solution was a visit to a colleague’s classroom to overcome isolation and competitiveness.

Strict assumptions also exist in the literature about the phenomenon of teaching anxiety and the future of the career. Gardner & Leak (1994) declares that teaching anxiety may become so severe that it could cost an instructor his/her academic career. In a similar study, Keavney & Sinclair (1978) also had found that teaching anxiety might have negative effects on these areas: survival in teaching profession, affective impact, achievement and coping styles.

Non-native teachers, as a group considered to be having problems related with foreign language learning and teaching also took the attention of the researchers because they are both a life-long student and teacher of English. As Horwitz (1996) says, being a non-native is sometimes regarded as a deficiency for teachers, which gives us a reason to change our direction from non-native EFL learners and to point our arrow at non-native teachers.

Naturally, speaking and listening becomes a very challenging competent for non-native EFL teachers, which makes us meet the term *communication apprehension*. Roach (1999) argues that “in a classroom context when an instructor has high communication apprehension or perhaps is unwilling to communicate, such apprehension suddenly becomes critically salient. A classroom context requires an instructor to communicate and to do so effectively. Instructor communication has significant influences on the teacher-student relationship, the classroom environment, and student learning” (p.166).

As for the link between experience and anxiety, Fuller (1969, 1977, as cited in Coates & Thoresen 1976, p. 161) declares that concerns of teachers is a developmental progression and divides it into three parts: a) pre-teaching phase which is characterized by non-concern, b) the beginning teacher phase (including student teaching). In this phase, the teachers are concerned with their own “self” and c) the later teaching phase.



Teachers are concerned with students, their educational growth and personal teaching performance. In his study with a group of 20 student teachers he did a counselling study with the help of two counselling psychologists. They both type recorded and transcribed the replies of the student teachers. The study found out that the student teachers had concerns with self-protection and self-adequacy and concern with their pupils in the early weeks of their teaching experiences. Additionally, in his article he summarized the other studies with early concerns of student teachers of other researchers and as he summarized in his study, they also found similar results regarding the first experiences and teaching concerns.

## **1.2. Statement of the Problem**

Anxieties related with foreign language learning and being able to use the language to communicate for the learners gained much attention in the literature. Many studies were conducted to understand, detect or find solutions to the problems of the learners. However, we cannot see the variety of the studies aiming at teachers because it still remains to be a neglected topic because of the assumption that if you are a teacher, you are the super controller of everything and you have a never-ending source of information in what you teach which is not theoretically possible especially if we talk about foreign language teaching. Horwitz (2000) puts this reality in front of us with her words, "to deny the reality of foreign language anxiety is illogical as well as insensitive to the experience and needs of many language learners and teachers" (p. 258).

As a foreign language instructor myself, I sometimes heard many of my colleagues stating that they fear of talking English or not being able to understand something talked as if they were giving me a secret. I encountered with the same situations when I started doing my master's degree. I heard my friends saying they felt anxious of speaking and making mistakes or not being able to understand what the other MA students would ask while they were making presentations in front of the other language teachers.

Knowing the reality that as language teachers we cannot find much time to practice our listening and speaking skills either while we prepare for the exams to be able to start teaching or other chores related to school and life and we start forgetting the skills we gained before, which results in anxieties related to listening and speaking, I

concluded that more studies should be done on foreign language teachers on their foreign language listening and speaking skills. As instructors are thought to be well enough to teach university level students, I decided to conduct a study on other non-native EFL instructors.

### **1.3. Purpose of the Study**

As discussed before, foreign language listening and speaking anxiety can still be a problem for non-native EFL instructors. If we take the extra work of the instructors at universities into account such as preparing for conferences and researches, it makes the situation worse for them.

Considering all these, this study aims to investigate the relationship between non-native EFL instructors' listening and speaking anxiety to see if it has an effect on the self- efficacy of the instructors and their years of teaching experience.

### **1.4. Significance of the Study**

As Horwitz (1996) says “while a mathematics or a history teacher can prepare the material necessary to a specific lesson, language teachers must always be ready to speak the language in front of the class” (p, 367) . These words puts the truth in front of us what we sometimes accept or don't want to accept. Being ready, well- prepared, able to answer our students easily and have a deep knowledge of what we teach is not always possible. The worry that we will be seen as a not-competent teacher in front of our students may lead us to be anxious and find ways to escape possible threatening situations such as strictly following a course-book, only teaching the areas that we know well, avoiding student questions and communicative activities in the classroom. In addition to all of these, having a low self-efficacy belief may naturally bring about the negative consequences for us.

Foreign language listening and speaking anxiety is a big phenomenon on its own because of its requiring to use a receptive, listening, and productive, speaking, skills in harmony with a good pronunciation and correct way in front of our colleagues and students. Yet, as non-native teachers, the fear of not understanding the speaker and missing points, or not finding words and completing sentences in a logical manner may

impede us in using these skills and make us feel uneasy with speaking in the target language.

Although foreign language anxiety and foreign language teaching anxiety are neglected topics, if we make a comparison with the other studies in ELT, some researchers thought on the issue of language learners (Horwitz & Young, 1991 as cited in Vogely, 1998); MacIntyre & Gardner, 1991; Zheng, 2008) and foreign language anxiety of student teachers (Bekleyen, 2009; Kunt & Tum, 2010; Kyriacou & Stephens, 1999; Manning and Payne, 1990; Merç, 2011; Ngidi & Sibaya, 2006; Tum, 2012; Oflaz, 2010; Usta, 2010).

However, not many tried to tackle the situation from in-service teachers' sides, especially instructors working at universities. The remarkable point here is that the number of studies investigating foreign language anxiety on EFL teachers is very limited. This lack of literature creates a reason for this study to investigate the effects of foreign language listening and speaking anxiety on non-native EFL teachers. Therefore, this subject is open to research to enlighten and help both pre-service and in-service teachers.

Taking self-efficacy and years of teaching variables into account, these subjects worth examining because as Gardner, Tremblay, & Masgoret (1997) declared, affective variables cannot be thought as working separately, but rather their relationships are complicated and need further work and the number of years spent in teaching is an anxiety provoking element Gardner & Leak (1994), which indicates that experience can also be an affective factor influencing teaching environment. All in all, studies showing the relationship between anxieties of teachers and years of experience of non-native EFL instructors in a Turkish context is not present which hopefully will make this study a worthy contribution to the literature.

Extra work carried on the instructors at universities has raised my sensitivity for concerning them as participants in this study for the reason that university teachers have unique prosperities in many ways that make the possibility of anxiety greater compared with most of the other professions (Kinman, Jones, & Kinman, 2006). Fish & Fraser (2001) and Gardner & Leak (1994) clarifies this stating that the demands placed of university professors cause anxiety because they have to both research and teach which

should make us think of this situation of the instructors at universities because indirectly we expect much from them and this may have a role in their developing anxiety and a low-self efficacy.

This study will also bring more awareness to the fact that if all problems related with teaching and self-thoughts accomplishes and finishes after graduation or, rather, persist in existing in instructors' academic life. The results of this study will also help Turkish educators think on their own situations and give more importance to in-service training and consultation for teachers/instructors to help them in their academic life.

### **1.5. Research Questions**

In this study, the following research questions will be addressed:

1. Do non-native EFL instructors' listening and speaking anxiety levels differ according to their years of teaching experience?
2. Is there a relationship between non-native EFL instructors' foreign language listening and speaking anxiety levels and their self-efficacy levels?

### **1.6. Limitations of the Study**

The participants in this study were chosen because they were accessible and close to reach. However, to make a generalization, more participants and more universities could have been involved in the study. Another point is that all the participants couldn't have been involved in the study from each university and semi-structured interviews were only conducted with volunteer instructors.

Due to time constraints, the instructors' proficiency levels in foreign language listening and speaking skills and how frequently they prefer to use listening and speaking skills were not explored.

Two means of data collection tools were used in this study. One was qualitative and the other was quantitative. More research tools such as classroom observation and video taking could have been used in the study because all the data based on the statements and perceptions of the instructors.

## **1.7. Operational Definitions**

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

**Foreign Language Listening Anxiety:** The feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language (MacIntyre & Gardner, 1994).

**Teaching Anxiety:** Teacher anxiety is the feeling experienced relevant to teaching activities involving the preparation and use of them Gardner and Leak (1994).

**Communication Apprehension:** They defined communication apprehension as Horwitz et al. (1986). They defined communication apprehension as experiencing a kind of shyness as a result of fear or anxiety about communicating with people.

**Self-efficacy:** “A teacher’s belief that he or she can reach even difficult students to help them learn, it appears to be one of the few personal characteristics of teacher that is correlated with student achievement” Hoy (2009 p.167-168).

## CHAPTER 2

### 2. INTRODUCTION

This chapter presents a review of the literature relevant to this study. First of all, foreign language anxiety, foreign language listening and speaking anxiety, and foreign language teaching anxiety will be identified based on the theoretical background in the literature. Then, studies on self- efficacy and teaching experience related with foreign language anxiety will be reviewed. Studies on the mentioned topics in the literature will also be discussed in this chapter.

#### 2.1. What Is Anxiety?

Many definitions have been proposed on anxiety by researchers in the literature. To mention some of these, anxiety has been defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983 as cited in Horwitz, 2001 p. 113). In another definition, it has been explained as “an abnormal and overwhelming sense of apprehension and fear often marked by psychological signs (as sweating, tension, an increased pulse), by doubt concerning the reality and nature of the threat and by self-doubt about one’s capacity to cope with it” (Hewitt, 2011 as cited in Yoon, 2012 p. 1100).

It has also been proposed that “the anxiety non-native speakers experience when learning and using a new language is not simply the manifestation of a general, personality trait of anxiety (i.e. predisposition to become anxious in a wide variety of situations) but rather a form of what psychologists describe as *specific anxiety reaction*: one specifically associated with L2 contexts” (Gardner, 1985; MacIntyre & Gardner, 1994; MacIntyre, 1990 as cited in Toth, 2011 p. 39).

#### 2.2. Types of Anxiety

Over the years, foreign language anxiety has been researched from different perspectives. To start with, two aspects of anxiety has been identified by Brown: *debilitating* and *facilitating anxiety*. Brown (1994) states that facilitative anxiety helps people to accomplish a task with its motivating effect, whereas debilitating anxiety has

the contrary effect. In the literature, it is mentioned that facilitative anxiety has a motivating effect on the learners.

To illustrate, Horwitz & Young (1991, as cited in Vogely, 1998) argues that facilitating anxiety is an encouraging type of anxiety while debilitating anxiety can have a negative effect on the learner's language learning process. Brown (1994) also adds that being a little anxious motivates a person to continue performing a task.

Another distinction of anxiety has been made by (Spielberger, 1983 as cited in MacIntyre & Gardner, 1991). These are trait, state and situational-specific anxiety. State anxiety can be described as a sense of uneasiness that may be experienced at a particular time before stressful situations such as before an exam. Another type of anxiety is trait anxiety which is the situation of a person's feeling anxious in any situation because of their personality. As for situational-specific anxiety, it happens in specific situations.

As for the relevance between language learning and situation-specific anxiety, the following studies can be indicated as an example. First of all, MacIntyre & Gardner (1991) states that this type of anxiety can be a result of the inadequate language knowledge of the learners. In addition, MacIntyre (1998) explains language anxiety as a situation-specific anxiety, and states that particular second/foreign language contexts that lead to anxiety should be included in researches on language anxiety.

### **2.3. Foreign Language Anxiety**

As long as humans are concerned, psychology will be an important part in our lives no matter what we do. If we observe our environment in school, we will see the tracks of psychological effect in everywhere e.g. our relationship with school staff and colleagues, our dialogues with students and making preparations to lecture are all a part of this effect.

Thus, foreign language anxiety has been one of the popular subjects on which different opinions have been given. It was defined by Horwitz, Horwitz, & Cope (1986) as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p.128). Thus, the hands of foreign language anxiety will always be on teachers' shoulders.

In addition, Horwitz (1996) explains the importance of language anxiety stating that even if it doesn't have an effect on language teaching, it seems to be a danger for the psychology and job satisfaction of foreign language teachers. That is actually gives us the reason why we should take it into account and consider it as a problem that is to be researched and it also explains how it is related with teaching and teachers.

Another definition comes from Brown (1994). He states that language learning is a complex process with the elements of affective domain that is as crucial as the elements of cognitive domain. The affective domain is associated with the emotions and feelings of human beings and it involves certain personality traits or qualities such as self-esteem, empathy and introversion. These statements also clarifies how language learning indirectly domains our emotional life. What we should be aware of is that language anxiety cannot be observed directly and with this invisible aspect, it may cause us problems.

A valuable contribution was made by Horwitz, et al. (1986) considering anxiety as comprising three components: communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension is defined as the fear experienced in oral communication (Horwitz et al. 1986). She explains the test anxiety as "a type of anxiety stemming from a fear of failure" (p. 129). The difference between fear of negative evaluation and test anxiety is that the first may occur in any social or evaluative context while the latter one is specific to testing situations (Horwitz et al., 1986)

Hurt (1978 as cited in Westwick, 2003) states that "a large number of communicative-apprehensive individuals become teachers" (p. 2). This makes the communication apprehension of teachers significant and worth further research.

McCroskey (1984, as cited in Westwick, 2003) tackles communication apprehension in three perspectives: trait-like communication apprehension, person-group communication apprehension and situational or state communication apprehension. In general, McCroskey (1984, as cited in Westwick, 2003) explains communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 2). Trait-like communication apprehension is "a relatively enduring, personality type orientation



toward a given mode of communication across a wide variety of context” (p. 4). According to him, person- group communication apprehension “represents the reaction of an individual to communication with a given individual or group of individuals across time” (p. 5). This means that the groups that the teachers give a speech may cause different levels of apprehension. While a teacher may feel comfortable when talking to their family, friends and colleagues, they may feel anxious when they lecture or give a speech at a seminar. This difference may be the result of a teacher’s feeling ready to lecture, preparing well before lecturing, lecturing the subject that he/she knows well or his/her gaining experience in lecturing.

Another definition to communication apprehension was made by Horwitz et al. (1986). They defined communication apprehension as experiencing a kind of shyness as a result of fear or anxiety about communicating with people.

### **2.3.1. Measuring Foreign Language Anxiety**

In evaluating foreign language anxiety, both qualitative and quantitative methods have been used to enable the validity and reliability of the results of the studies. The reason under this is that using more than one method of data enables triangulation of methods so that study gains more validity and the findings can be cross-checked with other studies (Bryman, 2001 as cited in Mousavi, 2007). Qualitative methods are consisted of diaries and interviews. Diaries are advantageous in learning the feelings of the participants while interviews can be directed to get particular information on chosen topics.

Scales are used for quantitative methods. The most commonly used scale is Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). Composed of 33 Likert-type items, it has three main components: communication apprehension, fear of negative evaluation and test anxiety.

Kim (2000) developed Foreign Language Listening Anxiety Scale (FLLAS). The scale was developed to measure the level of listening anxiety. The scale consisted of 33 items. Kim also used this scale in her study in 2005. 253 EFL university students participated in the study. The study found out that the students had listening anxiety both in and out of classroom environment.

The Foreign Language Speaking Anxiety Scale (FLSAS) was developed by Huang (2004). The scale consisted of two parts. The first one collected demographic data such as age, gender, time of starting to learn English, willingness to study English and experience of traveling abroad. The second part consisted of twenty-four items measuring speaking anxiety.

İpek (2006) also developed Foreign Language Teaching Anxiety Scale (FLTAS). It is a five-point Likert scale consisted of 26 items. The scale aims to measure the teaching anxiety of foreign language teachers.

Afterwards, Woodrow (2006) developed a Second Language Speaking Anxiety Scale (SLSAS). The instrument covered communication anxiety in and out of classroom teaching. It consisted of twelve items on a five-point Likert type scale.

Karakaya (2011) developed two scales for her study which were adapted from studies used in the literature before. The first one was EFL Teachers' Foreign Language Listening Anxiety Scale. It was a five-point Likert-type scale and consisted of 15 items. The other scale was EFL Teachers' Foreign Language Speaking Anxiety Scale which was also a five-point Likert-type scale and consisted of fifteen items.

In the literature, scales and questionnaires measuring teaching anxiety also exist. To illustrate, Payne and Manning (1990) developed Survey of Feelings about Teaching (SFAT). The survey consisted of 14 items with the aim of finding out the feelings of teachers toward teaching.

Some scales and questionnaires were also developed to assess the anxiety level of student teachers. To start with, Hart (1987) developed a Likert type seven-point Student Teacher Anxiety Scale (STAS) to measure student teacher anxiety related with classroom teaching.

Additionally, Horwitz (1996) prepared Teaching Foreign Language Anxiety Scale (TFLAS) questionnaire. This questionnaire was a five-point Likert type scale consisting of 19 items.

## **2.4. Foreign Language Listening and Speaking Anxiety**

Listening and speaking anxiety is an inevitable part of language learning. These skills are not only an important part of language learning, but they are also the components that show how successful the learner is at communicating in the target language. Some teachers also give an extra importance to these skills in their classrooms and make some oral examinations in their classes.

These skills have the disadvantage of requiring spontaneous replies. Unfortunately, the learners don't have much time to think on their answers as they do in writing or reading. Thus, we could say that listening and speaking skills, with this aspect, are the mirror of the actual foreign language ability and language learning reality. Adding the ego of the learners, the learners may want to avoid talking in the classroom thinking that they will be an entertainment subject for their classmates.

Zheng (2008) draws attention to the spontaneous aspect of communication and says that anxiety arousal can lead to freezing moments and this can impact the quality of communication output. He also states that completing oral tasks can make learners' anxiety levels increase. Zheng's article tackles second and foreign language learning anxiety in a critical review. The article tries to find an answer to how anxiety occurs in second and foreign language learning and if it is a main reason or an additional one for anxiety. The author also examines the possible causes and effects of language anxiety on a cognitive, curriculum and cultural perspective basis. Zheng (2008) concludes that "an understanding of language anxiety threshold will help learners and teachers to be aware of comfort level of students, so as to avoid harmful feelings of anxiety and carry out interventions whenever necessary to maximize learning" (p. 9). Additionally, studies handling anxiety might be a help for understanding language learning from their students' eyes.

However, what we miss is that, like learners, the teachers may also have similar concerns about their performances in the classroom. They also may be afraid of making pronunciation or grammatical mistakes in front of their students and even their colleagues. Misleadingly thinking that because they are teachers, they have to be correct and perfect all the time, they may not want to get caught and they may avoid using speaking and listening tasks in their lessons, use only the activities which have

transcripts, choose simple and short sentences to answer or worse avoid speaking in the target language in the classroom.

Roach (1999) states that communication skills have an effect on the success teacher assistants have in the classroom. A study conducted by Kim and Kim (2004, as cited in Merç, 2011) backs Roach's study up. They have found that student teachers found teaching English as anxiety provoking when they have to teach English through English when they were asked unexpected questions, when they taught speaking and listening. This situation also influences instructors as well. "An instructor who is unwilling to communicate presents a somber picture indeed" (Roach, 1999, p.168).

As recently the trend is to investigate skill-specific foreign language anxieties such as reading, writing, listening and speaking, this also constitutes a reason why listening and speaking foreign language anxiety have been chosen in this study.

To tackle the listening anxiety first, in a study consisted of four hundred and fifty-two students at a Japan university conducted by Kimura (2008) on foreign language learners from several departments of a university, the author wanted to investigate foreign language anxiety in line with social and interpersonal anxiety studies in the literature. Foreign Language Listening Anxiety Scale (FLLAS) was used in the study. Emotionality factor among worry and anticipatory fear found to be significantly different in terms of foreign language listening anxiety. Kimura stated that listening provoked anxiety in that listeners didn't have much control as speakers, writers or readers did. Additionally, in Bekleyen (2007, as cited in Bekleyen, 2009) listening was considered to be the most difficult skill to be acquired by ELT teacher candidates.

As for the twin part of listening, speaking has also been one of the subjects that the researchers considered most. Horwitz & Young (1991, as cited in Vogely, 1998) drives the attention to the fact that speaking the foreign language causes anxiety.

Woodrow's (2006) study also aimed at shading light on second language speaking anxiety of the learners and was implemented on 275 English for Academic Purposes students. The results showed that speaking anxiety was significantly correlated with oral achievement in a negative way and the most anxiety provoking factor for learners was talking with native speakers. Exploring the relationship between learners' oral performances and their foreign language speaking anxiety, the study revealed that

learners who had higher levels of speaking anxiety were less successful in oral communication (Woodrow, 2006).

A different view about speaking anxiety comes from (Carter & Nunan, 2002). They explain that we should first understand the nature of speaking as a separate skill in order to understand foreign language speaking anxiety. They state that there are certain stages in speaking; conceptualization, formulation, articulation and self-monitoring. First, the speech is planned; second, correct sentences and sound patterns are formulated. Later, the sentence is uttered by articulatory organs and, finally, the mistakes are checked and corrected by the speaker itself in a limited time period with an inner mind, a kind of self-monitoring.

In a study conducted by Balemir (2009), the sources of foreign language speaking anxiety and the relationship between proficiency levels and degree of foreign language speaking anxiety was investigated. The study was conducted on 234 students studying at Hacettepe University from different departments. A proficiency exam, a questionnaire, interviews and an adapted version of the Foreign Language Speaking Anxiety Scale (FLSAS) was used in the study. The study found out that the students had moderate level of foreign language speaking anxiety without any direct effect language proficiency. Additionally, teaching and testing procedures, personal reasons, fear of negative evaluation and certain linguistic difficulties played a role in foreign language speaking anxiety. In the light of these results, he commented that the complexity of communicative competence required learners to have four different types of competence along with specific features of speaking and this might make learners feel anxious in oral communication (Balemir, 2009).

There are also studies that considered foreign language listening and speaking anxiety of the teachers. To begin with, Horwitz (1996) states that although language it is expected from language teachers to have a very good understanding in target language, language learning is never complete and speaking their target language may cause uncomfortable moments for them.

A study implemented by Karakaya (2011) supports this. In her study which was implemented on 150 non-native foreign language instructors, she investigated whether the instructors' L2 learning contexts, English-speaking country experience, the length of

their teaching experience, and the institution they work at have an effect on their foreign language listening and speaking anxiety levels. She also wanted to find out EFL instructors' perceived competencies in teaching listening and speaking skills and other additional variables such as their undergraduate departments, their participation in graduate studies and in-service teacher training programs, the length of their teaching experience and also the institutions they work. How frequently the instructors use listening and speaking tasks in their lessons were also a subject of investigation. A semi-structured interview, EFL Teachers' Foreign Language Listening and Speaking Anxiety Scales and EFL Teachers' Teaching Listening and Speaking Scales were used as instruments in the study. The findings indicated that the instructors experienced moderate level of foreign language speaking and listening anxiety. L2 learning contexts, English-speaking country experience and instructors' length of teaching experience was found to have a significant effect on their listening and speaking anxiety levels. The relationship between foreign language anxiety levels and self-perceived competencies in teaching listening and speaking skills were found moderately negatively correlated. The frequency of using listening and speaking skills were found to be positively correlated.

In another study by Tanveer (2007), an experienced female ESL/EFL teacher stated that "when you feel somebody doesn't understand you, you need to improve your pronunciation within a second, which is often hard and stressful" (p.47). Tanveer's study tried to find an answer to the factors that language anxiety happen as a result of in and out of classroom environment regarding the social context. They study also suggested some strategies for dealing with anxiety. The study included twenty participants consisting of six EFL/ESL learners, three experienced ESL/FL teachers and eleven ESL/EFL practitioners. To gather the data, a semi-structured interview and focus-group discussion format were used. The results of the study indicated that speaking is the most anxiety provoking skill in L2. The study also indicated the results of language anxiety as follows: learners' self-thoughts, their cognitions about themselves, language learning difficulties, differences between mother tongue and target language, differences in social status of speakers and losing self-identity.

If a teacher is over concerned about their pronunciation and correctness in the classroom, the teacher will think of it as a performance test and he/she will understandably avoid speaking the language publicly. Teachers suffering higher levels

of foreign language anxiety will tend to use the target language less in the classroom. Horwitz (1996) adds “when language teachers are not comfortable using the target language, they may unconsciously choose instructional strategies that shield themselves from having to use the language publicly and actively” (p.366).

## **2.5. Student Teacher Anxiety**

As a step to a real teaching environment, student teacher experiences are as important as the experiences of in-service teachers. Foreign language and teaching anxiety of student teachers not only effect the self-efficacy of them, but also shapes the hopes, abilities and the self-thoughts of future teachers. If we keep in mind that the early experiences compose a milestone of the following teaching and classroom behaviors, researchers have shown an interest in studying student teacher anxieties as well.

Payne & Manning (1990) examined the effects of cognitive self-instructional procedures to diminish anxiety experienced by student teachers. 67 students enrolled in the study. Experimental, attention control or assessment control groups were formed in the study. Consisting of 14 items, The Survey of Feelings about Teaching (SFAT) which was developed by the researchers and Survey of Feelings about Tests were used in the study. The results found out that the mean scores of experimental group were significantly different from the other groups. Experimental group was found to have less anxiety levels than assessment and attention control groups. On the other hand, pre-test anxiety scores showed that all three groups had high levels of teaching anxiety.

Kyriacou & Stephens (1999) conducted a study to explore the concerns of student teachers during their teaching experiences. 13 student teachers attended in the study. The teacher candidates were interviewed six times and according to their results nine main areas of anxiety and three main areas of accomplishments were found out. In the study, nine main areas of anxiety were as followed: not being regarded as a teacher, dealing with disruptive behavior, becoming a disciplinarian, getting the teaching right, getting the planning right, teaching about sensitive issues, coping with a heavy workload, having too little preparatory teaching practice, and being assessed. Additionally, three main accomplishments were categorized in the study: taking responsibility, developing confidence and creating an orderly classroom.

Other researcher who were interested in examining student teacher anxieties were Ngidi & Sibaya (2003). They investigated to what extent student teachers experienced anxiety and if a relationship existed between student teachers' personality factors and anxiety levels regarding practice-teaching factors. The study also aimed at examining the interaction between the biographical variables (gender, age and grade placement) of students and practice-teaching related factors. The Student Teacher Anxiety Scale (STAS) consisting of 26 items aiming to investigate student teacher anxieties related to practice teaching and Eysenck Personality Questionnaire (EPQ) were used in the study. The results indicated that there was no significant difference among high, moderate and low anxiety groups. Gender and age were found to have a significant effect on evaluation, class control and an unsuccessful lesson. The study also found out that neurotic personality triggered anxiety related to professional preparation and an unsuccessful lesson. The study also indicated that younger male student teachers at primary schools had more anxiety than the ones in secondary schools. The anxiety sensed was also higher for females regardless of age and grade placement. Older female teachers found it more difficult to control a classroom and younger male student teachers at primary schools had more anxiety related to both an unsuccessful lesson and evaluation. In the light of these, the researchers suggested that more feedback should be given to the student teachers during their teaching experiences.

Another study that tackled the anxiety related problems of prospective teachers was conducted by Bekleyen (2009). She conducted a study on 71 teacher candidates from the department of ELT. The study aimed at finding out foreign language listening anxiety level of teacher candidates, the causes and anxiety on teacher candidates and if there was a correlation with foreign language listening anxiety and foreign language classroom anxiety. Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 33 items to test language anxiety was used in the study. Foreign Language Listening Anxiety Scale (FLLAS) which also consisted of 33 items was also used in the study. Additionally, background questionnaire to obtain demographic information, a semi-structured interview and final course grades were used in the study. The study revealed that teacher candidates had high levels of foreign language listening anxiety and the reason for listening to be the most anxiety provoking factor was that it wasn't given



importance in their former education and their finding it hard to understand spoken form of the words and some sentence structures.

Kunt & Tum (2010) investigated the effects of foreign language anxiety of student teachers who study in a university. Foreign Language Classroom Anxiety Scale and a number of open-ended questions were used in the study. The instrument yielded that the students had different levels of anxiety and different answers reflecting anxiety were given to the questionnaire. Student teachers also expressed that more speaking courses should be given to them at university.

To understand if a relationship exists among the perceived learning strategies that student teachers use with their interaction and monitoring anxiety, Usta (2010) conducted a study on 58 student teachers. The Motivation and Learning Strategies Scale and the Interaction and Monitoring Anxiety Scale were used in the study. The Motivation Scale consisted of 30 items and Learning Strategies Scale consisted of 50 items. Monitoring and Interaction Scale consisted of 27 items. The study revealed that student teachers used the strategies mentioned in the study such as self-reliance, help seeking and peer collaboration. The study also found that student teachers had a moderate level of interaction and monitoring anxiety. Additionally, monitoring anxiety scores were found to be higher than interaction anxiety scores.

Another research was interested in the sources of foreign language anxiety. In order to investigate the sources of foreign language anxiety experienced by Turkish student teachers Merç (2011) conducted a study. 150 student teachers from Anadolu University were involved in the study. Student teachers' diaries and semi-structured interviews were used to collect data. According to the results, six main categories of anxieties were found: students and class profiles, classroom management, teaching procedures, being observed, mentors and miscellaneous. The researcher made the comment that the student-prospective teacher relationships decided the level of anxiety experienced by prospective teachers. Classroom management and mentors were also stated as anxiety provoking factors.

Tum (2011) examined if student teachers had feelings of anxiety and inadequacy when using English. 126 student teachers took part in the study. TFLAS questionnaire, a five-point Likert type scale consisting of 19 items, prepared by Horwitz (1996) was

handed out to the participants. The results indicated that the student teachers had different levels of anxiety. However, the majority of the student teachers were found to be anxious.

Another study was added into the literature by Capan & Karaca (2013). They conducted a study on prospective teachers from the department of ELT from a Turkish university. The participants were 159 student teachers. The study aimed at finding out if a relationship among gender, education level and reading and listening anxiety existed. Foreign Language Reading Anxiety Scale which was a five-point Likert-type scale consisted of twenty items was used in the study. The other scale was the Foreign Language Listening Anxiety Scale (FLLAS). It was a five-point Likert-type Scale consisted of 33 items. The results showed that there was a positive correlation between reading and listening anxiety and the participants also found missing speakers' and writers' point threatening. Also, a difference in anxiety was not found significant among freshman and sophomore students.

## **2.6. Foreign Language Teaching Anxiety**

Gardner and Leak (1994) defines teacher anxiety as the feeling experienced relevant to teaching activities involving the preparation and use of them. Teaching anxiety is “a momentary situational characteristics of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution is connected with everything that is related to the activities as a teacher, in the classroom as well as in other activities in the school” (Gardner & Leak 1994, as cited in Williams 1991, p.77).

The causes of teaching anxiety have also been researched in the literature. Working with a group of students, being evaluated by students, peers, colleagues, or administrators during teaching may cause college instructors be more susceptible to teaching anxiety and this may affect their effectiveness in the classroom (Bernstein, 1983). Reticence, self-consciousness, fear or even panic is considered as psychological symptoms of teaching anxiety (Horwitz, 1996).

As can be seen from the examples, not only internal factors such as reticence and fear but also external factors such as classroom dynamics, the institution worked, colleagues and evaluations influence teaching anxiety. This indicates us that teaching is directly intervened with psychology. Our inner emotions, thoughts and the psychology of the other factors around us have an impact on how we react to the teaching situation.

Teaching anxiety has been concerned by researchers such as (Cheung & Hui, 2011; Coates & Thoresen, 1976; Guzicki, Coates, & Goodwin, 1980; Houlihan, Fraser, Fenwick, Fish, & Moeller, 2009; Keavney & Sinclair, 1978; Sharp & Forman, 1985; Sinclair & Ryan, 1987; Thomas, 2006; Wang & Zhang, 2012).

To give an example, Gardner and Leak (1994) conducted a study on psychology instructors with 51 professors, 31 associate professors and 20 assistant professors. The results indicated that 87 percent of the instructors experienced teaching anxiety.

Coates & Thoresen (1976) tackled the teacher anxiety situation and made a revision with recommendations. In their article, they handled anxiety under the titles of the incidence of anxiety among teachers, sources of anxiety in classroom teachers, beginning teachers, experienced teachers, the effects of anxiety on teachers and students and reducing anxiety. The study reached the following conclusions:

- 1) Anxiety appears to occur with considerable frequency and is an important concern among beginning and experienced teachers.
- 2) Teacher anxiety appears to be associated with a variety of personal, social and physical conditions.
- 3) The specific effects of teacher anxiety on other teacher behaviors and on student actions, although widely studied and apparently important, remain unknown, largely because of measuring operations employed.
- 4) Systematic desensitization and instruction in teaching techniques may reduce the teacher anxiety (pp. 175-176).

They suggested relaxation training, participant modelling techniques, techniques to reduce unwanted conditions and stress, self- hypnosis, mediation, some physical exercised to relax. They were also in favor of exploring the relationship between teacher and student in the classroom. They also suggested using self- report measurements

instead of classical paper-based instruments because they thought that the mode of a teacher could change according to time and their mental situation.

Keavney & Sinclair (1978) also tried to draw attention to teacher anxiety. They made a review of the studies on teacher anxiety and proposed some suggestions to show the way for further researches on teacher anxiety. According to them, a reduction in anxiety might not be a solution. Therefore, the reasons for classroom threat and stress on teacher should be explored and accordingly coping strategies should be developed. Additionally, they proposed that when the needs were identified, the teachers should be supplied with in-service education to find out appropriate strategies.

Guzicki et al. (1980) wanted to find out whether cue-controlled relaxation had an effect in reducing the anxiety of two elementary school teachers. The Teacher Anxiety Observation Schedule (TAOS) was used in the study to observe the frequency of teacher anxiety while teaching. The Teacher-Pupil Interaction Scale (TPIS) was used to record teacher-pupil interaction and The Teacher Questionnaire was also used to measure self-reported experience of anxiety. According to the results, after training sessions both teachers showed significant reductions in anxiety and increase in rewarding behavior.

Another research was conducted by Sharp and Forman (1985). They investigated the effects of stress inoculation training and classroom management training on teacher anxiety. 60 teachers participated in the study and Teacher Questionnaire was used in the study to measure situational teaching anxiety. The authors composed stress inoculation training, classroom management training and no treatment control group according to the teachers' replies to the questionnaire. The teachers were observed during classroom teaching and were given training in intervals in fall and spring terms as decided by the researchers. The study showed that self-report general anxiety and teaching anxiety decreased in treatment groups, but no change was observed in the control group which showed that stress inoculation training and classroom management training could be used for coping with anxieties related with school.

One more study is Sinclair & Ryan's (1987) study. They wanted to examine the relationship between teacher anxiety, student anxiety and how students perceived their teachers as effective. The study was conducted on 19 nurse educators and 72 student

nurses. A state anxiety questionnaire, an assessment of the teachers' effectiveness and a questionnaire to record the teachers' anxiety while they taught were used in the study. According to the results, the students' perception of lesson organization, teacher affect and teacher confidence were found to be in relation with Teacher A-State anxiety. In the meantime, Teacher A-State anxiety was also found to be significantly related to the level of student A-State anxiety.

To understand how teaching anxiety was affected by the rhetorical and situational elements of writing instruction and how potential effects could be diminished and solved, Thomas (2006) conducted a case study with five instructors. His aim was to observe the instructors' instructional approach, practices and to see how they tackled triggers and manifestations of teaching anxiety and how good they had an understanding of their communicative behaviors towards colleagues and students. However, the author couldn't explain how and why the participants' efficacy, willingness to communicate, communication apprehension and job satisfaction levels changed. The author explained this as the participants' being less exposed to professional, academic and personal constraints. He also concluded that the data sample didn't represent the writing program's population.

A different was also conducted by Cheung & Hui (2009) to make a comparison between the teaching anxiety level of in-service teachers in Hong Kong and Shanghai and to investigate whether trait anxiety and self-esteem had an effect on teaching anxiety. 333 in-service teachers participated in the study. Three different instruments were used in the study. The first one was trait anxiety scale which consisted of 20 items measuring a stable predisposition to reach anxiously regardless of situation. The second instrument was Rosenberg's self-esteem scale. It included 10 items and it measured negative and positive self-esteem. The last one was teaching anxiety scale with 25 items measuring teaching anxiety. The results indicated that in-service teachers of Hong Kong had higher teaching anxiety than the teachers in Shanghai. Also, it was found that self-esteem and trait anxiety affected teaching anxiety. Lastly, the results showed that teaching anxiety had negative effects on students and teachers. According the interview results with teachers from Hong Kong, the study also tried to suggest the thoughts of teachers to be implemented into the professional development of the teachers.

Houlihan et al. (2009) were also among the researchers who were interested in teaching anxiety. The study examined how different types of in-class behavior were related to teaching anxiety and personality. 42 university faculty members from an institution participated in the study. Survey of Teaching Anxiety consisted of 14 items were used in the study. The Survey of Instructional Methods and Classroom Settings were also developed for the study. Additionally, Back Anxiety Inventory (BAI) was used. The inventory included 21 common anxiety symptoms. The instruments indicated that higher neuroticism and lower extraversion had a relation with higher levels of teaching anxiety and professors with high neuroticism tended to use in-class strategies such as student-to-student discussion and group work which diminished the responsibility of the teacher and reduced anxiety. Personality was found to be a significant factor considering the teaching anxiety and the strategies used in the classroom. The authors concluded that if the role of personality understood, it would be possible for the professors to choose strategies to cope with anxiety-provoking situations.

Wang & Zhang (2012) conducted a very broad study including seven regions of China with 1930 participants from primary and middle school teachers. They aimed at examining the sense of state anxiety among teachers with a content-based approach. Teachers' State Anxiety Questionnaire (TSAQ) was used as an instrument in the study. The questionnaire which included 30 problem items was divided into five factors: low agreement between the work and the reward, low agreement between the self-desired goals and the results, conflict of professional self, conflict between teacher role and family role and sense of control. The instrument found out the results that male teachers had a higher sense of anxiety for satisfaction and control, the key middle school was found to have a significant sense of anxiety for satisfaction and conflict, married teachers were found to have a higher level of sense of anxiety and teachers who have poor conditions of health and economic family situation were found to be high. The study also tried to shed light on the solution of improving the sense of anxiety of the teachers considering their mental health, work efficiency and quality of life.

In another study, anxiety was also correlated with years of teaching experience and self-efficacy of the teachers which also included self-confidence in itself. Taking this into consideration, it can be seen how proper it is to find the relationship between

anxiety and years of teaching experience as well as self-efficacy in this study (Williams,1991).

However, studies on EFL teachers can hardly be found in the literature. As for the studies conducted on EFL teachers, we can give the following studies as examples:

Pasek (2006) investigated the sources and effects of teaching anxiety among two- year college faculty instructors of different disciplines. 17 participants from the branches of accounting, business, communication, a technological program, English, mathematics, natural science, nursing, physical science, psychology and sociology took part in the study. Pasek's aim was to propose a theory on teacher anxiety, so she conducted one-to-one interviews with the participants. The components identified during the research were lack of preparation for class, low level of confidence, lack of formal training in instructional methodology, feeling disconnected from colleagues, classroom incivility and unhealthy classroom dynamics. In Pasek's study, some teachers accepted having teacher anxiety while the others denied it. She tried to answer the reasons of denials in her dissertation and proposed ways to be researched in future based on the seven components.

We can also see the study of Machida (2011) regarding the anxiety and its sources among Japanese teachers teaching English in an elementary school. The study was interested in finding out anxiety about a teacher's own English proficiency and anxiety about teaching English. Machida also tackled the teachers' coping strategies with anxiety. 133 Japanese teachers, one native teacher and one in-service teacher trainer participated in the study. The Teacher Foreign Language Anxiety Scale, which was developed with the aim of measuring language anxiety regarding proficiency is a five-point Likert type scale composed of 18 items. The Situational Teacher Anxiety Scale that measured teaching anxiety composed of 15 questions on anxiety provoking anxiety provoking situations. Also, interviews and a survey were used in the study. The results indicated that 77.4 % of teachers had anxiety about their English proficiency and 90.2 % had anxiety about teaching English. The study showed the reasons for the anxiety as a result of lack of experience, training for teaching English and lack of confidence in English communication. Machida also proposed that support by the city board of education and understanding that there were two phases of anxiety for new teachers could reduce the anxiety of the teachers.

In a Turkish context, İpek (2007) conducted a study to devise a valid and reliable instrument to measure the level of foreign language teaching anxiety experienced by Turkish EFL teachers. The results of her study yielded six categories of sources of anxiety: making mistakes, teaching a particular language area, using the native language, teaching students at particular language level, fear of failure, and being compared to fellow teachers.

Lastly, Karakaya (2011), investigated foreign language listening and speaking anxiety of non-native EFL instructors and their competencies in teaching these skills and she found that the instructors had a moderate level of foreign language listening and speaking anxiety.

## **2.7. What is self- efficacy?**

Many definitions have been proposed for self- efficacy from researchers. Bandura's social cognitive theory has brought explanation to this concept. According to Bandura (1977, as cited in Karimvand, 2011) self-efficacy is thought to be a future-oriented belief that concerns the level of competence that the individuals display in specific situations and which could have an effect on thoughts and emotions.

Woolfolk Hoy & Hoy (2009) defines self-efficacy as “[...] a teacher's belief that he or she can reach even difficult students to help them learn, it appears to be one of the few personal characteristics of teacher that is correlated with student achievement” (pp.167-168).

### **2.7.1. Teacher efficacy**

The effect of self-efficacy on the psychology and behaviors of the teachers has also been a matter of query for researchers. “Efficacy beliefs can help identify teachers their areas of strength and weakness” (p. 36), “general efficacy, or teaching efficacy, is specific to the general job of teaching rather than to a specific teacher with a specific class or student” (Wagner, 1999 p.35 ). In his dissertation, Wagner (1999) wanted to explore the level of self- efficacy of teachers and its relationship among the teacher evaluation model that teachers prefer and teaching experience. The population of the study was chosen among 500 fifth grade public school teachers with two or more years



of teaching experience. A questionnaire which consisted of four titles was used in the study. The titles were a letter to the participant, demographic questions, self-efficacy questions, and teacher evaluation preference questions. Another instrument was The Supervisor Beliefs Inventory. It has been developed to assess teacher belief and development. The last instrument was six-point Likert type Teacher Efficacy Scale. The study found out that teachers with 10 or less years of experience chose directive model while teachers with twenty or more years of experience didn't. The study also found out that teachers with 10 or more years of experience were less prone to have high self-efficacy than the teachers with twenty or more years of experience. The study showed that teachers with different levels of teaching experience had different levels of general self-efficacy.

Bandura (1997) states that the teachers with low-self efficacy have the belief that nothing can be done for unmotivated students, and as a teacher, they can influence them as much as environmental factors allow them. However, the teachers with a high self-efficacy tend to create a dynamic, student-centered learning environment in which the students have the control; whereas, teachers with a low self-efficacy belief choose non-academic, instructional tasks. Namely, efficacy beliefs affect teacher activity and productivity (Ashton & Webb, 1986 as cited in Karimvand, 2011).

Bandura's (1997) self-efficacy theory argues that efficacy could be manageable in the early years of teaching, for this reason, the first years of teaching may have a critical effect on the long-term development teacher efficacy. In a way, we can say that experience has a relationship with years of teaching experience and this relationship worths to be examined.

On the other hand, Weasmer & Woods (1998) argue that a teacher's sense of self-efficacy is influenced by: (i) motivation, thought processes. (iii) emotions and psychological reactions and (iv) disposition to invest energy. A historical research on teacher self-efficacy was conducted by Weasmer & Woods (1998). They made a historical research on teacher self-efficacy by analyzing the articles in Education Digest from the years 1998 to 2003. In the study, comparisons of results were made. Another aim of the study was to see how the changes in teacher methodology affected their self-efficacy focusing on the psychological side. The results of the study showed that

although fluctuations exist, teacher self-efficacy based and methodological change articles showed an increase in the literature.

### **2.7.2. Anxiety and Self-Efficacy**

Shen & Savignon (2007) states that when students make their teachers feel that because he/she is non-native and they cannot teach “native-like” English, the teacher’s identity is affected in a negative way. Their confidence is harmed and as a result they cannot develop a successful teacher identity. They made a literature review of non-native English teachers and their English-teaching. They reached the conclusion that the fashion of preferring native teachers is changing and non-native teachers have also chance for better education as native speakers have. Stating that non-native teachers also have some advantages over native teachers, the researchers also concluded that the point must be to diminish the difference with native and non-native speakers by giving necessary qualifications to non-native teachers.

Self-efficacy beliefs can also have an influence on the teaching style of the teachers. Teachers may tend to choose the activities they feel safe in the classroom or avoid the ones which may leave them in a difficult situation. In the literature, we can see studies regarding this situation. To give an example, Eslami & Fatahi (2006) argues that communicative-based strategies are used by highly self-efficacious teachers in EFL classes. Additionally, if teachers have a strong sense of self-efficacy, they spend more time teaching the subjects on which they feel self- efficacious (Riggs & Anochs, 1990). Also, teacher self-efficacy influence teachers’ use of teaching strategies (Aaliender, 1994). All these studies indicate that anxiety may play a role in the shape of self-efficacy.

Bandura (1995) declares that psychological and emotional states affect how efficacy beliefs are formed. These states could either be positive such as happiness and excitement or negative like stress, tension and anxiety. Schunk & Meece (2005) also assert in their study that psychological state signs such as stress, anxiety or excitement can influence self- efficacy and such emotional symptoms are experienced fewer if they feel more self- efficacious.

Many studies have been conducted on students investigating their self-efficacy and anxiety. Yet, studies on language learners and EFL student teachers are not ample. To give examples from these rare studies: Hauck, Mirjam, & Hurt, Stella (2005) conducted a study on the students of the Department of Foreign Languages. The aim of the study was to find out the link between language anxiety and learner self-management. In the study, students stated that language learning caused anxiety and the students stated that they found speaking the most anxiety provoking factor. A low affective filter was also found to improve self-esteem, self-efficacy and motivation of the learners.

Çubukçu (2008) conducted a study to find out if there was a relationship between anxiety of foreign language learners and their self-efficacy levels. A hundred participants joined the study. The instruments were the Foreign Language Learning Anxiety Scale that consisted of thirty-three items and The Foreign Language Self-Efficacy Scale consisted of ten items. It was found that self-efficacy and language learning anxiety of university students from English teacher training program were uncorrelated.

Hoy & Spero (2005), Cruz & Arias (2007) and Swan, Wolf & Cano (2011) conducted longitudinal studies considering teachers' self-efficacy from their student teaching to their in-service teaching. Hoy & Spero (2005) examined the efficacy beliefs of student and novice teachers at the beginning of their preparation program, at the end of student teaching and in their first year teaching. The participants were 53 student teachers in the Masters of Education program. Gibson and Dembo's Teacher Efficacy Scale, Bandura's assessment of Instructional Efficacy and an instrument reflecting aims and context of the studied program were used in the study. The results yielded that the teachers had a significant decline in the sense of efficacy in their first year teaching while they had a significant increase in efficacy during student teaching. The researchers explained this change as a result of the support the teachers received in their first year of teaching.

Cruz & Arias (2007) investigated the beliefs of student teachers and in-service teachers on effective teaching. 339 participants were involved in the study. As an instrument, Teacher Efficacy Scale was used in the study. According to factor analysis results, efficacy was divided into three factors: classroom management/discipline

efficacy, personal teaching efficacy and general teaching efficacy. The results showed that there was a significant difference between classroom management/discipline efficacies. The study also found out that differences existed between management/discipline factors regarding year of experience among in-service teachers.

Pre-service EFL teachers' self-efficacy and tendency for academic dishonesty levels were investigated by Küçüktepe (2010). First, second, third and fourth year students from ELT department of a university participated in the study. Teacher Efficacy Scale and Tendency towards Academic dishonesty Scale were used in the study. The results indicated that a significant difference between tendency for academic dishonesty and self-efficacy levels by gender or school type didn't exist. 4th year students were found to have a higher level of academic dishonesty than other students and 4th year students were found to have the least level of self-efficacy. Additionally, a weak, negative and meaningful relationship existed between tendency for academic dishonesty and self-efficacy levels.

The purpose of Swan et al.'s (2011) study was to investigate changes in teacher self-efficacy from the student teaching experience to the third year of teaching. The participants were 34 student teachers from a state university. The students were assessed at the end of student teaching, and at the end of their first, second and third years of teaching. As an instrument, the Teachers Sense of Efficacy Scale was used to assess teachers' self-efficacy during the mentioned times. The scale consisted of 24 items and had three sections: efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement. The study reported that teacher candidates who entered teaching had a higher teacher self-efficacy than the ones who didn't. The teacher candidates also had higher sense of self-efficacy at the end of their student teaching, but they reported the lowest level of self-efficacy at the end of their first year of teaching. As for the three sections that the Teachers Sense of Efficacy Scale measured, student engagement and instructional strategies were scored the lowest self-efficacy level at the end of their first year of teaching while they scored the highest level at the end of their student teaching. Classroom management section was reported to be the lowest at the end of third year of teaching and the highest at the end of their student teaching experience. The researchers concluded that the reason for the teachers to have a higher sense of self-efficacy during their student teaching experience could be as a

result of their having a cooperative environment and the support of mentor teacher(s) and having an unrealistic thought of efficacy.

Güngör and Yaylı (2012) also conducted a correlational study on 77 pre-service EFL teachers to investigate the relationship between self-efficacy and anxiety of pre-service teachers. The Teachers' Sense of Efficacy Scale (TSES) consisting of 24 items to measure teacher self-efficacy and Foreign Language Teaching Anxiety Scale (FLTAS) consisted of 26 items were used in the study. The correlation between the perception of efficacy of pre-service teachers and their sense of self-efficacy was found low in the study.

Although in the literature studies concerning the self-efficacy of teachers exist: (Brouwers & Tomic, 2000; Brown, 2012; Chong, Kates, Klassen, & Wong, 2010; Emam & Mohamed, 2011; Milner, 2002; Yenice, 2009), the studies on the self-efficacy of EFL teachers are not that much plentiful: (Alijanian, 2012; Eslami & Fatahi, 2008; Ghonsooly & Ghanizadeh, 2011; Karimvand, 2011; Mee & Elias, 2010; Yılmaz, 2011; Yoğurtcu, 2012 ).

To tackle the studies concerning the sense of self-efficacy of teachers in general, Brouwers & Tomic (2000) conducted a study on 243 secondary school teachers. The aim of the study was to explore “the direction and time-frame of relationships between perceived self-efficacy in classroom management and the three dimensions of burnout among 243 secondary school teachers” (Brouwers & Tomic, 2000, p. 239). The self-efficacy scale for Classroom Management and Discipline which was a six-point Likert type scale consisted of 14 items was used to measure perceived self-efficacy in classroom management. The results showed a difference among the direction and time-frame of relationships and the variables for the three burnout dimensions.

A case study was also conducted by Milner (2002) on teacher self-efficacy. The study was conducted to have an understanding of the sources of self-efficacy and describe them for an experienced European American teacher. The subject teacher left teaching English and the researcher assumed that this must have affected her sense of self-efficacy, thus this teacher was chosen as a participant. Researcher's observations and interviews were used as data collection tools in the study. Milner concluded that the verbal feedback she received from colleagues and students made her continue teaching.

The study suggested that investigation should be done to make a difference between mastery experience and verbal feedback and their effects on self-efficacy. The study also suggested that future researches could be done on whether the self-efficacious teachers are risk takers or not.

Another study was conducted by Yenice (2009) to investigate how the level of self-efficacy beliefs and the teacher efficacy of science teachers changed. 139 teachers took part in the study. Scale of Self-efficacy Belief in Science Teaching, Teacher Efficacy Scale and Personal Data Form were used in the study. Both scales were composed of 16 items. The results indicated that there was no difference in the self-efficacy of science teachers regarding their gender, age, seniority, weekly lesson load, receiving in-service training and job satisfaction. The study also found out that although the self-efficacy beliefs remained same, it changed according to seniority and weekly lesson load.

Chong et al. (2010) were also interested in examining the relationship among school types, teacher efficacy beliefs and academic climate. 222 teachers from five middle schools participated in the study. The Teacher Self-Efficacy Scale (TSE) which was a nine-point Likert type scale consisted of 12 items and three factors: teacher efficacy for instructional strategies, classroom management and student engagement was used in the study. Additionally, The Teacher Collective Efficacy Scale (TCE), consisting of twelve items, which measured teachers' perceptions of their colleagues' ability in influencing student learning, was also used. It had two factors: collective efficacy for instructional strategies and collective efficacy for student discipline. The study found out that the teachers differed in their self and collective efficacy and academic climate. They also had different thoughts on the expectations of schools from teachers and students, academic press and the possibility of students to achieve their goals.

The relationship between teacher self-efficacy and teacher attitudes toward the inclusive classroom and whether years of teaching experience had an effect on teachers' attitudes and efficacy was examined by Emam & Mohamed (2011). 166 teachers participated in the study. The Opinions Relevant to Integration of Students with Disabilities (ORI) and the Teacher Efficacy Scale (TES) were used in the study. The results indicated that the more experienced teachers were, the more positive attitudes

they had, but experience was not found to be affecting teachers' sense of self-efficacy in teaching pupils with disabilities. Although there were no difference among teachers, primary school teachers had higher sense of self-efficacy.

Brown (2012) made a revision of the studies in the literature on the relationship between self-efficacy and burnout in teachers. According to his review of 11 published articles, all studies found a negative relationship between self-efficacy and burnout in teachers.

When it comes to the studies concerning EFL teachers, we can start exempling with the researchers Eslami & Fatahi (2008). The study aimed at examining teachers' sense of self-efficacy, English proficiency and instructional strategies. 54 non-native EFL teachers participated in the study and the results indicated that there was a positive correlation between teachers' perceived self-efficacy and English proficiency. Also, highly-efficacious teachers used communicative-based strategies more.

Other researchers are Mee & Elias (2010). The study was conducted on the lecturers from Faculty of Modern Languages and Communication. 59 lecturers participated in the study. The study investigated if the sense of self-efficacy of the lecturers changed when they taught international and Malaysian students and if the level of self-efficacy changed according to instructors' age, years of experience and level of education. A self-efficacy scale developed by Tschannen and Moran and Woolfok Hoy (2001), which consisted of 24 items, was used in the study. The scale had three sections: Efficacy for Instructional Strategies, Efficacy for Student Engagement and Efficacy for Classroom Management. The results showed that significant positive correlations existed in teacher's sense of self-efficacy in relation to age, years of teaching experience and level of education. Differences in teaching Malaysian and international students were also found in relation to instructional strategies, efficacy for classroom management and efficacy for student engagement.

To illustrate, one of the researchers is Yilmaz (2011). The study was conducted on 54 primary and high-school teachers and the results. The study aimed at examining the efficacy beliefs of Turkish EFL teachers, their perception of their teaching efficacy regarding their proficiency level and self-capabilities. The results indicated a positive correlation between teacher self-efficacy and foreign language competency. The study

also revealed that as the proficiency levels of the instructors in listening and writing increased, they had a high sense of efficacy in instructional strategies and classroom management. The results indicated that EFL teachers' competency in reading, speaking, listening and writing in English made them have a higher sense of self-efficacy.

Karimvand (2011) examined the effects of length of teaching experience and gender and their effects on Iranian EFL teachers' sense of self-efficacy. The study was done with 180 EFL teachers. Teachers' Efficacy Beliefs System-Self Questionnaire (TEBS-Self) was given to the teachers. A four-point Likert type Scale, TEBS consisted of 31 items. The results indicated that although experience and gender remained having no effect on efficacy beliefs, the teachers with three years of experience or more had more positive thoughts on self-efficacy than the teachers with less than three years of experience. Additionally, female teachers were found to have a higher sense of self-efficacy than male teachers.

One more study was conducted by Ghonsooly & Ghanizadeh (2011). The relationship between EFL teachers' sense of self-efficacy and their self-regulation as well as the relationship between self-regulation and years of teaching experience, age and gender were examined in their study. The study was conducted on 92 EFL teachers from different institutes. Teacher Self-Regulation Scale (TSRS) consisting of 40 items and Teachers' Sense of Efficacy Scale comprised of 24 items were utilized in the study. The results found significant correlations between teachers' self-efficacy and self-regulation. Also, goal-setting and mastery goal-orientation were found to have the highest correlation with teachers' sense of self-efficacy. Regarding teachers' experience and age, a significant correlation was found among them and teachers' self-regulation, but a relationship couldn't be found with gender.

As for another study, Alijanian (2012) made a research on the effects of teachers' working environment, experience, and gender on teachers' beliefs about self-efficacy. The study compared experienced and inexperienced EFL teachers' and forty EFL teachers participated in the study. Teacher Self Efficacy Scale (TSES) was used in the study and the results of his study revealed that working environment, experience and gender influenced teachers' self-efficacy. The male and female teachers, experienced and inexperienced teachers and the teachers working at public and private schools also differed in their thoughts about self-efficacy.



To investigate self-efficacy level of foreign language teachers in Foreign Languages High School of Kyrgyzstan-Turkey Manas University (KTMU), Yogurtcu (2012), the effects of self-efficacy on age, gender and nationality were discovered. The research instruments were delivered to a hundred and ten teachers. Ohio Teacher Efficacy Scale was used in the study. The scale was a five-point Likert type scale and consisted of 24 items. The results indicated that a significant difference among self-efficacy levels of teachers and age and nationality existed. Kyrgyz teachers were found to have a higher sense of self-efficacy than their Turkish counterparts. On the other hand, nationality was found to have no effect on student participation.

### **2.7.3. Measuring self-efficacy**

Different measurement tools were developed by researchers to measure self-efficacy and these measurement tools were used for many researchers. Chronologically, Gibson & Dembo (1984) developed Teacher Efficacy Scale (TES). This scale was focusing on specific occupations and tasks relevant to teaching situations. It consisted of thirty items.

Bandura also developed teacher self-efficacy scale (unpublished) domaining seven tasks: influence on decision making, influence on school resources, instructional efficacy, disciplinary efficacy, enlisting parental involvement, enlisting community involvement and creating a positive school climate (as cited in Tschannen-Moran, Hoy & Hoy, 1998, p.209).

We can also see another measurement in the literature. The Teachers' Sense of Efficacy Scale (TSES) was developed by Tschannen-Moran & Woolfolk Hoy (2001) which had 24 items. The scale had three sections: Efficacy for Instructional Strategies, Efficacy for Student Engagement and Efficacy for Classroom Management and it aimed to measure teacher self-efficacy.

Yılmaz (2011) developed EFL Teachers' self-efficacy instrument to measure the levels of self-efficacy of EFL teachers. He combined three different instruments used in the literature to develop the instrument used in his study. The instrument he developed was composed of three parts. Part one is a five-point Likert type scale and it measures English teachers' perceived efficacy for engagement, classroom management and

instructional strategies. This scale had twelve items. The original scale was developed by Tschannen-Moran & Woolfolk Hoy (2001) and had 24 items, eight items for each sub-titles. Part two measures teachers' self-reported English proficiency and it had 12 items. The statements were taken from Butler's (2004) and Chacon's (2005) studies. Part three, consisting of ten statements, measure teachers' self-reported pedagogical strategies to teach EFL. This scale was adapted from the study by Eslami & Fatahi (2008).

In the literature different measurement tools can also be encountered when we make a review and search of the publications. For example, the self-efficacy scale for Classroom Management and Discipline, which is a six-point Likert type scale and consisted of 14 items, has also been used in the literature to measure perceived self-efficacy in classroom management.

The Teacher Self-Efficacy Scale (TSE), which is a nine-point Likert type scale consisting of 12 items, can also be found in the studies. The scale is composed of three factors: teacher efficacy for instructional strategies, classroom management and student engagement.

Another example is Teachers' Efficacy Beliefs System-Self Questionnaire (TEBS-Self). TEBS is a four-point Likert type scale and has 31 items.

## **2.8. Years of teaching experience**

The relationship between foreign language anxiety and years of teaching experience has also intrigued the researchers and studies have been conducted on teachers from various professions. Yet, unfortunately, it hasn't taken much attention as a factor to be studied by researchers compared with the other aspects of foreign language teaching. However, with the existing studies in hand, the trend seems to be indicating the negative correlation of teacher/teaching anxiety and years of teaching experience in the literature.

Fish & Fraser (2001) found that teachers with fewer than five years of teaching experience had higher anxiety levels than more experienced teachers. Teachers with less teaching experience have higher level of stress (Wan Mo, 1991, as cited in Mousavi, 2007) and there is a negative relationship between teacher assistant communication

apprehension and teacher assistant teaching experience (Roach, 1998 as cited in Westwick, 2003).

Additionally, Mousavi (2007) was interested in finding out the level of stress in EFL/ESL teachers and if there was a difference between native and non-native teachers. 32 teachers were involved in the study. A questionnaire and a semi-structured interview were used in the study. The results indicated that non-native EFL/ESL teachers in their early years of experience showed higher levels of concern.

Another supporting study was conducted by Parsons (1973, as cited in Keavney & Sinclair, 1978). In the study, it was found that teaching anxiety decreased with the length of teaching experience.

In another study, Roach (1998, as cited in Westwick, 2003, p.136) found significant positive relationship between willingness to communicate and amount of teaching experience in his study aiming at teaching assistants. He also found significant negative relationships between communication apprehension and teaching experience.

Gardner & Leak (1994) in their study conducted on a hundred and two university academic staff, declared that almost half of the participants had teaching anxiety and eight percent of them claimed to have anxiety in the past semester which indicated that academic year could affect teaching anxiety.

Only one researcher has made a comparison between native and non-native teachers on the effect of years of teaching experience. In Mousavi's (2007) study, non-native EFL teachers were found to have higher levels of stress than the native teachers and non-native teachers also had less teaching experience which gave the same results with Wan Mo's (1991, as cited in Mousavi, 2007) study showing that teachers with less teaching experience had higher levels of stress.

However, Coates & Thoresen (1976) explains that anxiety could be seen among both beginning and an experienced teacher, which indicates that anxiety could be a matter of fact among teachers regardless of experience they have.

## CHAPTER 3

### 3. METHODOLOGY

#### 3.1. Introduction

In this chapter, the information will be given about the setting and the participants. Later, the instruments that were used will be mentioned. Finally, data collection and the procedures of quantitative and qualitative analysis will be presented.

#### 3.2. Research Design

This study aimed to investigate if there was a correlation between foreign language listening and speaking anxiety and self-efficacy. The study also aimed to find out if foreign language listening and speaking anxiety levels of the non-native EFL instructors differed according to their listening and speaking anxiety levels. Both quantitative and qualitative data were used in this study.

#### 3.3. The Setting and Participants

This study aims to investigate the relationship between foreign language listening and speaking anxiety of non-native EFL instructors and their years of teaching experience. It also aims to find out if non-native EFL instructors' listening and speaking anxiety levels change according their self-efficacy levels.

This study was conducted at three different universities: Adıyaman University, Gaziantep University and Hasan Kalyoncu University. In total, 100 non- native EFL instructors working at these universities participated in the study.

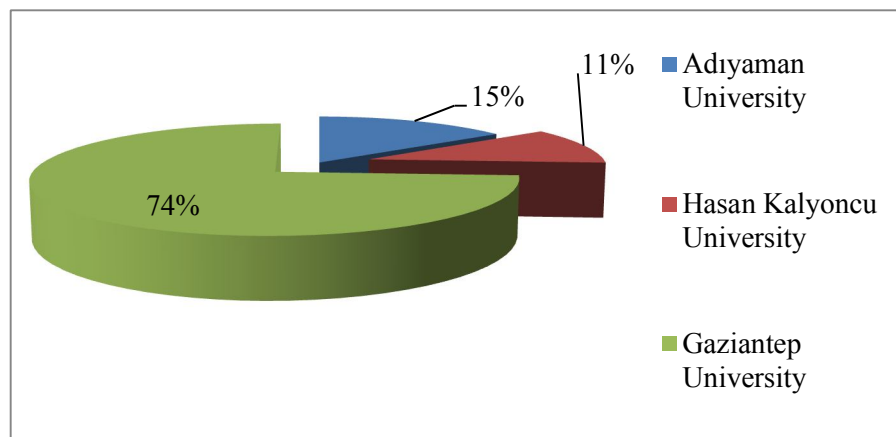
As for the reasons for the choice of these universities, the first reason is due to their status. Gaziantep and Adıyaman Universities are public universities while Hasan Kalyoncu is a private university. Their status as public and private mean that there could be some differences in the expectations from teachers, the range and quality of students, the working environment of the instructors and many other which could cause differences in foreign language listening and speaking anxiety of the instructors.

The second reason is the variety of experienced and inexperienced instructors working in these universities. Unlike Gaziantep, Hasan Kalyoncu and Adiyaman Universities are newly established universities which mean that instructors more than 16 years of teaching experience cannot be found much.

Another reason is to include as much instructors as possible in the study because the number of instructors in Adiyaman and Hasan Kalyoncu Universities are not enough to reach generalizable conclusions. Figure 1 illustrates the percentages of the instructors according to the universities.

**Figure 1.**

*Percentages of the EFL Instructors from Universities*



As can be seen from Figure 1, 74% of the instructors are from Gaziantep University while 15% of the instructors are from Adiyaman University and 11% of the instructors are from Hasan Kalyoncu University.

### **3.4. Data Collection Tools**

Both qualitative and quantitative data were used in this study. Two questionnaires and one semi-structured interview were used in the study. One questionnaire was used to test foreign language listening anxiety and the other questionnaire was used to measure foreign language speaking anxiety of non-native EFL instructors. Additionally, a semi-structured interview was given to the participants to have an in-depth idea about their thoughts on foreign language anxiety.

### **3.4.1. Demographic Questions**

Before the EFL Teachers' Foreign Language Listening Anxiety Scale, demographic questions whether the instructors work at a public or private university or how long they have been teaching English were asked to the participants on the upper side of the EFL Teachers' Foreign Language Listening Anxiety Scale.

### **3.4.2. EFL Teachers' Foreign Language Listening Anxiety Scale**

The Foreign Language Listening Anxiety Scale (FLLAS) which was originally developed by Kim (2000) consisted of 33 items. It aimed to measure foreign language learners' listening anxiety. Later, some questions from the Foreign Language Listening Anxiety Scale was selected and modified to be used in Karakaya's (2011) study.

The scale which was used in this study was the version modified by Karakaya (2011). Open-ended items in the original scale were not used in the scale used for this study as they were not targeting the aims of this study. The scale also has reversed items (3, 5, 9, 10 and 12). The logic behind the reversed items is to hinder some not carefully given responds which could decrease the validity and reliability of the scale and to make the respondents be aware of the reverse wordings and reply carefully to the questionnaire.

The EFL Teachers' Foreign Language Anxiety Scale is a five-point Likert type scale which consists of 15 items. The points range from "strongly disagree" (1 point) to "strongly agree" (5 points). Higher scores indicate higher foreign language listening anxiety scale experienced by the participants.

### **3.4.3. EFL Teachers' Foreign Language Speaking Anxiety Scale**

The original scale was designed by Wood (1999) and modified by Karakaya (2011) to measure speaking anxiety. The scale used in this study was the one adapted by Karakaya (2011). However, open-ended items in the original scale were omitted in the scale used for this study because they were not relevant with the aims of this study. The EFL Teachers' Foreign Language Speaking Anxiety Scale measures speaking anxiety experienced by non-native EFL teachers. The scale consists of 15 items and it is a five-point Likert type scale ranging from "strongly disagree" (1 point) to "strongly agree" (5

points) which means that the higher the score obtained from the scale, the more sense of foreign language speaking anxiety the participants have. The scale also has four reverse items (5, 7, 9 and 11).

#### **3.4.4. The EFL Teachers' Self-Efficacy Instrument**

Originally developed by Tschannen-Moran & Woolfolk Hoy (2001), the Teacher Sense of Efficacy Scale was adapted and modified by Eslami & Fatahi (2008). The original scale has 24 items and three parts: *efficacy for student engagement*, *efficacy for class management* and *efficacy for instructional strategies* respectively. It is a five-point Likert type scale and each part is composed of eight items. In the scale developed by Eslami & Fatahi (2008), the items were shortened and each part consisted of four items. In total, there were twelve items in the scale ranging from *never* (1) to *always* (5).

In this study, the scale adapted by Eslami & Fatahi (2008) was used. Some changes in the sentences were also done on the scale. To illustrate, the question “*How much can you do to motivate students who show low interest in learning English?*” was changed into a positive sentence such as “*I can motivate students who show low interest in learning English*”. The rationale behind this change is that variables in question forms are difficult to grasp. Changing them into positive sentences will make the participants understand and answer the scale much more quickly. For this reason, the ratings were also changed from *never* and *always* to *strongly disagree (1)* and *strongly agree (5)*.

#### **3.4.5. Semi-Structured Interviews**

To have more detailed information from the instructors about their thoughts on foreign language listening and speaking anxiety, the effect of anxiety on their teaching and if it has a relationship with their self-efficacy levels and years of teaching experiences, semi-structured interviews were conducted with twelve instructors, four instructors from each university with different years of teaching experiences and foreign language listening and speaking anxiety levels. Before the interview, ten questions were chosen according to the aims and research questions of the study. While gathering the

questions, similar studies in the literature were taken into consideration. Due to the similarity of the research topic, Karakaya's (2011) interview was based on in the interview of this study. Some questions were eliminated and some questions were changed according to the aims of this study.

The interview language was Turkish so that the teachers could express themselves in a more open and easy way. Their responses were recorded and translated into English. Afterwards, they were transcribed. The interview is composed of ten questions. The questions are gathered under the topics *foreign language listening and speaking anxiety and the factors that affect them, the relationship among foreign language listening and speaking anxiety and years of teaching experience and self-efficacy, how foreign language listening and speaking anxiety affects instructors' teaching and their feelings about speaking English in front of others and the aspects they find themselves need developing and adequate.*

### **3.5. Data Collection Procedure**

To conduct the study, necessary permissions were taken from the universities. The study was conducted in the spring term of 2013. The questionnaires were delivered to the instructors either on their office hours or at break times. The EFL Teachers' Listening Anxiety Scale, the EFL Teachers' Speaking Anxiety Scale and EFL Teachers' Self-Efficacy Instrument were handed out together to the participants.

Four volunteer instructors from each university were interviewed on a separate day. The interviews were conducted in English to find much chance to elaborate on the thoughts of the instructors. The data were recorded, translated into English and transcribed later.

### **3.6. Data Analysis**

To analyze the quantitative data, SPSS (Statistical Package for the Social Science) version 20.00 was used in this study. Both descriptive and inferential statistics were used. To start with foreign language listening anxiety, the distributions of the levels of the listening anxiety were given in a table to understand if the instructors had a high, moderate or low level of foreign language listening anxiety according to the mean



score results of the EFL Teachers' Foreign Language Listening and Speaking Anxiety Scales. Following this, to understand which groups the instructors fell into, the mean scores and standard deviations were calculated according to the distribution table. Next, the mean scores and standard deviations of each item in the foreign language listening anxiety scale were given to elaborate on the results of the items. Each step was followed for foreign language speaking anxiety, too. After this, to see the relationship between foreign language listening and speaking anxiety levels, Pearson's product moment coefficient of correlation was run. Following this, to see if there was a difference between the foreign language listening and speaking anxiety levels, a paired samples t-test analysis was run.

As for years of teaching experience, the percentages of the experience years in teaching English was shown in a graphic to see the experience distribution of the instructors. Following this, to see the relationship between years of teaching experience and foreign language listening and speaking anxiety levels, one-way analysis of ANOVA was conducted respectively.

To see the self-efficacy levels of the instructors, the level of self-efficacy was found according to the mean scores and standard deviations of each item. Later, to make more elaborations on the items and to see which kind of self-efficacy the instructors had, the total summations of the mean scores of the items were calculated. Additionally, Pearson's product moment coefficient of correlation was run to see the relationship among self-efficacy levels, foreign language listening and speaking anxiety levels. As a last step, a paired samples t-test was run to see if there was a difference between foreign language listening and speaking anxiety levels and self-efficacy levels of the instructors respectively.

In order to analyze the qualitative data, answers to the semi-structured interview were transcribed and the answers were categorized under six titles according to the themes of the replies.

## CHAPTER 4

### 4. DATA ANALYSIS AND RESULTS

#### 4.1. Overview of the Chapter

This study aims to investigate if there was a correlation between foreign language listening and speaking anxiety and self-efficacy. The study also found out if foreign language listening and speaking anxiety levels of the non-native EFL instructors differed according to their listening and speaking anxiety levels. In the study the following research questions were used:

1. Do non-native EFL instructors' listening and speaking anxiety levels differ according to their years of teaching experience?
2. Is there a relationship between non-native EFL instructors' foreign language listening and speaking anxiety levels and their self-efficacy levels?

100 non-native EFL instructors from Adiyaman University, Hasan Kalyoncu University and Gaziantep University participated in the study. EFL Teachers' Foreign Language Listening Anxiety Scale, EFL Teachers' Foreign Language Speaking Anxiety Scale and the EFL Teachers' Self-Efficacy Instruments were distributed to the participants. As a qualitative data, a semi-structured interview was conducted with twelve participants from each university.

The data results in this chapter will begin with the results of non-native EFL teachers' foreign language listening and speaking anxiety scales. Following this, the relationship between years of teaching anxiety and foreign language listening and speaking anxiety of the instructors will be presented. Lastly, the self-efficacy levels of the instructors and its relationship between foreign language listening and speaking anxieties of the instructors will be explored.

## 4.2. Findings of the Scales

### 4.2.1. The Level of Foreign Language Listening Anxiety among Non-Native EFL Instructors

EFL Teachers' Foreign Language Listening Anxiety Scale was used in this study to investigate foreign language listening anxiety levels experienced by non-native EFL instructors. The questionnaire was a five-point Likert type scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). For the reason that the scale had some negatively worded items, the items 3, 5, 9, 10 and 12 were reverse coded when entering data to the SPSS 20. The cronbach alpha of the scale was found .712.

In Table 1, the statistical scores of 100 instructors' non-native foreign language listening anxiety of the instructors are given.

To categorize the participants into high anxiety, moderate anxiety and low anxiety groups and have a clear idea of the distribution of the anxiety levels among participants, Çakar's (2009) categorization on low, moderate and high anxiety groups based on mean scores were taken into consideration as illustrated in Table 1.

**Table 1.**

*Distribution of the Levels of Anxiety*

Levels	Scores
Low Anxiety	1.00- 2.30
Moderate Anxiety	2.31 - 3.60
High Anxiety	3.61- 5.00

(Çakar, 2009, p. 50)

The participants were divided into three groups in Table 2. Çakar's (2009) categorization was based on.

**Table 2.***Foreign Language Listening Anxiety Level Distribution of the Participants*

Anxiety Group	Number Of Participants	Possible Range	Mean	Standard Deviation
High Anxiety	6	3.68 - 3.96	3.82	0.131
Moderate Anxiety	91	2.33 - 3.53	2.99	0.313
Low Anxiety	3	2.22 - 2.29	2.25	0.029

Clearly, Table 2 indicates us that most of the instructors fell into moderate anxiety group with the mean score of 2.99. It can be seen in the table that 91 instructors had a moderate level of foreign language listening anxiety. While 6 of the instructors had a high level of foreign language listening anxiety, only 3 of them had a low level of foreign language listening anxiety.

To make more elaboration on the answers given to the EFL Teachers' Foreign Language Listening Anxiety Scale, the mean scores and frequencies of each item for all questions in the scale are illustrated in Table 3.

**Table 3.***Frequencies and Mean Scores of Foreign Language Listening Anxiety Scale*

ITEMS	SA	A	N	D	SD	Mean	
	FREQUENCIES					M	SD
1. When a person speaks English very fast, I worry that I might not understand all of it.	23	32	14	29	2	3.45	1.192
2. I get annoyed when I come across words that I do not understand while listening to English.	17	39	14	29	1	3.42	1.112
*3. I feel confident while listening to native speakers of English.	1	5	13	49	32	1.94	.862
4. When someone pronounces words differently from the way I pronounce them in English, I find it difficult to understand.	10	54	13	21	2	3.49	1.000
*5. I feel comfortable while listening to a native speaker of English on the phone.	20	38	22	18	2	2.44	1.067
6. Listening to new information in English makes me uneasy.	24	54	17	4	1	3.96	.816
7. When I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas.	3	35	18	33	11	3.14	1.110
8. I get nervous when I do not understand every word a native speaker of English says.	19	58	9	14	0	3.82	.903
*9. I feel comfortable about guessing the parts that I miss while listening to English.	2	9	14	51	24	2.14	.954

*10. I do not feel nervous when I listen to a person speaking English very fast.	0	22	15	42	21	2.38	1.052
11. I get nervous when I do not understand some idioms and colloquial language while listening to English.	8	36	22	30	4	3.14	1.064
*12. When I do not understand all the words in a listening text in English, I do not get worried.	4	9	6	55	26	2.10	1.020
13. I get nervous when I have inadequate background knowledge of some topics when listening to some texts in English.	11	26	24	34	5	3.04	1.118
14. I am nervous when listening to an English speaker on the phone.	23	42	16	18	1	3.68	1.053
15. I get worried when I do not understand English news and/or English films without subtitles.	21	37	22	17	3	3.56	1.95

\*The items which were reverse scored.

Tackling the items individually is important to have an idea on which aspect the participants showed higher foreign language listening anxiety levels. For this reason, the items with the three highest mean scores and the three lowest scores will be discussed.

To begin with the items that have the three highest mean scores, we see items 6, 8 and 14. If we consider that the total number of the participants is 100, item 6 with the highest mean which is 3.96 indicated us that 78 % of the instructors have concerns about listening to new information in English. As for item 8, with a mean of 3.82, failing to understand each word spoken by a native speaker became the second anxiety provoking factor for 77 % of the instructors. Lastly, item 14 had a mean of 3.68 and it showed us that listening to an English speaker on the phone makes 65 % of the instructors nervous. To sum up, items 6, 8 and 14 caused higher level of foreign language listening anxiety for the instructors.

As for the three lowest mean scores, items 3, 12 and 9 (all are reversed) can be seen respectively. Firstly, item 3 had a mean score of 1.94, which revealed that 81 % of the instructors feel confident when listening to native speakers of English. Secondly, item 12 with a mean score of 2.10 revealed that 81 % of the instructors don't get worried when they don't understand all the words in a listening text in English. Lastly, 75 % of the instructors stated that they feel comfortable about guessing the parts they miss while listening to English in item 9 with a mean score of 2.14. To summarize, items 3, 12 and 9 had a low effect on causing anxiety for the instructors.

#### 4.2.2. The Level of Foreign Language Speaking Anxiety among EFL Instructors

Non- native EFL Teachers' Foreign Language Speaking Anxiety Scale was used in this study to investigate foreign language speaking anxiety levels experienced by non-native EFL instructors. The questionnaire is a five-point Likert type scale. It ranges from "strongly disagree" (1 point) to "strongly agree" (5 points). The scale has some negatively worded items; the items 5, 7, 9 and 11 were reverse coded when entering data to the SPSS 20. The cronbach alpha of the scale was found .718.

Foreign Language Speaking Anxiety of the instructors were also categorized into low, moderate and high level as done with foreign language listening anxiety. Table 4 shows us this distribution.

**Table 4.**

*Foreign Language Speaking Anxiety Level Distribution of the Participants*

Anxiety Group	Number Of Participants	Possible Range	Mean	Standard Deviation
High Anxiety	19	3.66 - 4.13	3.84	0.143
Moderate Anxiety	77	2.33 - 3.53	3.019	0.352
Low Anxiety	4	2.20 - 2.26	2.23	0.033

As shown in Table 4, 77 of the instructors had a moderate level of foreign language anxiety with a mean score of 3.019. This verified the previous statistical result in this study that the instructors had a moderate level of foreign language speaking anxiety. In addition, we can observe from the table that more teachers fell into the category of high anxious instructors with the number of 19 instructors when compared with listening anxiety scores. Lastly, we can see that only 4 instructors had low foreign language listening anxiety.

As done with EFL Teachers' Foreign Language Listening Anxiety Scale, statistical works with the mean scores and frequencies of each item for all questions in EFL Teachers' Foreign Language Speaking Anxiety Scale will be done to make comments on the responses given to the items in the scale individually. The mean scores and frequencies of the scale are illustrated in Table 5.

**Table 5.***Frequencies and Mean Scores of Foreign Language Speaking Anxiety Scale*

ITEMS	SA	A	N	D	SD	Mean	
	FREQUENCIES					M	SD
1. I am afraid that native speakers will notice the mistakes I make while speaking English.	20	45	16	17	2	3.64	1.049
2. I feel that I am not fluent enough as an English speaker.	21	36	11	26	6	3.40	1.247
3. I feel nervous while speaking English in front of other language teachers (e.g. in conferences).	19	34	14	28	5	3.34	1.216
4. When speaking English, I can get so nervous that I forget the things I know.	33	39	12	15	1	3.88	1.066
*5. I feel comfortable when speaking English with non-native speakers of English.	0	9	11	48	32	1.97	.893
6. It embarrasses me to speak English in front of my colleagues (e.g. in meetings).	26	38	15	17	4	3.65	1.158
*7. I feel comfortable while talking to native speakers of English.	1	10	14	46	29	2.08	.961
8. I have difficulty in using some idioms and colloquial language while speaking English.	7	28	20	41	4	2.93	1.066
*9. I do not worry about making grammatical or pronunciation mistakes when I speak English.	3	16	9	54	18	2.31	1.043
10. I feel that other foreign language teachers speak English better than I do.	23	42	22	13	0	3.75	.957
*11. I try to speak English with native speakers whenever I can.	0	10	25	33	32	2.13	.981
12. I am nervous about using English when a teacher trainer is observing me.	21	34	11	30	4	3.38	1.229
13. When I speak English, I am too worried about using the correct grammar and pronunciation.	22	51	13	14	0	3.81	.940
14. I would be nervous about using English if my administrator were observing me.	20	36	10	32	2	3.40	1.189
15. I feel nervous when talking to an English speaker on the phone.	20	43	16	20	1	3.61	1.053

\*The items which were reverse scored.

According to the answers given by the participants to EFL Teachers' Foreign Language Speaking Anxiety Scale, it can be seen that items 4, 13 and 6 had the three highest means respectively. As the total number of participants is 100, the percentages were calculated out of 100 participants. To start with item 4, it had a mean score of 3.88

and 72 % percent of the instructors stated that when speaking English they feel so nervous that they forget the things they know. The second item, item 13, had a mean score of 3.81 and 73% of the instructors felt too worried using correct grammar and pronunciation when speaking English. As the last item, item 6 had a mean score of 3.65 and 64 % of the instructors felt embarrassed while speaking English in front of their colleagues. As a result, the items 4, 13 and 6 caused high level foreign language speaking anxiety for the instructors.

On the other hand, items 5, 7 and 11 (all reversed) had the three lowest means respectively. Firstly, item 5 had a mean score of 1.97 and 80 % of the participants stated that they feel comfortable when speaking with non-native speakers of English. Secondly, item 7 had a mean score of 2.08 and 75 % of the participants felt comfortable while talking to native speakers of English. As the last one, item 11 had a mean score of 2.13 and we can see that 65 % of the participants tried to speak English with native speaker whenever they could. Consequently, the instructors felt less anxious when they encountered with situations in items 5, 7 and 11.

#### **4.2.3. The Correlation between Foreign Language Listening Anxiety and Foreign Language Speaking Anxiety**

As the participants had a moderate level of foreign language listening and speaking anxiety, the need to find out if there was a relationship between foreign language listening and speaking anxiety levels was felt.

To examine if foreign language listening anxiety and foreign language speaking anxiety levels go together as in the literature, Pearson Correlation analysis was conducted. The correlation between foreign language listening anxiety and foreign language speaking anxiety was found .547. This result suggests a moderate positive correlation between foreign language listening anxiety and foreign language speaking anxiety levels. To see if there is a meaningful difference between foreign language listening and speaking anxiety levels, a paired samples t-test was run.



**Table 6.**

*Paired Samples T-Test Results For Foreign Language Listening and Speaking Anxiety*

	N	Mean	SD	t	Sig.
Foreign Language Listening Anxiety	100	45.77	5.78	-2.631	.010
Foreign Language Speaking Anxiety	100	47.46	7.38		

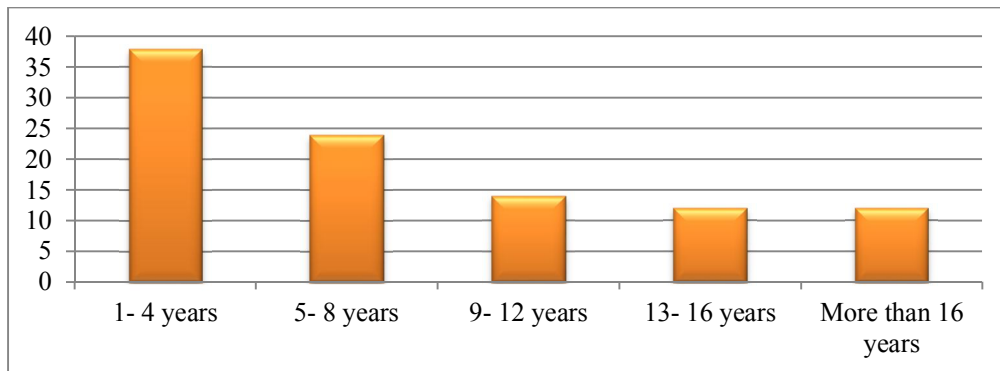
Table 6 shows us the results that instructors had listening anxiety with a mean of 45.77 and standard deviation 5.78. Also, the instructors had speaking anxiety with a mean of 47.46 and standard deviation 7.38. According to these results, instructors' foreign language speaking anxiety level was significantly higher than their foreign language listening anxiety because  $p=.010$  which was lower than .05. In addition, eta square result, which was 0.19, showed a large effect size.

#### **4.2.4. Differences between Foreign Language Listening and Speaking Anxiety Levels and Years of Teaching Experience**

Years of teaching experience of the instructors were questioned to see if there was a difference between foreign language listening and speaking anxiety levels of the instructors and their years of teaching experience. In order to make the analysis of the results easy, years of teaching experience was categorized into five groups as "1- 4 years", "5- 8 years", "9- 12 years", "13- 16 years" and "more than 16 years" respectively and the instructors were wanted to choose one of them. In Figure 2, years of teaching experiences of the instructors are presented.

**Figure 2.**

*Years of Teaching Experience of the Instructors*



As can be seen in Figure 2, almost 40 % of the instructors had teaching experience between 1- 4 years and almost 25 % of them had teaching experience between 5- 8 years, which indicated that most of the participants were not highly experienced instructors. On the other hand, instructors who had more than 16 years of teaching experience only consisted of a little more than 10 % of all the instructors.

The difference between foreign language listening anxiety level and years of teaching experience of the instructors were investigated by means of one-way ANOVA.

**Table 7.**

*Differences between Foreign Language Listening Anxiety and Years of Teaching Experience*

	Sum of Squares	df	Mean	F	Sig.
Between Groups	55,261	4	13,815	,402	,807
Within Groups	3262,449	95	34,342		
Total	3317,710	99			

In Table 7, one-way ANOVA results shows us that there was no difference between foreign language listening anxiety and years of teaching experience of the instructors because the significance level was found .807. To find a meaningful difference, we need a significance level of less than or equal to .05. As for the

difference between foreign language speaking anxiety and years of teaching experience, one-way ANOVA was conducted again.

**Table 8.**

*Difference between Foreign Language Speaking Anxiety and Years of Teaching Experience*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	110,246	4	27,561	,495	,740
Within Groups	5292,594	95	55,712		
Total	5402,840	99			

Again, due to the reason that the significance level was found .740, which was greater than .05, a difference was not found between foreign language speaking anxiety level and years of teaching experience of the instructors.

Due to the reason that no significant differences were found among years of teaching experience and foreign language listening and speaking anxieties, more elaboration was not investigated to find out which experience group showed the highest difference.

#### **4.2.5. The Level of Self-Efficacy among Non-Native EFL Teachers**

The EFL Teachers' Self-Efficacy Instrument was used in this study to investigate self-efficacy levels experienced by non-native EFL instructors to investigate if there was a relationship among foreign language listening and speaking anxiety. The questionnaire is a five-point Likert type scale which ranges from "strongly disagree" (1 point) to "strongly agree" (5 points). The scale has three sub-titles: efficacy for student engagement, efficacy for class management and efficacy for instructional strategies respectively. The scale consisted of 12 items and under each sub-title there are 4 statements. The analysis was done with the help of SPSS 20. The cronbach alpha of the scale was found .865.

The level of self-efficacy was also analyzed in terms of efficacy for student engagement, efficacy for class management and efficacy for instructional strategies.

shows us the mean scores and standard deviations of self-efficacy level classifications.

**Table 9.**

*Mean Scores and Standard Deviations of Self-Efficacy Subscales*

<b>Items of efficacy subscales</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Efficacy for student engagement</b>		
1. I can motivate students who show low interest in learning English.	4.05	0.66
2. I can make the English class enjoyable for all students.	4.06	0.66
3. I can make students believe that they can do well in English.	4.2	0.52
4. I can make students appreciate the potential benefits associated with learning English.	4.22	0.62
<b>Total</b>	4.13	
<b>Efficacy for class management</b>		
5. I can maintain high attendance in my English class.	4.07	0.62
6. I can get students to turn in assignments or papers promptly.	4.00	0.6
7. I can calm down a student who is noisy or uncooperative in my English class.	4.19	0.56
8. I can establish a classroom management system with each group of students.	4.12	0.62
<b>Total</b>	4.09	
<b>Efficacy for instructional strategies</b>		
9. I can use a variety of assessment strategies in my English class.	4.15	0.58
10. I can provide an alternative explanation or example when my students are confused.	4.51	0.51
11. I can craft good questions for my students.	4.27	0.56
12. I can implement alternative instructional strategies when a certain strategy does not work.	4.36	0.57
<b>Total</b>	4.32	

Table 9 illustrates that the instructors had the highest self-efficacy on instructional strategies with a total mean score of 4.32 and had the lowest self-efficacy on class management with a total mean score of 4.09. Efficacy for student engagement was found to have a moderate level of self-efficacy with a total mean score of 4.13.

#### 4.2.6. Relationship between Foreign Language Listening and Speaking Anxiety Levels and Self-Efficacy Levels

One of the aims of this study was to explore if there was a relationship between foreign language listening and speaking anxieties and self-efficacy level of the instructors. Therefore, a Pearson Correlation was conducted to see correlation among these variables.

**Table 10.**

*Correlation between Foreign Language Listening and Speaking Anxiety and Self-Efficacy Level*

		Self-efficacy
<b>Foreign Language Listening Anxiety</b>	Pearson Correlation	,168
	Sig. (2-tailed)	,094
	N	100
<b>Foreign Language Speaking Anxiety</b>	Pearson Correlation	,321**
	Sig. (2-tailed)	,001
	N	100

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 10 shows us two results. One of them is the relationship between foreign language listening anxiety and self-efficacy level. The correlation between foreign language listening anxiety and self-efficacy was found .168, which indicated almost no relationship as the significance level was higher than 0.01 that is the result was not significant. The second result illustrated in the table was the relationship between foreign language speaking anxiety and self-efficacy level. For these variables, correlation was found .321. According to this result, there was a moderate positive relationship between foreign language speaking anxiety and self-efficacy level of the instructors. To understand if there was a meaningful difference between foreign language listening anxiety and self-efficacy levels, a paired sample t-test was run.

Aside from the scales, a semi-structured interview was also conducted in this study to have a deeper idea on instructors' thoughts about foreign language listening and speaking anxieties and the effect of length of teaching experience and self-efficacy. Four instructors from each university, in total 12 instructors were interviewed. The instructors who had different years of teaching experience were randomly chosen to be interviewed. The interview contained 10 questions. The interviews were conducted in Turkish to avoid misunderstandings and to let the instructors explain themselves easily. All the answers given by the instructors were recorded to be transcribed later. The following part in this study is based on the answers from the semi-structured interview given by the instructors. The following discussion will be presented in the order of questions in the semi-structured interview.

### **4.3. Results of the Semi-Structured Interview**

Several common points were obtained from the replies to the semi-structured interview. The outstanding points were gathered into a title. The groups are as follows:

- 1) Need for foreign language speaking country experience, developing themselves, practicing with native speakers and being a non-native speaker. (practice)
- 2) Fear of being caught while making mistakes, fear of pronouncing words differently and making grammar mistakes. (fears)
- 3) Native-speakers' or the other speakers' way of talking English, feeling compulsory to talk like native speakers because they are teachers themselves, different accents and not being able to understand each word while listening. (accent)
- 4) Not having a good education on listening and speaking at university, need to take special courses on speaking. (education)
- 5) Personality, gossips of colleagues, feeling not proficient in front of the others. (face)

#### **4.3.1. Practice**

To start with the first category, practice, the instructors stated that they need to study and live for a time in an English speaking country, they should develop themselves and they are in need of practicing with native speakers. They also stated that

being a non-native instructor also creates some problems for them. One of the instructors stated his thoughts on living in an English speaking country:

*[...] How long an instructor lived in a country where the target language is spoken or with how many native speakers he/she interacted with have a positive correlation on instructors' feeling confident while listening and speaking English. I know this from myself as you can reach only up to a point by watching films or series in English without living abroad. Additionally, if you didn't stay in a country where English is not spoken, it is indispensable to make mistakes while speaking English. [...]* (Instructor 2)

*Though it may seem utopic, an EFL teacher candidate should be given chance to live at least six months to live in a country where English is the mother tongue to see how people speak the language there. A language can be learned in an authentic environment.* (Instructor 12)

*[...] I guess people have English ear like they have music ear. As for speaking, it is related with practice and personality. I think that people who are relaxed and can easily communicate with other people are more relaxed and confident while speaking.* (Instructor 7)

*We all know the disadvantages of being a non-native teacher, but we don't know the advantages of it. If necessary, these things should be taught us with in-service trainings.* (Instructor 8)

Overall, it can be understood from the replies that the instructors felt the need to practice more with English, especially with native speakers and they thought that it would be much better if they lived in a country where English is spoken. This must be caused because of feeling not fluent in seminars or conferences or they may be having difficulties finding the correct word when speaking English. Considering that only few of the instructors are lucky to have a chance to live in a country where English is spoken as a mother tongue, it is still a big problem no matter how much experienced they are in teaching English. Being a non-native instructor seems also to be a burden for them because non-natives face the reality of forgetting the language they know when they do not practice it. Regarding the replies, it can be observed, one more time, that the

instructors did not relish the idea of being a non-native and they wanted to have the chance to learn and practice the language in an authentic environment. All these make us think that, they may still have problems with practicing and developing their English and they are in search of some solutions.

#### 4.3.2. Fears

As for the second category, fears, the instructors stated that they fear of making mistakes, making grammatical mistakes and pronouncing words differently. Following statements are examples on instructor fears:

*When I was an Erasmus student I didn't have any anxiety while speaking English, but I fear of making mistakes in front of my colleagues. (Instructor 5)*

*Trying to prove that you are a good teacher may cause anxiety because you see yourself very proficient in this area and you don't want to make mistakes or be caught by your colleagues or students. (Instructor 11)*

*To admit, I feel anxious when I am in a conference and presenting. It is not easy to talk in front of the crowd. Additionally, knowing that you are the teacher of that language, you feel yourself compulsory to talk it in a very correct and fluent way. Also, you fear that other people will catch your mistakes and think that "look at her, she is a teacher, but she speaks it incorrectly, how is she going to teach it to her students? (Instructor 6)*

However, one of the instructors opposed to the idea and stated:

*In conferences or meetings I feel less anxious because I see people who sometimes make mistakes and I even hear native speakers making mistakes, so all these relax me. We should also think from this aspect: Do we talk Turkish in a very correct way? Of course, no. Thus, we should not care about making some small mistakes that much. (Instructor 9)*

Generally speaking, instructors did not want to seem weak in their profession and they did not want this to be realized by the others. Item 1 (*I am afraid that native speakers will notice the mistakes I make while speaking English*) from the speaking



scale was also among the items that had a high mean score, which also indicated fear of being caught while making mistakes.

As Önem & Ergenç (2013) stated, “yet, although there seems to be different types of anxiety, such as mathematics anxiety, computer anxiety or even social anxiety, research showed a parallelism among different types of anxiety such as foreign language anxiety, test anxiety, and state and trait anxiety (MacIntyre, 1995; MacIntyre & Gardner, 1991; MacIntyre & Gardner, 1994; Önem, 2010). Therefore, one can conclude that they all stem from the same origin, ‘the fear of failure’ (Sarason & Mandler, 1952) to achieve the level of success expected by the society” (p. 357). This proves us that the instructors’ fear of making mistakes stems from the fear of failure and it has a very big effect on instructors’ academic life.

#### 4.3.3. Accent

The third category is on problems about accent. The instructors had problems with different accents and being able to understand each word while listening. They felt compulsory to talk like native speakers because they are teachers themselves. They also had problems with native speakers’ or the other speakers’ way of talking English.

*It will be better if I study on understanding different accents because I feel that I need to develop myself in speaking as a teacher. (Instructor 1)*

*I think that speaking anxiety is a result of being a non-native speaker. Personally, I can’t pronounce all the words correctly and sometimes I miss what others say. (Instructor 5)*

*I have the belief that this is more than anxiety. If communication with native speakers is very rare, such kinds of collapses happen. (Instructor 4)*

In speaking anxiety scale, item 4 (*When someone pronounces words differently from the way I pronounce them in English, I find it difficult to understand*) was also among the high anxiety provoking factors indicating us that the instructors have problems with understanding different accents. Worrying about accents and fear of making mistakes were also found as one of the most anxiety provoking factors in the

study of Hauck, Mirjam and Hurt, Stella (2005).

It is obvious that instructors felt themselves obliged to be good at English like native-speakers which puts weight on their shoulders. This situation was also stated in the study of Bernstein (1983). One of the myths he thought the teachers had was “I can never allow myself to be unsure, to admit I am wrong, ignorant, weak, vulnerable or humorous. I should never say ‘I don’t know’”. We can also observe that they are aware of their deficiencies in having a good accent.

#### **4.3.4. Education**

The other factor is education. Some of the instructors stated that they did not have a good education on listening and speaking at university and they need to take special courses on speaking.

*I find myself strong in teaching grammar and writing, but I sometimes find myself weak in teaching listening and speaking skills because I can't find much chance to practice it. (Instructor 9)*

One instructor added:

*As years pass, you gain some experience and this affects your self-efficacy in a positive way and this makes you trust yourself. However, I wish that we had more listening and speaking lessons in the university because we only had these lessons in our first year. (Instructor 3)*

It can be understood that although instructors had an education in university, they still see it insufficient for themselves because they cannot practice it. However, it is clear that this practice cannot be accomplished with listening and speaking tasks in the classroom because these skills are very limited. Additionally, the classroom speaking and listening tasks are very superficial and not beneficial for teachers.

#### **4.3.5. Face**

Under the title of face, personality, gossips of colleagues and feeling not proficient in front of the other instructors were taken. To explain face, knowing the

possible outcomes they are going to encounter with, they choose to avoid or withdraw from similar situations. Yamashiro & McLaughlin (2001, as cited in Kimura, 2008) named this as the notion of “face”, which might cause learners to feel worried about being evaluated by the others. We can see this from the statements of the instructors:

*I think the other instructors feel anxious, too. One of the reasons could be being caught while using grammar incorrectly or using a word in a wrong place with a wrong meaning. For example, when an instructor speaks, if he/she used the word “slice” instead of the word “loaf”, this might be a little source of shame for them. However, we have to intrigue this too: how proficient an observer could be if he/she is not a native speaker? (Instructor 2)*

*I think that this is not about being an instructor but rather it is about the personality of the instructor. (Instructor 12)*

*I am sure the other teachers also feel anxious, but they try not to show it. I wouldn't want to make mistakes in front of my colleagues because I am sure that they will always keep this in mind and if I repeat them they may talk about my mistakes between them. [...] (Instructor 1)*

From these statements, it is obvious that the pressure from colleagues also affects the anxiety and thoughts of the instructors. Admittedly, proud has a big effect in this and even in academic environment it can also be much more important.

## CHAPTER 5

### 5. CONCLUSION

#### 5.1. Overview of the Chapter

This study was conducted in three different universities: Adiyaman University, Hasan Kalyoncu University and Gaziantep University to explore the relationship among foreign language listening and speaking anxiety, years of teaching experience and self-efficacy. The data was gathered by EFL Teachers' Foreign Language Listening Anxiety Scale, EFL Teachers' Foreign Language Speaking Anxiety Scale and The EFL Teachers' Self-Efficacy Instrument. Additionally, a semi-structured interview consisted of 10 questions was given to the instructors to have a deeper idea about their thoughts on research subjects.

100 instructors participated in the study. They were first given the three quantitative instruments together and later 12 instructors were interviewed on a separate day. In this chapter, a summary of the research findings and implications for the study and suggestions for further research will be discussed.

#### 5.2. Findings and Discussions

##### 5.2.1. The Level of Foreign Language Listening Anxiety among Non-Native EFL Instructors

According to the responses received from 100 instructors, a moderate level of foreign language listening anxiety was found. This result is in line with other studies in the literature. To start with, Karakaya (2011) also found in her study that EFL instructors had a moderate level of foreign language listening and speaking anxiety. However, when a comparison made, the level of anxiety in this study was found to be higher than Karakaya's (2011) study.

To start with EFL Teachers' Foreign Language Listening Anxiety Scale, the instructors found *listening to new information in English, failing to understand each word spoken by a native speaker* and *listening to an English speaker on the phone* as high anxiety provoking factors. On the contrary, they found *listening to native speakers*

*of English* the least anxiety provoking factor. From the results, we can conclude that the instructors feel confident when they listen to native speakers in general and if they understand each word spoken by them, but they consider it threatening if they cannot understand each word spoken, which becomes a problem for them. They also find talking to native speakers on the phone anxiety provoking which may result from the possibility of not being able to understand the message given and reply in that short time. Having no chance to be able to speak face-to-face and make implications from the body language may also have an effect on the instructors to find talking on the phone anxiety provoking. Additionally, while listening someone is a passive situation; however, this change with the phone as the person has to reply and be active. As for the other items, the instructors also felt less anxious when they *didn't understand all the words in a listening text in English* and they *felt comfortable about guessing the parts they miss while listening to English* respectively. Along with all these, we can make the comment that although the instructors find listening to new information in English the most anxiety provoking factor, if the information is not new to them and they have some idea and knowledge on the listening topic, they can use guessing strategies and get the meaning out of the listening text context. It also should not be forgotten that in semi-structured interviews the concerns about not being able to understand each word while listening was also mentioned by the interviewees.

To give an example from the other studies, it could be observed that some items in the scales stood out in a similar way in different studies, too. To illustrate, Bekleyen (2009) found in her study that teacher candidates also felt nervous when they listened to English if they were not familiar with the topic, they got worried when they had little time to think about what they heard in English and they felt nervous when listening to an English speaker on the phone or when imagining a situation where they listened to an English speaker on the phone. On the contrary, they didn't find listening to new information in English as an anxiety provoking factor, which may be as a result of their situation of still being a student and thinking that they still have much to learn.

Another example is from the study of Karakaya (2011). The instructors also felt comfortable about guessing the parts they miss while listening to English.

### **5.2.2. The Level of Foreign Language Speaking Anxiety among Non-Native EFL Instructors**

This study found out that the instructors had a moderate level of foreign language speaking anxiety. To make an analysis of EFL Teachers' Foreign Language Speaking Anxiety Scale, according to the instructors, the factors that caused the three highest foreign language speaking anxiety are as follows: *when speaking English I feel so nervous that I forget the things I know, I feel too worried using correct grammar and pronunciation when speaking English and it embarrasses me speaking English in front of my colleagues (e.g. in meetings).*

As can be seen from the items, these three items are related with one another in that when instructors have high levels of speaking anxiety and if this makes them forget the things they know, it may be because of their having different worries. These worries could be either caused by the worry to use correct grammar and pronunciation as they stated and all these result in their not being reluctant to speak in front of their colleagues as they may not want their colleagues to catch their mistakes and to see them weak. It is also noteworthy to remind that in semi-structured interviews some interviewees also made some explanations on this subject and stated that they didn't want their colleagues to catch their mistakes. We can conclude that all these result from fear of negative evaluation as mentioned in the study of Wood (1999). Six non-native student teachers participated in the case study. According to the results, the participants had communicative anxiety and fear of negative evaluation. The participants had anxiety while speaking with other language teachers, native speakers and in front of their colleagues and in public.

On the other hand, the factors that cause the three lowest foreign language speaking anxiety are as follows: *I feel comfortable when I speak with non-native speakers of English, I feel comfortable while talking to native speakers of English and I try to speak English with native speakers whenever I can.* These replies may be as a result of instructors' being aware of their proficient and deficient sides in English but not wanting to miss the chance to practice and use their English. Instructors with high self-confidence, efficacy and low level of anxiety may also tend to choose communicating through English. Additionally, the example of (e.g. in meetings) might

have caused a different understanding in the instructors' minds. For example, using English in a meeting or conference, especially if it is an international one may cause much more anxiety than speaking English with a colleague. One more thing to remind is that personality might also have an effect on these replies as stated in semi-structured interviews.

To add, they might have also thought the terms native and non-natives in general and concluded that if the native or non-native speakers were not EFL teachers, these people wouldn't be able to know English well enough to criticize their English as the term *colleague* and *other language teachers* were stated in different items before.

Similar results could be seen in the literature. To start with, Çubukçu (2008) conducted a study on prospective EFL teachers and similar results were found in Çubukçu's study. Prospective teachers also felt embarrassed talking in class because they thought that their classmates were better than they were. On the contrary, they didn't feel anxious while talking to native speakers. The researcher commented on this as a result of the existence of a teacher in the classroom. Balemir (2009) also found that EFL students had moderate level of foreign language speaking anxiety without any direct effect language proficiency. Additionally, Kunt & Tum (2010) found high levels of foreign language speaking anxiety for non-native student teachers studying ELT.

Another similarity can be observed in Karakaya's (2011) study. In her study, non-native foreign language instructors also stated that they felt nervous when they spoke English in front of the other language teacher such as conferences. In a similar way, the instructors also felt less anxious when they talked with native and non-native speakers in English.

All these highlight that the problems with foreign language listening and speaking anxieties don't end with being a teacher of that language and starting to teach this language.

### **5.2.3. Differences among Foreign Language Listening and Speaking Anxiety and Years of Teaching Experience**

To investigate the relationship among foreign language listening and speaking anxiety and years of teaching experience, One-way ANOVA was run. Foreign language listening and speaking anxiety was analyzed by means of ANOVA separately. Both results showed no correlation between foreign language listening and speaking anxiety and years of teaching experience.

However different studies in the literature found out contradictory results. To mention some of them, Parsons (1973 as cited in Keavney & Sinclair 1978) found that teaching anxiety decreased with the length of teaching experience. Second, Roach (1998, as cited in Westwick, 2003) found a significant negative correlation between communication apprehension and teacher assistant teaching experience. Third, Fish and Fraser (2001) found that teachers with fewer than five years of teaching experience had higher anxiety levels than more experienced teachers. Fourth, the study results of Mousavi (2007) indicated that non-native EFL/ESL teachers in their early years of experience showed higher levels of concern. Another study conducted by Machida (2011) showed that teachers with less teaching experience had higher level of stress.

One similar result can be seen in the study of Karakaya (2011). She also couldn't find a significant correlation among foreign language listening and speaking anxiety and years of teaching experience.

To illustrate another example, (Bekleyen, 2009) found in her study that pre-service EFL teachers experienced high levels of foreign language listening anxiety; however, the in-service EFL teachers had lower listening anxiety levels. The study of Bekleyen is in line with the other studies mentioned before, which showed the tendency of the decrease of anxiety as years of experience increases.

The rationale behind these results may be as a result of gaining self-confidence, learning how to use coping strategies for problems with students, courses and many others. As for the results of this study, the instructors from each group of experience must be experiencing similar levels of anxieties or different groups had different levels of anxiety without following a straight direction.



#### **5.2.4. The Level of Self-Efficacy among Non-Native EFL Instructors and Its Relationship with Foreign Language Listening and Speaking Anxiety**

The level of self-efficacy of the instructors was measured by the EFL Teachers' Self-Efficacy Instrument. According to the results, the instructors were found to have a high level of self-efficacy. Further measurements were conducted to see on which aspect they found themselves to have high self-efficacy. The results indicated that the instructors found themselves high self-efficacious on instructional strategies and low self-efficacious in class management. Since the aim of this study was not to explore why such a difference existed, no empirically-based reasons will be elaborated in detail.

To tackle instructional strategies, the instructors found themselves more self-efficacious in providing an alternative explanation, for example, when students are confused and found themselves less self-efficacious in using a variety of assessment strategies. As for class management, they showed the least efficacy in getting the students to turn in assignments and papers promptly.

Some studies came up with similar results: To start with, Yılmaz (2011) also found that the EFL teachers also thought that they were more self-efficacious in instructional strategies and less in class management. In this study, teachers also found themselves high self-efficacious in providing alternative explanations. Similarly, they also found themselves less efficacious in using different assessment strategies. Same results were also found by Eslami & Fatahi (2008) the only difference was that in their study the participants found themselves less self-efficacious in establishing a classroom management system with each group of students for class management.

As for the relationship between foreign language listening anxiety, speaking anxiety and self-efficacy levels, a low, insignificant positive correlation was found between foreign language listening anxiety and self-efficacy levels and a moderate, significant positive correlation was found between foreign language speaking anxiety and self-efficacy levels of the instructors.

To explain the reasons behind these results, we should first remember that to have success in anything we do, we need a moderate level of anxiety. As Brown (1994) says, being a little anxious motivates a person to continue performing a task. The instructors in this study were found to have moderate level of anxieties, which mean

that they don't feel hopeless with listening and speaking skills, but at the same time they are aware of the situations that provokes anxieties for them somewhere in their minds. However, we should keep in mind that, the instructors here are people who achieved a level of success, passed difficult exams and reached to a professional level to teach in universities. Taking their past experiences as students into consideration, they have the abilities to cope with difficult situations. Therefore, although they may have some anxieties, their beliefs in themselves to achieve something cannot be expected to affect them in a negative way as a result of anxiety. Considering all these, it will be unrealistic to expect them to give up with using and learning the language when encountered with problems as students does.

To give an example, Oxford (as cited in Arnold, 2005) gives two real life samples of language learners in her study. One of the learners gave up learning and studying when he encountered with problems related to language learning while the other student recognized his anxiety and did something positive about it. (p.59) As in this example, the instructors in this study may also be trying to do something to alleviate with their foreign language listening and speaking anxieties and this might be increasing their beliefs in themselves. Oxford also shows "risk taking" as a correlate of language anxiety. Maybe teachers know risk taking strategies well and this reflects in their self-efficacy, so they don't give up but rather continue trying. (p.63)

Another explanation might be that as a result of the instructors' being in pursuit of finding solutions to their anxieties and taking risks, as they encounter with anxiety provoking situations, they start finding ways to solve this and as they achieve solving these problems, this may make them feel more self-efficacious.

One additional reason could be that as high self-efficacious instructors try participating in conferences, seminars and some meetings, they could find the chance to compare themselves with native speakers and other language teachers, and so as a result of this they could see their deficiencies, which in turn can cause language anxieties.

Çubukçu (2008) also found that there is no correlation between language anxiety and self-efficacy levels of prospective teachers. Among other reasons, the writer also stated not being able to find chance to speak in class adequately, thus, students preferred to speak with native speakers so that they wouldn't feel stressed. The same reason can

be applied to non-native EFL instructors in this study, too. Although they had high self-efficacy levels, they were afraid of making mistakes or they might be feeling shy to express themselves in front of their colleagues. In this situation, it becomes important to remind that the instructors had similar statements in semi-structured interviews and the items reflecting these situations had high means.

### **5.3. Implications for the Study**

In the light of quantitative results, it was observed that non-native foreign language instructors in this study had a moderate level of foreign language listening and speaking anxiety levels. Additionally, a difference was not found between foreign language listening and speaking anxiety and years of teaching experience. Moreover, a moderate level of correlation was found between foreign language speaking anxiety and self-efficacy level of the instructors. However, qualitative data presents us more choice to make elaborations on the results. According to the answers given to the semi-structured interview, five categories were prepared under the title of practice, fears, accent, education and face.

To start with the first category, the instructors are in need of developing and practicing their language. The most authentic and effective way to do it could only be with living in a country where English is spoken as a mother tongue as one of the interviewees suggested. Consequently, they may have the chance to make up for being a non-native speaker. Admittedly, not every teacher or teacher candidate can achieve this, but this opportunity can be given to teacher candidates at high-schools or universities via programs such as Erasmus and Mevlana. Additionally, more weekly visiting activities could be prepared with partner schools or universities to turn this chance into not only a one more time chance but a longitudinal one.

To alleviate the fears of the instructors, the reality of being a non-native should be explained to them. They should be taught how to turn this into an advantage. This could be done during university learning with some meetings or conferences. As teachers, we should not expect our students to be perfect but at the same time not let them sink with their mistakes. As for the reasons of the mistakes, proficiency levels of the instructors or teacher candidates should be handled and some in-service courses under the title of professional development could be given to them. Horwitz (1996) also

suggests in-service trainings to reduce foreign language anxieties of teachers. We can also see the same categories in İpek's (2007) study. The researcher found six categories of sources of anxiety: making mistakes, teaching a particular language area, using the native language, teaching students at particular language level, fear of failure, and being compared to fellow teachers, which one more time exemplifies that teachers have some anxieties about making mistakes.

Another problem is about understanding accents and being fluent. These problems might be resulting from not having chance to live in an English speaking country and the other aspects above. For example, Aneiro (1989 as cited in Karakaya 2011) found that there was a significant negative relationship between the amount of exposure to the target language and receiver apprehension. All these may be a sign of some gaps in listening and speaking skills. Unfortunately, because of the various paper-pencil exams in Turkey both before entering a university program and after finishing the university to start teaching (e.g. YGS and KPSS), students don't prepare themselves to develop these skills and focus on solving multiple-choice questions correctly, which are consisted of reading and grammar. This situation doesn't change in university life, either, which also a subject for education category. Students are only given listening and speaking courses in their first years. After university, again, teacher candidates are not chosen according to their skills related with their occupation but some other extra and irrelevant things. All these could be changed with making differences in the examination system first and changing syllabuses in universities. Syllabuses that allow students to practice their speaking and listening skills should be given each year and after university ELT candidates should enter exams like TOEFL and IELTS so that they will have the chance to continue practicing their skills as a whole and will be evaluated in real meaning.

As for the fifth category, the instructors feel ashamed to use their English in some situations due to fear of negative evaluation as mentioned before. As stated before, Yamashiro & McLaughlin (2001 as cited in Kimura, 2008) name this as "face" namely the instructors feeling ashamed to make mistakes and regard it as a threat to their proud. Surely, the effect of personality cannot be undermined in such kind of situations. As Tsui (1996, as cited in Karakaya, 2011) explained, learners having high self-confidence and are willing to take risks do not have any fear of making mistakes

and initiating conversations in the target language. The personality of the instructors may have also affected the results of the study. As a suggestion, finding a chance to observe another teacher, making some meetings to share and solve problems could have some effect to relieve the anxieties of the teachers to see that they are not alone or to learn some strategies from other colleagues. All in all, all these signify us the importance and need of in-service teacher trainings.

Some external factors may also have some effects on teacher anxieties such as institution worked at. An instructor working at an ELT department may have a higher level of anxiety than an instructor working at preparatory school as the teacher candidates are proficient enough to evaluate the skills of an instructor; however, this cannot be possible in a preparatory school. The solution to this problem apart from the others mentioned before could be to give the instructor the chance to change the department he/she works at to develop himself/herself. As for the methodology followed, the instructors should not be governed or forced to use one or two kinds of methodology but rather be free to use any method or approach according to the dynamics of the classroom.

To tackle other points, listening and speaking skills could be both taught to teacher candidates and they could also be given education on how to teach these skills with a new and more effective syllabus. To explain more, in a study conducted by Kunt & Tum (2010) student teachers also expressed that more speaking courses should be given to them at university.

To make the instructors and students teachers feel that they are not the only ones feeling anxieties, reflective journals could be kept by them and action researches could be conducted by in-service teachers.

The students should also have something to say for foreign language educations at school so that a need analysis could be done and in line with the results an appropriate syllabus could be prepared and new books could be chosen.

As can be seen from the previous researchers on English learners and pre-service teachers, speaking and listening problems remain same even though they start teaching. As Bekleyen (2009) stated in her study, teacher candidates experienced high levels of foreign language listening anxiety and listening was found to be the most anxiety

provoking factor because it wasn't given importance in their former education. Admittedly, these anxieties cannot be a result of one or two days but rather a consequence of the effects of previous years. The lack of opportunity to be able to practice listening and speaking at school years continue in university life, too. Even after starting teaching, because of the obligation to pass some paper-based exams and other extra factors such as long working hours and extra duties at school etc., teachers cannot have chance and time to practice their English.

#### **5.4. Suggestions for Further Research**

Due to time limitations, detailed research on the reasons of foreign language listening and speaking anxiety couldn't be explored. Further researches could tackle the reasons for foreign language listening and speaking anxieties and suggest some solutions for reducing anxiety.

Further researches could be conducted with a high number of participants, more data collection tools, different ways of measuring anxiety such as observations and taking videos so that the reasons and how much effect anxiety has on participants could be observed. Additionally, longitudinal studies could be carried out to see the differences in anxieties from practice teaching to real teaching to elaborate on the changes, causes and effects of anxiety in time.

Moreover, the relationships among efficacy for instructional strategies, class management, efficacy for student engagement and foreign language listening and speaking anxiety could be explored in detail to have an idea in understanding which aspect of self-efficacy have a more effect on foreign language listening and speaking anxiety. According to the results, a new teaching program could be prepared for teacher candidates in universities.

Additional studies could be done by investigating foreign language listening and speaking anxiety along with self-esteem, confidence, efficacy, proficiency, background education and years passed in an English speaking country as variables could be searched to see if living in an English speaking country make changes in anxieties, perceptions and proficiencies of the instructors. Pre-service and in-service teachers' addressing listening and speaking skills in their courses, their perceiving themselves

about their competencies in teaching these subjects could be compared to see the effect of length of teaching experience.

Comparisons among the instructors in universities, high-school, secondary school and primary school teachers could be done to examine the effect of institution worked at, the subject taught and the grades taught on listening and speaking anxieties and anxieties related to teaching them.

Case studies on teachers from different years of teaching experience, self-efficacy level and foreign language listening and speaking anxiety could be done to investigate their problems, attitudes toward anxiety and solution strategies. Some suggestions could also be made for both in-service and pre-service teachers according to the results of this kind of study.

Spontaneous studies could be carried out in different countries with the same teaching environment and participant group to find out other extra reasons for foreign language teaching anxieties and to see if the causes and effects remain same between countries. This study could also show country-specific realities.

The relationship between foreign language anxieties of teachers and students could also be investigated to understand if teacher anxiety has an effect on student anxiety. Based on the results of the study, in-service training programs could be carried out to inform teachers about suggestions and possible solutions.

Lastly, the effect of fear of negative evaluation on foreign language anxiety of the teachers and instructors could be investigated and some solutions can be proposed.

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## 7. APPENDICES

### 7.1. Appendix 1: Demographic Questions

1. What kind of university are you working at? State \_\_\_\_\_ Private \_\_\_\_\_

2. How long you have you been teaching English?

a) 1- 4 years b) 5- 8 years c) 9- 12 years d) 13- 16 years e) More than 16 years

### 7.2. Appendix 2: EFL Teachers' Foreign Language Listening Anxiety Scale

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. When a person speaks English very fast, I worry that I might not understand all of it.					
2. I get annoyed when I come across words that I do not understand while listening to English.					
3. I feel confident while listening to native speakers of English.					
4. When someone pronounces words differently from the way I pronounce them in English, I find it difficult to understand.					
5. I feel comfortable while listening to a native speaker of English on the phone.					
6. Listening to new information in English makes me uneasy.					
7. When I let my mind drift even a little bit while listening to English, I worry that I will miss					
8. I get nervous when I do not understand every word a native speaker of English says.					
9. I feel comfortable about guessing the parts that I miss while listening to English.					
10. I do not feel nervous when I listen to a person speaking English very fast.					
11. I get nervous when I do not understand some idioms and colloquial language while listening to					
12. When I do not understand all the words in a listening text in English, I do not get worried.					

13. I get nervous when I have inadequate background knowledge of some topics when listening to some texts in English					
14. I am nervous when listening to an English speaker on the phone.					
15. I get worried when I do not understand English news and/or English films without subtitles.					

### 7.3. Appendix 3: EFL Teachers' Foreign Language Speaking Anxiety Scale

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I am afraid that native speakers will notice the mistakes I make while speaking English.					
2. I feel that I am not fluent enough as an English speaker.					
3. I feel nervous while speaking English in front of other language teachers (e.g. in conferences).					
4. When speaking English, I can get so nervous that					
5. I feel comfortable when speaking English with non-native speakers of English.					
6. It embarrasses me to speak English in front of my colleagues (e.g. in meetings).					
7. I feel comfortable while talking to native speakers of English.					
8. I have difficulty in using some idioms and colloquial language while speaking English.					
9. I do not worry about making grammatical or pronunciation mistakes when I speak English.					
10. I feel that other foreign language teachers speak English better than I do.					
11. I try to speak English with native speakers whenever I can.					
12. I am nervous about using English when a teacher trainer is observing me.					
13. When I speak English, I am too worried about using the correct grammar and pronunciation.					
14. I would be nervous about using English if my administrator were observing me.					
15. I feel nervous when talking to an English speaker on the phone.					

#### 7.4. Appendix 4: The EFL Teachers' Self-Efficacy Instrument

	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I can motivate students who show low interest in learning English.					
2. I can make the English class enjoyable for all students.					
3. I can make students believe that they can do well in English.					
4. I can make students appreciate the potential benefits associated with learning English.					
5. I can maintain high attendance in my English class.					
6. I can get students to turn in assignments or papers promptly.					
7. I can calm down a student who is noisy or uncooperative in my English class.					
8. I can establish a classroom management system with each group of students.					
9. I can use a variety of assessment strategies in my English class.					
10. I can provide an alternative explanation or example when my students are confused.					
11. I can craft good questions for my students.					
12. I can implement alternative instructional strategies when a certain strategy does not work.					

## **7.5. Appendix 5: Semi-structured Interview Questions**

1. What do you think are the reasons that make English instructors feel confident while listening and speaking English?
2. What do you think are the reasons of anxiety for an English instructor if he/she feels uneasy when listening and speaking English?
3. What do you think are the effects of years of teaching experience and self-efficacy on an instructor's anxiety while listening and speaking English?
4. What are the other factors that affect an English instructor's foreign language listening and speaking anxiety?
5. Do you think English instructors feel nervous while listening and talking to native speakers of English? What could be the reasons for feeling or not feeling nervous?
6. Do you think the other English instructors feel anxious while speaking English in front of other English instructors in meetings and conferences or while being observed by teacher trainers and administrators? Why do they feel anxious or confident?
7. Taking your own foreign language learning experience into account,
  - a) Could you describe your characteristics that you find yourself successful and need developing from the aspect of your English listening skills?
  - b) Could you describe your characteristics that you find yourself successful and need developing from the aspect of your English speaking skills?
8. Do you think the anxiety that an English instructor feel while teaching foreign language listening and speaking skills change according to their years of teaching experience and self-efficacy?
9. What do you think are the other factors of years of teaching experience and self-efficacy on foreign language listening and speaking skills?
10. Do you have anything to add?

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