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SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI

İNGİLİZCE ÖĞRETMEN ADAYLARI VE HİZMET İÇİ
İNGİLİZCE ÖĞRETMENLERİNİN İNGİLİZCE'Yİ YABANCI
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TAKSONOMİ ÇALIŞMASI

YÜKSEK LİSANS TEZİ

ŞÜKRAN TÜRKMEN

BALIKESİR, 2019

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**A TAXONOMIC STUDY OF FOREIGN LANGUAGE TEACHING
ANXIETY AMONG PRE-SERVICE AND IN-SERVICE
TEACHERS OF ENGLISH**
YÜKSEK LİSANS TEZİ

ŞÜKRAN TÜRKMEN

Tez Danışmanı

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TEZ ONAYI

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Prof. Dr. Kenan Ziya TAŞ

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FOREWORD

The purpose of this thesis is to propose a complete taxonomy on foreign language learning and teaching anxiety with its anxiety provoking factors and strategies to be employed for overcoming it. In the light of the literature review, the anxiety provoking factors on foreign language learning (FLL) and foreign language teaching (FLT) are divided into cognitive, affective and socio-cultural factors. And, the strategies employed for overcoming foreign language learning anxiety (FLLA) and foreign language teaching anxiety (FLTA) are divided into cognitive, affective and socio-cultural strategies.

Secondly, this study also aims to explore the anxiety provoking factors in FLT and the strategies employed for overcoming FLTA through the data which are collected by the pre-service and the in-service teachers in Balıkesir District.

This study consists of two main sections as foreign language learning anxiety and foreign language teaching anxiety. Firstly, in the study, the literature review is presented on FLLA with anxiety on four basic skills such as listening, speaking, reading, and writing anxiety; on the debilitating and facilitative effects of anxiety; anxiety-provoking factors in learning and strategies to be employed for overcoming FLLA. The main reason of including FLLA in this dissertation is that the studies are commonly carried out on FLLA. After the anxiety-provoking factors occurring in learning process are revealed through the literature in the study, the studies on these factors are categorized as cognitive, affective and socio-cultural factors. The strategies for overcoming FLLA are also examined in this part and listed through the categorization of cognitive, affective and socio-cultural strategies. Secondly, the studies on FLTA are presented in the literature part of this thesis. FLTA with a complete taxonomy on cognitive, affective and socio-cultural factors is presented in the part in chronological order. The strategies to be employed for overcoming FLTA are also revealed with a taxonomy on cognitive, affective and socio-cultural strategies in chronological order. Next, a case study is conducted about FLTA in Balıkesir context by means of semi-structured interviews, open-ended questions and focus group interviews with the participants of 35 pre-service teachers who are senior students at Necatibey Education Faculty in Balıkesir and 30 in-service

teachers who have worked at state schools of Ministry of National Education. The taxonomy FLTA is presented through the findings obtained from these semi-structured interviews, open-ended questions and focus group interviews. FLTA is classified into three categories such as cognitive, affective and socio-cultural factors and strategies. This thesis applies qualitative approach with grounded theory by Barney Glaser and Anselm Strauss (1967) and Chazmaz (2006). The taxonomy on the anxiety-provoking factors and the strategies employed for overcoming FLTA is proposed through descriptive labelling and theoretical coding.

This thesis concludes that both pre-service teachers and in-service teachers experience a wide range of FLTA in terms of cognitive, affective, socio-cultural factors. It is revealed that the two groups of the participants share several similar types of anxiety-provoking factors and strategies. Both of the groups claim in the study that they have FLTA due to such anxiety-provoking factors as difficulty in applying theoretical knowledge into practice, the fear of making mistakes and difficulty in managing the classroom. Nevertheless, they also have different views on FLTA even if they mostly agree with each other. Whereas pre-service teachers suffer from FLTA due to the fear of being ridiculed by the students, the in-service teachers have anxiety due to being unable to give explicit instructions. The pre-service teachers claim that they become anxious when they are a novice teacher in the eyes of the students while the in-service teachers state that they are anxious about students' negative reflections towards English and English teachers. Additionally, the pre-service and in-service teachers share several similar strategies such as improving pedagogical knowledge, learning how to arouse interest among the students, etc. and some different ones. For instance, the pre-service teachers suggest that FLTA can be overcome through being prepared to classroom discourse whereas the in-service teachers state that having trainings on contemporary teaching methods is beneficial to FLTA. After the anxiety-provoking factors and the strategies to be employed for overcoming FLTA are determined, several pedagogical implications are provided in order to overcome FLTA.

Şükran TÜRKMEN

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Şükran TÜRKMEN

ABSTRACT

A TAXONOMIC STUDY OF FOREIGN LANGUAGE TEACHING ANXIETY AMONG PRE-SERVICE AND IN-SERVICE TEACHERS OF ENGLISH

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Anxiety is commonly considered as an affective variable in foreign language learning and teaching. Many researches have examined foreign language learning anxiety (FLLA) with its anxiety provoking factors, types and the strategies to be employed for overcoming it; however, foreign language teaching anxiety (FLTA) has remained a research area to be explored in contemporary studies. It is apparent that anxiety impairs the effectiveness of learning and teaching and it is frequently associated with negative outcomes. When the literature is reviewed, it is seen that it lacks a complete taxonomy that classifies the anxiety provoking factors and the strategies to be employed on FLTA in terms of both cognitive, affective and socio-cultural factors particularly for the in-service teachers even if FLTA has been carried out with the pre-service teachers. Therefore, this thesis aims to explore FLTA, the anxiety-provoking factors and the strategies to be employed for overcoming it and also attempts to classify FLTA from the perspectives of pre-service and in-service English teachers of Balıkesir district. First, FLLA is examined through the literature in terms of four basic skills such as speaking, reading, listening and writing anxiety; the significance of FLLA; facilitative and debilitative effects of anxiety; the anxiety provoking factors and the strategies to be employed for overcoming FLLA in order that FLTA can be explained in a more proper way. Likewise, FLTA is examined in the literature. Next, this study aims to explore FLTA of pre-service and in-service teachers through applying semi-structured interviews, open-ended questions and focus group interviews in Balıkesir. The participants in the study consist of 35 pre-service teachers and 30 in-service teachers. The qualitative data obtained from the

participants is analyzed with ground theory, descriptive labelling and theoretical coding. The anxiety provoking factors and the strategies to be employed on FLTA are classified into three categories such as cognitive, affective and socio-cultural. Through the qualitative data analysis, several suggestions are put forward to overcome foreign language teaching anxiety. This study is believed to fill the gap in the literature as there is no study which classifies and compares the perceptions of both pre-service and in-service teachers of English on FLTA.

Key Words: Foreign language learning anxiety, foreign language teaching anxiety, taxonomy, pre-service teachers, in-service teachers

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARI VE HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRETME KAYGISI ÜZERİNE BİR TAKSONOMİ ÇALIŞMASI

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Kaygı, yabancı dil öğrenimi ve öğretiminde genellikle bir duyuşsal değişken olarak ele alınmaktadır. Alanyazında birçok çalışma, yabancı dil öğrenme kaygısını, bu kaygının nedenleri, türleri ve üstesinden gelme yolları ile birlikte araştırmıştır; ancak, yabancı dil öğretme kaygısı ortaya çıkarılması gereken bir araştırma alanı olarak kalmıştır. Kaygının, öğrenmenin ve öğretmenin etkisini azalttığı ve sıklıkla olumsuz sonuçlar getirdiği yapılan çalışmalarda açıkça belirtilmiştir. Alanyazın incelediğinde, yabancı dil öğretme kaygısı üzerine aday öğretmenleri kapsayan çalışmalar olmasına rağmen hizmet içi öğretmenlerin yabancı dil öğretme kaygısı üzerine, kaygı faktörlerini ve baş etme stratejilerini bilişsel, duyuşsal ve sosyal-kültürel bakımdan sınıflandırma yapan bir taksonomi çalışması olmadığı fark edilmiştir. Bu sebeple, bu tez yabancı dil öğretme kaygısını, kaygıyı tetikleyen faktörleri ve kaygıyı yenme stratejilerini araştırmayı amaçlamaktadır. Balıkesir’de görevde olan hizmet içi öğretmenlerin ve üniversite son sınıf öğrencisi öğretmen adaylarının bakış açısından, yabancı dil öğretme kaygısı üzerine bir taksonomi ortaya çıkarmaya çalışmaktadır. İlk olarak çalışmada, yabancı dil öğrenme kaygısı dinleme, konuşma, okuma ve yazma kaygısı olmak üzere dört temel beceri; öğrenmeyi kolaylaştırıcı ve zorlaştırıcı etkisi; kaygıyı tetikleyen faktörler; kaygıyı yenmede kullanılabilecek stratejiler, yabancı dil öğretme kaygısının daha iyi açıklanabilmesi adına araştırılmıştır. Daha sonra, yabancı dil öğretme kaygısı aynı sırayla araştırılmıştır. Bu tez, yarı-yapılandırılmış görüşmeler, açık uçlu sorular ve odak grup görüşmeleri aracılığıyla Balıkesir’de hizmet içi öğretmenlerin ve öğretmen adaylarının yabancı dil öğretme kaygısını ortaya çıkarmayı amaçlamıştır.

Çalışmadaki katılımcılar, Balıkesir Üniversitesi Necatibey Eğitim Fakültesi İngilizce Öğretmenliği Bölümü son sınıf 35 öğretmen adayından ve Milli Eğitim Bakanlığı'nda çalışmakta olan 30 hizmet-içi öğretmenden oluşmaktadır. Katılımcılardan elde edilen nitel veriler, kuram oluşturma teorisi, tanımlayıcı sınıflandırma ve teorik kodlama ile analiz edilmiştir. Kaygıyı tetikleyen faktörler ve kaygıyı yenmede kullanılacak stratejiler bilişsel, duyuşsal ve sosyokültürel olmak üzere üç başlık altında sınıflandırılmıştır. Nitel veri analizi aracılığıyla, yabancı dil öğretme kaygısını yenmek için bazı önerilerde bulunulmuştur. Hem aday öğretmenlerin hem de hizmet içi öğretmenlerin bakış açısından yabancı dil öğretme kaygısını sınıflandıran ve karşılaştıran herhangi bir çalışma olmadığı için bu çalışmanın alanyazında bir boşluğu dolduracağı düşünülmektedir.

Anahtar Kelimeler: Yabancı dil öğrenme kaygısı, yabancı dil öğretme kaygısı, taksonomi, öğretmen adayları, hizmet içi öğretmenler

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ABBREVIATIONS

EFL:	English as a Foreign Language
ELT:	English Language Teaching
FL:	Foreign Language
FLL:	Foreign Language Learning
FLT:	Foreign Language Teaching
FLLA:	Foreign Language Learning Anxiety
FLTA:	Foreign Language Teaching Anxiety

1. INTRODUCTION

The concept of emotion, which is influential on individuals' lives (Dörnyei and Ryan, 2015), has always been significant both in the spheres of human life and education. Among the emotions, anxiety has a strong relation with the feelings of qualm, frustration, self-doubt, apprehension and disquiet (Brown, 1994). Thus, it is apparent that the anxiety can impair individuals' lives and their learning process.

Anxiety has been a subject of interest among scholars particularly in language learning for several decades (Atay and Kurt, 2006). Remarkably, anxiety becomes one of the most crucial factors in foreign language learning (FLL) and foreign language teaching (FLT) process since anxiety, as one of the affective variables, has a significant influence on the process of teaching and learning a foreign language. In accordance, Trigwell (2012) suggests that emotions are common to teachers and students, and adds that emotional experiences in teaching and learning process can be affected by individual reality, social interaction with students and teachers as well as culture.

When the literature on FLL and FLT experienced is examined, it is viewed that there is no study of taxonomy which investigates foreign language learning anxiety (FLLA) and foreign language teaching anxiety (FLTA) in terms of four basic language skills such as listening, speaking, reading, and writing. Most of the studies are on the construct of anxiety and apprehension in terms of both learning and teaching process; nevertheless, there is a gap with regard to a taxonomy which outlines FLLA and FLTA with their major anxiety provoking factors, debilitating and facilitative effects and the strategies for overcoming anxiety in learning and teaching process. Therefore, this study aims to fill the gap through the introduction of a new taxonomy for FLLA and FLTA and frame the anxiety types in accordance with four basic language skills. Thus, this chapter covers background of the problem, statement of the problem, purpose of the study and research questions about FLLA and FLTA with the aim of explaining anxiety-provoking factors, its debilitating and facilitative effects, the strategies for overcoming both FLLA and FLLA and a taxonomy on FLLA and FLTA.

1.1. Background of the Problem

The construct of anxiety has been defined by many scholars from a wide variety of perspectives such as social sciences, education, psychology, etc. Since the term anxiety comes from the Latin word ‘Anxietas’ which refers to the experience of uncertainty, agitation and dread (Bhattacharjee, 2015, 1), it can be said that the construct of anxiety is a subjective case of internal discomfort (Bhattacharjee, 2015). However, anxiety can be also explained through some other environmental factors. Accordingly, Yoğurtçu and Yoğurtçu (2013) claim that even if the anxiety is regarded as a feeling of discomfort internally, anxiety is also generated from existential factors and concepts which are suggested for explaining the intrapsychic situations as a consequence of interactions and experiences with physical and social environment.

It is obvious that the affective domain of anxiety consists of both internal and external factors. Among these definitions on anxiety, the definition of Nepon, Flett and Hewitt (2011) focus on its physiological aspects and they consider it as an unusual and over-whelming feeling of apprehension and fear frequently revealed by physiological signs such as sweating, tension and increased pulse. On the other hand, Yoon (2012) states that anxiety is considered as an ordinary feeling to human beings that can be inclined by any internal or external exchanges, uncertain situations and the feeling of uncertainty. Anxiety is also defined as a sense of worrisome suspense (Rachman, 1998). As stated by several scholars, anxiety has been related with negative consequences and it comes both from internal and external factors; therefore, there are some indications of anxiety observed in individuals’ behaviors. With this aim, Horwitz, Horwitz and Cope (1986) claim that the psychological symptoms of anxiety are difficulty in concentrating, becoming forgetful, sweating and palpitations in terms of clinical experience. Therefore, it is clear that the feeling of anxiety is a complicated affective domain and yet again, the symptoms on anxiety are apparent physiologically.

As explained in the introduction part, it is clear that anxiety reveals both internal and external factors with several indications in individuals’ lives. Moreover, as an affective variable, anxiety is also related with educational situations. Firstly, anxiety has a strong relation with education and is associated with learning processes

particularly with FLL. Anxiety has been an area of research in FLL for the last few decades. Yan (2008) suggests that affective factors have been at the centre of researchers' attention and anxiety is one of the most important components among them. Specifically, the influence of anxiety on FLL has been on the focus of growing body of research (Williams, 2008). From the perspective of education setting, anxiety is a prevalent inhibitor of achievement and learning (Önem and Ergenç, 2013). Because, anxiety affects individuals' cognitive performance by initiating worry and rumination (MacIntyre, 1995). Additionally, Chen and Lee (2011) suggest that anxiety is likely the most determinant emotion which affects performance in learning. Similarly, Elkhafaifi (2005) states that anxiety is an important factor in foreign language learners' classroom performance. It is clear in most of the studies included in the body of literature that there is a negative relationship between severe anxiety and language learning. Önem and Ergenç (2013) conclude in their study that anxiety with a high level is responsible for low levels of success. Besides, Yang, Lin and Chen (2018) also suggest that anxiety features in FLL; however, there is a deficiency of attention to FLA. On the contrary, language anxiety is vital for understanding how students approach language learning and what their expectations for success are and why they keep going on studying or not (Horwitz, 2001).

Secondly, anxiety has a strong relation with education, particularly with FLT. In contrast to FLLA, FLTA has been a new area of research among researchers. Accordingly, Bekleyen (2004) has already stated that FLT is an area closely associated with human psychology. Anxiety is a feeling of the nervousness which interferes with FLL and FLT with its debilitating and also somehow facilitative effects. Moreover, Tran, Moni and Baldauf (2012) argue that FLA has an influence on learners' determination to learn a language as an important factor to be successful in FLL setting. Therefore, this thesis aims to examine FLLA and FLTA with its effect on four basic skills such as listening, speaking, reading and writing, anxiety provoking factors, facilitative and debilitating effects and the strategies for overcoming it. Additionally, this thesis also attempts at creating a theoretical taxonomy on FLLA and FLTA.

To summarize, FLL is a complex process to be carried out in terms of both teachers and learners. Learning a foreign language consists of various dimensions and steps which require a planned study and research in a regular way. There are

many components which are influential on FLL and FLT process such as the structure of the language, four basic skills like listening, speaking, reading and writing, to be mastered, the background of the learners, affective variables etc. Therefore, the construct of anxiety occurs in the FLL and FLT process because of its complex structures and complicated process.

The body of literature reveals that both teachers and learners have experienced the anxiety in their FLL and FLT processes. It is obvious in many researches that anxiety is an effective variable with its in debilitating and facilitative effects in FLL and FLT processes. Many researchers have focused on these effects, sources of FLLA and FLTA, the strategies for overcoming it and the FLA in terms of listening, speaking, reading and writing skills of the learners and teachers. Even if there have been many research on FLLA and FLTA, the body of literature lacks of a taxonomy on FLLA and FLTA which classifies anxiety into anxiety provoking factors as cognitive, affective, socio-cultural constructs and strategies for overcoming FLLA and FLTA cognitively, affectively and socio-culturally.

1.2. The Purpose of the Study

The purpose of this study is to review all the relevant research carried out in the field of FLLA and FLTA, particularly in English language in order to suggest a novel taxonomy on both FLLA and FLTA. After a deep analysis in terms of their subject, all of the research in this field are decoded in order to reveal firstly the anxiety provoking factors of FLTA, secondly, the strategies for overcoming anxiety, and thirdly the suggestions and recommendations made in the literature in order to overcome FLLA and FLTA. Such a literature review was carried out for the purpose of decoding the research subjects up till now suggests a novel taxonomy for FLLA and FLTA in the forms of four basic language skills such as listening, speaking, reading and writing. Secondly, the purpose of carrying out a literature review on investigating the anxiety-provoking factors in FLL and FLT, the strategies for overcoming anxiety-provoking factors and some suggestions and recommendations made in order to overcome anxiety-provoking factors in the literature is to bring out a systematic overview on the issue of FLLA and FLTA by classifying them into cognitive, affective and socio-cultural constructs.

Thirdly, this study also seeks to investigate whether the data presented in the literature review part has relevance with the qualitative study carried out by the researcher of this thesis. In order to do this, the researcher of this thesis investigates the anxiety-provoking factors in FLT, the strategies for overcoming anxiety provoking factors, and the suggestions and recommendations made by 35 pre-service EFL teachers who are senior students at Necatibey Education Faculty at Balikesir University and 30 in-service teachers who work officially at the governmental schools of Ministry of National Education in Turkey.

1.3. The Statement of the Problem

There have been a great number of studies and researches on FLA particularly on the sources and the strategies for dealing with anxiety in learning as well as its debilitating and facilitative effects (Carrier, Higson, Klimoski and Peterson, 1984; Horwitz, Horwitz and Cope, 1986; Horwitz, 2001; Yoğurtçu and Yoğurtçu, 2013). The literature review mainly indicates that FLLA and FLTA are influential in the learning performance and the quality of education in FLL process and the construct of anxiety impairs foreign language achievement and learning (Rosenfeld, 1978; Bailey, 1983; Bernstein, 1983; Phillips, 1991; MacIntyre and Gardner, 1994; Aida, 1994, Aydın, 2016). Accordingly, Gönen (2017) puts forward that the subjects of research such as how and why anxiety has an effect on the acquisition of language skills like speaking, listening, writing and reading have been at the centre of many researchers' attention in recent years. In other words, the research on FLLA outnumbers the research on FLTA. Thus, anxiety in FLT has remained an untouched area of research in the field of language teaching. Similarly, Horwitz (1996) states that there is not much research about foreign language teacher anxiety and the main emphasis of the researchers has been on foreign language learner anxiety and how to overcome FLLA in language classrooms.

When literature is reviewed on FLLA and FLTA, it is viewed that no studies have suggested taxonomy on English as FLLA and FLTA. Moreover, whereas there appear a number of studies which attempt to make some classifications in the literature, these classifications are not dealt with listening, speaking, reading and writing skills. Therefore, this thesis is significant for the researchers of FLLA as it

purposes to reveal the anxiety-provoking factors in FLL and FLT, the strategies for overcoming anxiety-provoking factors and some suggestions and recommendations made in order to overcome anxiety-provoking factors in the literature by suggesting a novel taxonomy in terms of four basic language skills such as listening, speaking, reading and writing. The study will contribute to the related literature with respect to FLLA and FLTA and will serve to fill the gap in the literature.

Another important point is that pre-service teachers and language teachers will benefit from the study as this thesis may provide them some useful insights on how to overcome FLTA. Moreover, the taxonomy suggested may be a useful source of information for researchers. In this respect, this study may provide some useful data for researchers to define the sources of FLTA in their own research.

Since “Language teachers have huge responsibilities such as presenting language items, helping students practice language items learned earlier, and providing opportunities for students to improve four basic skills (reading, listening, speaking and writing) in the target language” (Başöz, 2013, 4), they have to know what the sources of anxiety and how to cope with the anxiety-provoking factors. Thus, this study may also suggest some useful insights into strategies for overcoming FLTA. The present study also emphasizes some basic assumptions related to English Language Teaching (ELT) and the conclusions are useful in developing some practical suggestions on FLLA and FLTA. It also provides a better understanding and definition of FLTA as a concept of education.

1.4. Research Questions

This study aims to reveal whether a taxonomy can be created on FLLA and FLTA with anxiety-provoking factors and strategies for overcoming them through the literature review on the anxiety. Secondly, this study is conducted with pre-service teachers and in-service teachers in Balıkesir context for the purpose of revealing FLLA and FLTA, anxiety-provoking factors and strategies which are classified into cognitive, affective and socio-cultural constructs. Therefore, this study tries to answer these research questions indicated below.

1. Is it possible to propose a complete taxonomy on FLLA with its anxiety provoking factors in the light of literature review?
2. Is it possible to propose a complete taxonomy on both FLTA with its anxiety provoking factors in the light of literature review?
3. Do the pre-service teachers experience FLTA?
 - 3.a. What are the anxiety-provoking factors of the pre-service teachers' FLTA?
 - 3.b. What are the strategies the pre-service teachers employ in order to overcome FLTA?
 - 3.c. What do the pre-service teachers recommend for overcoming FLTA?
4. Do the in-service teachers experience FLTA?
 - 4.a. What are the anxiety-provoking factors of the in-service teachers' FLTA?
 - 4.b. What are the strategies the in-service teachers employ in order to overcome FLTA?
 - 4.c. What do the in-service teachers recommend for overcoming FLTA?
5. Is the complete taxonomy proposed in literature review part consistent with the findings gathered from both pre-service teachers and in-service teachers?

2. LITERATURE REVIEW ON FOREIGN LANGUAGE LEARNING

ANXIETY

2.1. Introduction

Learning a foreign language (FL) takes time and it is a complicated process since the individuals encounter with a number of challenges in order to stretch them to the limits of their first language, culture, and the way they think, feel and act (Sajedi, 2017). Sending and receiving messages in another language requires a total participation and continuous commitment (Sajedi, 2017). Because of the complexity and difficulty of FLL process, it is clear that the construct of anxiety is frequently experienced both by foreign language learners and also teachers. Accordingly, it is clear in the literature that students experience anxiety in the process of FLL (Kitano, 2001). It is also obvious in a great number of studies that individuals experience anxiety in FLL (Aida, 1994; MacIntyre, 1995; Casado and Dereshiwsky, 2001; Kitano, 2001). Likewise, Horwitz, Horwitz and Cope (1986) overtly state in their study that the learners have some difficulties while learning a foreign language and thus experience FLLA due to several factors related with the learning process.

It is apparent that anxiety is a main obstacle to be coped with while learning another language and this construct of anxiety inhibits individuals from producing the language successfully in especially FLL (Horwitz, Horwitz and Cope, 1986). In parallel, Horwitz (2001) claims that the anxiety blocks language learning and it is associated with achievement in language learning. Similarly, MacIntyre (1995) points out that anxiety in foreign language learning process has an impact on cognitive performance of the learners and their cognitive performance is divided and impaired. Likewise, Aida (1994) figures out that there is a negative correlation between performance and language anxiety level of the learners. It refers to the fact that the more anxious learners become, the less grades they will take in their courses. Önem and Ergenç (2013) reveal that low levels of achievement in FLL process are generated from the anxiety of the learners. Phillips (1991) points out that the learners feeling the anxiety at lower levels can perform better than the ones with high levels of anxiety. Horwitz (2001) clearly states that anxiety is one of the reasons for

insufficient foreign language learning and has been highly studied in almost all areas of psychology and education.

It is revealed that anxiety is generally related with the output and processing steps in learning process (Williams and Andrade, 2008) and one of the elements influential on language learning process is experience and role of anxiety (Sajedi, 2017). Thus, it is essential to research foreign language anxiety with anxiety-provoking factors and also the strategies for decreasing FLA level in a learning setting.

The aim of this chapter is to present a theoretical framework for anxiety on FLL. This section includes FLLA, types of anxiety in English including four basic language skills such as listening, speaking, reading and writing, the significance of anxiety in FLL, studies on debilitating and facilitative effects of anxiety and the strategies for overcoming FLLA. As FLL is associated with teaching, foreign language teaching anxiety is also aimed to be investigated with its anxiety provoking factors, its debilitating and facilitative effects, anxiety types related with language skills such as listening, speaking, reading and writing and overcoming strategies for foreign language teaching anxiety.

2.2. Foreign Language Learning Anxiety

The general definition of anxiety has been indicated in most of the studies in the literature and Horwitz, Horwitz and Cope (1986) define anxiety as personal feeling of tension, apprehension, nervousness and worry related to appearance of automatic nervous system. Besides its general definition, Gardner and Cheng (2004) state anxiety as the sense of tension and apprehension related to speaking, listening, writing, reading and learning. There have been a great number of researches about anxiety in FLL process and it is frequently pointed out that anxiety is an influential variable associated with learning a language (Oxford and Ehrman, 2008). Because, foreign language acquisition is the most tedious of all school learning process for many students (Spithill, 1980) and FLL is a lasting period (Phillips, 1991). Therefore, FLA is differentiated from general type of anxiety because of its unique

aspect as meta-cognitive element that predicates itself in learners' awareness which is lack of their normal means of communication (Toth, 2011).

Language learning process is the activity of cognition which is based on encoding, storage and retrieval processes, and the construct of anxiety is likely to intervene in these processes through generating divided attention for anxious learners (MacIntyre, 1995). Thus, the studies carried out on anxiety reveal that learning a foreign language itself is the source of foreign language anxiety. Accordingly, anxiety and FLL process may be interrelated with the each other interchangeably. Nevertheless, MacIntyre (1995) claims that FLA is not a cause or the source of problems in language learning; rather it is a result and associated with the whole process of language learning. Hewitt and Stephenson (2012) put forward that the researchers have been conscious of the fact for several years that foreign language process can be stressful experience for some individuals. Therefore, the concept of anxiety has been interest of many researchers in order to help students overcome this problem and improve their language performance (Hewitt and Stephenson, 2012).

The high levels of anxiety create deficiencies in the control of an individual's native language, and this is clearly associated with difficulty in FLL (Sparks and Ganschow, 1991). In parallel, it is claimed that anxiety prevents people from learning foreign language. Aida (1994) puts this obstacle forward through her study conducted with Japanese students that there is a negative correlation between foreign language performance of learners and their anxiety level. Horwitz (2001) regards anxiety as a cause of poor language learning by stating that it hinders language learning for quite some time. In accordance, Worde (1998) defines anxiety as a crucial problem in language classrooms and states that FLA is differentiated from other types of anxieties and has detrimental effects on the foreign language learning process. In other words, the studies aforementioned up till now commonly state that impairs foreign language learning process and achievement. Thus, the concept of anxiety deserves to be examined deeply in order to provide an effective foreign language learning atmosphere and enhance learners' language acquisition or learning productively.

This part of the thesis discusses what anxiety means, what the sources and types of anxiety are commonly presented in the literature. Hence, the concept of

anxiety is to be defined with its sources and types. According to the literature on anxiety, it is generally revealed that anxiety has three different forms such as *trait anxiety*, *situational anxiety* and *state anxiety* (MacIntyre and Gardner, 1991). When the literature is reviewed, it would be seen that many researchers have attempted to make a categorization on the types of anxiety by giving specific examples on it. For instance, anxiety as a stable personality characteristic is defined as *trait anxiety* whereas anxiety as a response to an exceptional situation or a perceived threat which creates stimulus is regarded as *state anxiety* (Spielberger, 1983). Broadly speaking, trait anxiety is defined as a personality trait which means the feeling of nervousness coming from individuals' specific characteristic whereas state anxiety is regarded as an apprehension encountered at a particular moment. MacIntyre (1995) states that state anxiety is the reaction while trait anxiety can be regarded as the inclination to react in an anxious way. Huang (2012) also defines trait and state anxiety. According to Huang (2012), anxiety refers to a person' stable personality and temporal emotional state and these refer to two constructs as trait anxiety and state anxiety. Czerniak and Haney (1998) claim that state anxiety changes with an immediate situation which can be a test taking whereas trait anxiety stays relative stable. Czerniak and Haney (1998) also assert the idea that trait anxiety is assumed to have an influence on the individuals' state anxiety. Woodrow (2006) also states that state anxiety is a temporary one experienced in a particular situation.

Since there have been a great number of studies which define trait anxiety, state anxiety as well as situation-specific anxiety, the rest of this part of this chapter will mainly focus on a deeper understanding of anxiety and its types. It is essential to point out the definitions of the types of anxiety so as to apprehend its nature and to put the different types of anxiety cases in their own specific place in such a classification, namely whether they are trait, state or situation- specific anxiety. In accordance with the literature, trait anxiety is also defined by Zin (2010) as a likelihood of an individual to be anxious in any situation whereas state anxiety is explained as a feeling experienced in specific situations such as a feeling of anxiety before taking any examination. Woodrow (2006) also defines trait anxiety as a stable personality trait which means a person with trait anxiety tend to have anxiety in a variety of situations. Hewitt and Stephenson (2012) define situation-specific anxiety as a particular type of anxiety and they state that anxiety in language learning process

can be regarded as one of the situation-specific anxiety types. On the other hand, Zin (2010) describes situation-specific anxiety as a kind of anxiety which occurs specifically in a given context and a well-defined situation such as public speaking or writing exams. Also, Wood (2000) clearly puts forward that situational anxiety is essential because of its debilitating effect on performance and such an anxiety can interfere with the acquisition of the target language. On the other hand, Bekleyen (2004) states that an individual with low trait anxiety is generally stable, calm and relaxed person in terms of his or her emotions. For instance, an individual with high level of trait anxiety may encounter with anxiety faster and more severely in anxiety provoking situations than the others. However, Yoğurtçu and Yoğurtçu (2013) state that foreign language learning anxiety is observed in some situations which require to be separated from the conception of general anxiety. Horwitz (2001) argues that language anxiety is a specific anxiety rather than a trait one. Huang (2012,16) claims that “anxiety is prevalent in individuals’ learning process and foreign language anxiety is a type of language-skill-specific anxiety” which causes nervousness in all four skills such as listening, writing, speaking and reading while learning a foreign language. Similarly, Hewitt and Stephenson (2012) agree that anxiety in the language learning process has frequently been regarded as *situation-specific anxiety* that refers to a particular sort of situational anxiety. Also, for Czerniak and Haney, the successful experiences the learners have are also useful for decreasing the level of trait anxiety among the learners (1998). Aida (1994) clearly suggests that foreign language anxiety may affect an individual’s trait anxiety in the foreign language learning environment rather than his or her state anxiety which is stimulated by a specific moment.

There are also some other types of anxiety defined in the literature, and among one of them, social anxiety which is offered by Kitano (2001) tends to be used to refer motivation to impress others and learners’ hesitation whether they can fulfil or not. According to Kitano (2001), *social anxiety* arises when the learners hesitate or feel motivated. It has been known since 1970s that anxiety with other affective variables such as attitude and motivation has been regarded as crucial factor which has an effect on foreign language learning success (Toth, 2011).

Another type of anxiety mentioned in the literature is *test anxiety*. The students are exposed to a great number of tests and evaluations until they graduate

from universities and several students are not capable of coping with their anxiety and feeling of nervousness while test taking, and thus such a situation leads to anxiety which has a detrimental effect on learners' performances (Mealey and Host, 1992). For the test anxiety, Hudesman and Wiesner (1978) indicate that test situation reinforces students both in a positive and negative way; therefore tests have positive and negative implications for students.

There are several categorizations for anxiety as indicated in the literature beforehand; however, some researchers have investigated on how to cope with each type of anxiety. For instance, Mealey and Host (1992) examine *test anxiety* in order to overcome such a specific type of anxiety and they state that the students with test anxiety feel that they do not know how to learn subjects in the classes and what to do with the given information when they complete studying or reading. The students are reported to have feelings of hopelessness and isolation. For coping with text anxiety, Mealey and Host (1992) recommend some strategies such as self-questioning, text annotation and mapping as these can help learners decode and elaborate the course material into a meaningful organization. Furthermore, their study concluded that the strategies for text preparation decrease the anxiety level among learners as they are active and participate in the course activities (Mealey and Host, 1992).

In the previous paragraphs, the construct of anxiety is defined with its types in accordance with the literature on FLLA, and some strategies for dealing with each type of anxiety are provided in order to present the nature of anxiety in an effective way. However, the subject of anxiety in foreign language context is a complicated process and there are several variables which have an impact on anxiety. Accordingly, anxiety has also been defined with its relevant factors in FLL process. These factors can be identified as *communication apprehension*, *text anxiety* and *fear of negative evaluation*. According to Gregersen and Horwitz (2002), *communication apprehension* refers to a person's feeling uncomfortable in front of other people. In other words, communication apprehension refers to a learners' feeling of disturbance while talking in front of the others (Huang, 2012). Park and Lee (2005) suggest that *communication anxiety*, *criticism anxiety*, *examination anxiety* are the main elements of anxiety. Communication anxiety leads to learners' incapability of expressing their thoughts in the foreign language or understanding what others are saying, and it may also cause hesitation and frustration (Huang, 2012). Students who suffer from fear of

negative evaluation are generally worried about academic and personal evaluations about their performance and competence in foreign language (Huang, 2012). A student with a high level of trait anxiety can experience greater amount of anxiety in test-taking situations than the other classmates having less anxiety (Czerniak and Haney, 1988).

In the context of Yemeni, Yassin and Razzak (2018) attempt to explore the FLLA among Yemeni University EFL learners and clearly reveal that the general level of anxiety among these students are moderate and 13% of 155 university students experience high levels of anxiety. Horwitz (1986) suggests The Foreign Language Classroom Anxiety Scale in order to measure anxiety level of learners in a valid and reliable way through a standard instrument and concludes in this study that the FLA level can be measured validly and reliably and The FCLAS can provide identification of students having debilitating effects of foreign language anxiety. Aida (1994) utilizes this Foreign Language Classroom Anxiety Scale in her study and suggests that this tool is found to be highly reliable to measure learners' anxiety level in foreign language learning process at the University of Texas in Austin.

There are several studies dealing with FLLA. Among those studies, gender effect is found to be a specific type of anxiety experienced by the male and female students. Accordingly, it is revealed that female students experience foreign language anxiety in the classroom more and they are found more vulnerable compared to male students (Ra and Rhee, 2018). Contrastively, in another study, it is found out that female undergraduate learners are more confident and much better at learning language and deal with foreign language anxiety more easily than male students. In the same study, male students are found to be liable to hesitation and nervousness more than females are whereas females are found to be more expressive and hardworking (Azher, Anwar and Naz, 2010). In one another study conducted in Arabic context, Elkhafaifi (2005) reveals that foreign language anxiety level is differentiated in accordance with gender types. In this study, the researcher concludes that female learners become more anxious in learning process; nevertheless, there is no significant difference between listening anxiety and gender types. Dewaele (2007) similarly concludes that female participants in the study display higher levels of foreign language anxiety. Cheng (2002) also reveals the same result that female foreign language learners experience significantly higher

levels of second language writing anxiety whereas Shang (2013) states that male learners become more anxious in their writing tests than female ones. Furthermore, in some studies, it is revealed that there is no significant gender difference revealed in language anxiety (Aida, 1994).

It is apparent that level of anxiety experienced by learners commonly changes according to their gender types. Moreover, anxiety has many effects on the attitudes of the students such as reading behaviour or note taking. In other words, anxiety is a factor in the quality and quantity of learners' notes in a learning setting (Carrier, Higson, Klimoski and Peterson, 1984). For instance, a learner with a high anxiety level tends to record too much lecture information or fail to differentiate the essential and necessary information from the trivial ones. Therefore, the learning process which requires attention can be impaired by the anxiety. Thus, learners may not be competent in becoming effective listeners while taking lecture notes and cues related to the courses. On the other hand, anxiety is influential in the learners' examinations and learning strategies. The learners with anxiety tend to take notes with lower quality (Carrier, Higson, Klimoski and Peterson, 1984).

In conclusion, FLL process is not similar to learning another subject such as science or math because it is also related with the expectations of society and culture. Cultural beliefs and opinions of society on the language learning process have an effect on the real process (Wood, 2000). It is viewed that foreign language learning is a difficult process which hosts anxiety-provoking factors, generated from trait, state or situation-specific anxiety. It should also be noted that there have been a number of factors which leads to anxiety such as communication apprehension, text anxiety, fear of negative evaluation, gender anxiety, etc. Furthermore, anxiety is generally regarded as a debilitating factor in language learning as the studies carried out on anxiety commonly reveal its negative influence on foreign language performance and achievement in learning process. Therefore, the next part aims to explain the foreign language anxiety in terms of four basic language skills such as listening, speaking, reading and writing in order to define the effects and sources of foreign language learning anxiety and reveal ways of dealing with the anxiety.

2.3. Anxiety related to Four Basic Skills

2.3.1. Listening Anxiety

In the literature, it is revealed that listening anxiety has been on the focus of many researchers and is claimed to be commonly related to FLL process (Howitz, Horwitz and Cope, 1986; Worde, 1998; Arnold, 2000). According to Horwitz, Horwitz and Cope (1986), anxiety is concomitant with two main requirements of listening and speaking. Listening, as a receptive skill, consists of serious time constraints. Therefore, just like the oral aspects of language learning process, listening comprehension which seems to be the most anxiety-provoking situation, is also a rather stressful skill for learners (Arnold, 2000).

The literature presents that listening anxiety is common among foreign language learners. For instance, Elkhafaiji (2002) clearly reveals in his study that there is a positive relationship between general FLLA and listening anxiety. In other words, learners with higher anxiety levels have higher levels of listening anxiety. Thus, it is apparent that FLA exists, and some researchers have tried to reveal what the sources of listening anxiety are.

The listening anxiety stems from the worry of the learners' own experiences on listening skills. Due to such an apprehension, learners lose their capacity for giving full attention to the task in the listening process (Arnold, 2000). Accordingly, Worde (1998) noticeably states that oral testing or listening exercises and non-comprehensible listening records are the main sources of anxiety. In other words, the learners with anxiety hinder them attempting to use any second language fluency she/he has managed to acquire. In another study, Arnold (2000) undoubtedly reveals sources listening anxiety as difficulties in hearing, factors related to the speaker such as unfamiliar accent, lack of clarity and proper enunciation. Additionally, one of the other reasons is the unfamiliar phonological system (Elkhafaiji, 2005).

In Arabic context, Elkhafaiji (2005) investigates the effects of FLLA on students' achievement and listening anxiety on learners' listening comprehension. The findings of his study reveal that FLLA and listening anxiety are separated elements; however, they are both correlated with language achievement negatively.

Elkhafaifi (2005) suggests that learners' comprehension proficiency can be best improved through providing a less nervous learning environment and reducing foreign language learning anxiety.

Individuals experience anxiety while listening in the target language because of such reasons as the authenticity of the listening text, incomprehensibility of the listening material and environmental factors (Gönen, 2009). For this purpose, Gönen (2009) investigates the relationship between foreign language listening anxiety and listening strategies in order to deal with foreign language listening anxiety in the language process. The study reveals how anxiety impairs listening skills when the learners are not able to apply effective listening strategies and have some concerns while listening in the target language (Gönen, 2009). One implication for decreasing the level of anxiety in listening can be designing tasks and activities which are suitable for the affective needs of students and integrating strategy training into classroom activities. Thus, the learners overcome their ineffective habits and employ efficient listening strategies during tasks and activities.

It is significant to unveil the sources of listening anxiety as it leads the researchers to answer another research question: What can be done in order to overcome listening anxiety? Some studies display that there are some useful tools for dealing with listening anxiety in learning and teaching process. For instance, listening experiences which enable learners decrease their anxiety will be beneficial. Student-centred and collaborative learning formats, pair work or group work, applying task types such as collaborations, friendly competitions and listening games and technology tools can provide individuals relaxing and more engaged process in learning (Finch, 2001; Sindrey, 2002; Du, 2009). Listening contents which are interesting for the students such as current dramas, television programmes, music, comedy or relevant political discussions can help learners decrease their affective filter in listening (Gay, 2000). While teaching in listening skill, effective instruction is necessary to consider learners' differences and tasks should be triggering and activating for the students (Breen, 2001). Besides these useful recommendations, Arnold (2000) recommends visualization technique working with the imagery while dealing with listening comprehension anxiety. He thinks that visualization can enhance internalisation of knowledge through generating awareness and strengthening the learning experience (Arnold, 2000). Visualization-relaxation

training can be helpful for improving the learners' listening comprehension and for spending the learners' free energy previously used in worrying for language learning processing (Arnold, 2000). In the same article, it is suggested that imagery work manifests learners' appreciations of their listening ability (Arnold, 2000).

In the study of Yan (2005), the participants reveal that they need to comprehend each word and details of the listening material. In other words, they have a belief that they cannot have full and perfect understanding. And when they notice that this is unrealistic, they feel anxious and frightened. The participants in the same study state that they become anxious when the teacher is directive and authoritarian in listening practices. They care whether the teacher behaves everyone in an equal way. If the teacher generally chooses some certain students who give satisfactory answers, the other learners feel anxiety. Thus, in the study it is claimed that the first step for improving listening teaching is to enable listening skills to go with other skills from the beginning of English learning and secondly, listeners should not aim to learn English just to pass examination in listening contents. Also, Yan (2005) offers some suggestions for decreasing anxiety in teaching listening and according to his study, it is necessary to build up self-confidence and self-esteem among students through providing several opportunities for classroom achievement in listening. Teachers should eliminate the competition in the class and evaluate positively. Yan (2005) also suggests that mistakes need to be corrected without humiliating the learners and the students should be asked without intimidation. Yan (2005) clearly states that a good teacher ought to regard learners as human beings whose first need is to affect and to understand students with their backgrounds and learning difficulties. Teachers should also be fair towards the learners, patient, encouraging, creative, open-minded and easy. Thus, their anxiety level can be decreased.

In teaching process of listening, teachers should let the students know that they need to face listening anxiety bravely and students should believe that their listening anxiety will be reduced through experience and hard work (Yan, 2005). Teachers also should tell the learners to power their confidence and motivation in a conscious way and should teach learners how to adjust their state of mind. Students should be helped to set realistic goals and expect possible difficulties and teachers need to help learners evaluate themselves in an appropriate way through forming an

environment with unity and mutual aid among all the students. In conclusion, Yan (2005) states that anxiety has a significant role in listening in a negative way and teachers should decrease the level of anxiety with the help of teaching techniques in listening classes. It should be kept in mind that anxiety is inborn and exists commonly, but it can be effectively dealt with through creating an anxiety free atmosphere in class (Yan, 2005).

In sum, students experience listening anxiety particularly when they experience FLLA in general (Worde, 1998; Arnold, 2000; Elkhafaifi (2002) and when they experience particularly speaking anxiety (Howitz, Horwitz and Cope, 1986). In the light of literature review, the sources of listening anxiety are regarded as oral testing, listening exercises and non-comprehensible listening records (Worde, 1998); difficulties in hearing, factors related to the speaker such as unfamiliar accent, lack of clarity and proper enunciation (Arnold, 2000) and unfamiliar phonological system (Elkhafaifi, 2005). In these studies, it is concluded that visualization technique, imagery work and visualization-relaxation technique (Arnold, 2000) and anxiety free settings are helpful in decreasing listening anxiety. In this part, foreign language listening anxiety has been reviewed and the following part includes speaking anxiety.

2.3.2. Speaking Anxiety

Speaking is one of the most anxiety-provoking situations since it consists of different aspects by its nature such as fluency, accuracy, pronunciation, appropriacy, intelligibility, etc. (Yaman, 2016). Because of its complex dimensions and challenging aspects, foreign language learners experience speaking anxiety. Accordingly, FLA is clearly related with oral aspects of language performance and usage exclusively with speaking and listening skills (Saito, Garza and Horwitz ,1999). Spithill (1980) clearly states that anxiety tend to interfere with the oral work of FLL process. Similarly, Horwitz (2001) puts forward that FLA has been mostly associated with oral aspects of language use.

Language learning is a difficult process and one of the problematic areas in language learning is oral skill and it has a negative effect on the self-image of the

learners (Phillips, 1991). Later, Phillips (1992) examines the effects of anxiety on oral performance of language learners and puts forward that oral skill in language learning process is an issue for second language learners. In the same study, it is revealed that anxiety has a debilitating effect on their speaking skills. According to the study of Phillips (1992), the scores of students from oral exam are negatively correlated with their FLA level measured through a scale named Foreign Language Classroom Anxiety Scale carried out by Horwitz (1989). More anxious learners tend to obtain lower scores than their less anxious peers (Phillips, 1992). As stated throughout the literature, it is commonly agreed that FLA is mainly associated with speaking skills. Therefore, the sources, causes and effects of FLA on speaking can be re-examined in order to decrease the level of FLA and provide effective learning settings. With this aim, Kitano (2001) explores potential sources of FLA in oral practices with 212 students in Japanese courses, and concludes that the anxiety of students get higher, their fear of negative evaluation is stronger, and their perceived ability is lower than native speaker.

As a replication to Phillips' study (1992), Hewitt and Stephenson make a research entitled *Foreign Language Anxiety and Oral Exam Performance: A Replication of Phillips's MLJ Study* (2012) and they research the correlation between oral performance of learners and their anxiety level and conclude that students with high levels of FLA have low performances in their oral exams.

As stated in many studies related to FLA, foreign language achievement or proficiency is associated with learners' anxiety level in foreign language classroom (Rosenfeld, 1978; Bailey, 1983; Phillips, 1991; MacIntyre; Gardner, 1994; Aida, 1994; Dörnyei and Ryan, 2015; Noels, 1994; Horwitz, Horwitz and Cope, 1986). However, the causes of low achievement or poor proficiency in foreign language require to be evaluated in order to overcome anxiety thoroughly. Therefore, low motivation and proficiency level of learners in foreign language can be a source of speaking anxiety. When the learners' willingness to communicate is affected negatively by the lack of motivation or insufficient self-confidence, their speaking anxiety may also decrease, or their anxiety level can have an impact on their language proficiency. Rosenfeld (1978) clearly states that there have been several studies on the relationship between anxiety and achievement of foreign language learners for the last twenty years. It is significant to note that the number of

researches carried out on anxiety has already outnumbered since 1980's. As nearly four decades have already passed since then, the number of studies on the relationship between anxiety and achievement seems to have quadrupled in the literature. Accordingly, the researcher Rosenfeld (2001) states that anxiety intervenes in the academic success of learners. Similarly, Spithill (1980) undoubtedly suggests that students should be motivated and reinforced as well as educated with the proper methods and language materials in order to make them progress in learning process. Therefore, it is again obvious that motivation and FLL process is interrelated, and thus motivation could be useful for decreasing FLA. The sources of foreign language speaking anxiety have been explored through a number of studies. Yet again, motivation, one of the affective variables, has been found to be associated with foreign language speaking anxiety even if it is not regarded as a direct cause of FLA. For instance, Yashima (2002) explores oral skills of Japanese students in EFL context in order to determine their willingness to communicate, and he puts forward that motivation affects language proficiency and self-confidence and thus it is influential in increasing the willingness of learners to communicate. In another study, Rodriguez and Abreu (2003) explore foreign language classroom anxiety in English and French through pre-service teachers from two western universities and reveal that motivation and anxiety are opposite to each other. While motivation has a facilitative effect on FLL, anxiety impairs FLL performance. As an affective variable, the construct of motivation on speaking anxiety has been emphasized in a study carried out by Yashima (2002) in Japanese context. He attempts at finding out the influence of language proficiency, attitude, motivation, communication confidence and international posture, and he concludes that communication confidence and international posture affect the willingness of foreign language learners directly. Moreover, Yashima (2002) recommends that foreign language courses ought to be arranged so as to enhance learners' interest in different cultures and international affairs and activities and to reduce anxiety level and build more confidence in communication. Only under such a circumstance can learners become more willing to have conversation in English or in foreign language to him. Similarly, Spithill (1980) offers that learners should be motivated to continue their learning process. The study of Tüfekçi Can (2017) also reveals that students' speaking skills can best be improved through motivation in FLL and FLT process. In

order to increase motivation, learners can be taught speaking directly through songs, chants, drama and, some other authentic materials and interesting subjects.

In the literature, there has been much research conducted in several different countries on FLA on speaking skill. Accordingly, Park and Lee (2005) investigate the associations between language learners' anxiety, self-confidence and oral performance through 132 Korean college students who are trained in English conversation courses in 2004. They reveal that the students with high level of anxiety get lower grades in their oral performances and the learners with high level of confidence obtain high scores in their oral performances. Therefore, Park and Lee (2005) point out that FLA is wholly correlated with the oral performances of the learners. In a later study carried out by Liu and Jackson (2008) examines the willingness of Chinese learners of English as a foreign language in English language classrooms by using a 70-item survey in order to find out speaking anxiety level among 547 first year undergraduate non-English majors. According to the findings, it is revealed that many of the students were not found enthusiastic about using or speaking English in classrooms and most of them experienced anxiety in their English classrooms and they feared being negatively evaluated. Furthermore, Liu and Jackson (2008) conclude that these Chinese learners of English are worried about public speaking and tests. The unwillingness of these learners for communicating in English as foreign language is correlated significantly with their FLA and their self-perceptions of English proficiency and access to English. In the study, it is also indicated that when the level of students' unwillingness to communicate increases, their FLA also increases. Therefore, FLA level is correlated with foreign language learners' unwillingness. In the same study, it is revealed that students with less desire for participating in group discussions and low opinion of the utility of oral communication are found to be more anxious for being negatively evaluated and to be more apprehensive about public speaking and more anxious about the tests. The study notes that the unwilling learners are less risk-taker and less sociable persons in English classes (Liu and Jackson, 2008). It is also found in the same study that when the learners are more sociable and risk-takers, they report more proficiency in English reading, writing, listening and speaking abilities. In conclusion, the learners who feared from being negatively evaluated tend to become more worried about their speaking and more anxious about the tests. And, the learners state their anxiety in the

foreign language classroom, and they do not like speaking English in the classroom due to the factors such as anxiety and low English proficiency.

There have been also many studies which emphasize debilitating effects of FLA on academic success, language achievement of learners and their speaking performance. For example, Yaman (2016) states in his study conducted with 12 voluntary students during a ten-week treatment that foreign language learners experience struggle for practising and improving oral English since they believe that there are insufficient opportunities beyond the school and additionally, he regards speaking as a challenging skill because of lack of fluency and unconscionable amount of anxiety. In Indonesian context, Subekti (2018) investigates the relationship between FLA and oral performance of non-English major university students and claims that learners experience a great amount of FLA and there is a statistically significant negative correlation between the learners' foreign language anxiety and their achievements. Subekti (2018) recommends that both teachers and learners themselves ought to decrease debilitating effects of students' foreign language anxiety.

In the contemporary pedagogic settings, it is obvious that most of the students display fear of foreign language speaking (Yaikhong and Usaha, 2012). When the literature is reviewed, it is revealed that learners experience foreign language speaking anxiety more than the other types because their fear of speaking in front of others outweighs any other types of anxiety. Hewitt and Stephenson (2012) conclude in their study that learners with high level of anxiety display a poor performance in their oral examinations and speaking performances. Therefore, there is a considerably negative relationship between language anxiety and oral accomplishment of the learners (Hewitt and Stephenson, 2012). Moreover, Tran, Baldauf and Moni (2012) also indicate that anxiety has an effect on the communication strategies students employ in language classes. More anxious students avoid giving difficult or personal messages in the target language (Horwitz, Horwitz and Cope, 1986). Accordingly, compared with more relaxed learners, anxious ones are prone to communicate with less information (MacIntyre, Noels and Clement, 1997).

In the literature review, there have been a number of studies which include factors such as self-confidence, motivation, oral accomplishment and language success in order to reveal FLA among language learners. Nevertheless, FLA is not solely associated with these elements. In parallel with this, Tüfekçi Can (2017) clearly indicates that English teachers themselves are the sources of students' lack of speaking skills. Because, teachers generally practice English which is based on grammar rather than communicative language teaching in class. Moreover, in her study, it is revealed that teachers are unable to motivate students in foreign language classroom settings.

In sum, FLA occurs frequently in language learning process and it is mainly associated with speaking skill and oral achievement of learners due to factors such as self-confidence, self-image and motivation. The learners experience FLA in their speaking skills because of language learning difficulties in terms of fluency, accuracy, pronunciation and appropriacy and intelligibility. The foreign language learners encounter many challenges while improving their speaking skills and therefore, they suffer from anxiety which leads to their low achievement and poor oral performances in learning process. The fear of negative evaluation is also found to be another factor related to foreign language speaking anxiety as the learners are afraid of speaking in front of the others. However, these indicated potential sources, causes and effects of foreign language speaking anxiety are similar with general features of foreign language anxiety. In sum, students experience speaking anxiety in discriminating sounds and word structures (Sajedi, 2017) and when they lack motivation which affects language proficiency and self-confidence (Yashima, 2002; Rodriguez and Abreu, 2003; Spithill, 1980; Tüfekçi Can, 2017). In the light of literature review, the sources of speaking anxiety are regarded as students' the fear of communication, exam anxiety and fear of negative grading (Yoğurtçu and Yoğurtçu, 2013); fear of foreign language speaking (Yaikhong and Usaha, 2012); lack of fluency and unconscionable amount of anxiety (Yaman, 2016); the unwillingness of the learners for communicating in English (Liu and Jackson, 2008). In this part, foreign language speaking anxiety has been reviewed and the following part includes reading anxiety.

2.3.3. Reading Anxiety

Foreign language reading anxiety has been the focus of many studies in particularly English language learning. Anxiety has also had relevant connections with reading skills of the language learners because of several factors (Vande Berg, 1993; Saito, Garza and Horwitz, 1999; Al-Shboul, Ahmad, Nordin and Rahman, 2013; Zhao, Guo and Dynia, 2013). Foreign language reading anxiety is a kind of anxiety which learners experience in the foreign language reading processes. As foreign language reading anxiety is linked with essential language skills of reading and it is a common phenomenon among language learners. However, it not possible to be detected by the teachers easily (Zhao, Guo and Dynia, 2013). Furthermore, among other anxiety types on four basic skills, reading anxiety is least studied one as the study of Saito, Garza and Horwitz (1999) revealed. They state that reading anxiety has been studied on less than other skills even if reading has undoubtedly an important role in foreign language learning curriculum.

Chansky (1958) states that there is negative relationship between FLA and reading behaviour of learners. According to him, the more anxious students read slowly, understand less, and have difficulty in recalling what have been read or learnt. The debilitating effect of anxiety has been also examined by Kim and Kim (2009) and it is apparent in their study that anxiety on reading skill affects FLL process negatively. The negative relationship between FLA and reading skills has also been found in the study by Zhao, Guo and Dynia (2013). In their study, they attempt to find out foreign language reading anxiety of Chinese university students who learn a foreign language in the USA. The study concludes that the Chinese learners experience foreign language reading anxiety in the same way as they do in learning general foreign language. Moreover, foreign language reading anxiety is found to be negatively associated with foreign language reading performance (Zhao, Guo and Dynia, 2013).

As has been mentioned earlier, foreign language reading anxiety with its sources and potential causes has been on the focus of many other researchers in a wide variety of issues. For instance, according to a survey, foreign language reading anxiety stems from two potential factors namely, *unfamiliar scripts* and *unfamiliar cultural material* (Saito, Garza and Horwitz ,1999). It should be noted that the more

learners become unfamiliar with the foreign language context, (either the target culture's writing system or and its cultural material), the higher their reading anxiety level increases. For example, the study of Vande Berg (1993) which consists of 383 advanced university students learning French, Japanese and Russian state that unfamiliar cultural concepts can be considered as debilitating effects for foreign language reading anxiety.

In the literature review, one of the studies (Al-Shboul, Ahmad, Nordin and Rahman, 2013) emphasized that foreign language reading anxiety consists of two main sources: *personal factor* and *text feature*. In this study, personal factor of reading anxiety is regarded as fear of making mistakes and worry about reading whereas text feature of reading anxiety is as unknown vocabulary, unfamiliar topic and unfamiliar culture. This study concludes that reading anxiety stems from unfamiliar scripts, unfamiliar topics and worry about comprehension. Unlike speaking skills in FLL context, reading anxiety is found to be more difficult to determine since learners are not required to react instantaneously (Chow and Wong, 2018). Furthermore, since reading anxiety, in some sense, is thoroughly related to specific writing systems of the foreign language, the level of students' reading anxiety increases when they assume they have difficulty in reading with a different script. Thus, their scores in courses decreased in parallel with their levels of reading anxiety (Saito, Garza and Horwitz, 1999).

In the reading process, anxiety is considered as a mediating factor which interferes with the decoding the text and processing the textual meaning (Saito, Horwitz and Garza, 1999). Zin (2010) explains reading anxiety as one of the most important factors in explaining learners' differences. It seems that readers with anxiety tend to have an interference with their cognitive ability causing deficits in their comprehension performance in the reading process and therefore, anxiety has a significant effect on the individuals' reading performance.

FLA increases in parallel with foreign language reading anxiety. The fact that learners who experience reading anxiety get lower grades than the less anxious students also refers to reading anxiety is associated with general foreign language anxiety (Vande Berg, 1993). Conversely, Berg (1993) clearly suggests that foreign language reading anxiety is a specific anxiety type and differs from general foreign

language anxiety as it is associated with oral performance. The study concludes that learners experienced difficulty while trying to learn writing systems and to read in the target language. Vande Berg (1993) clearly suggests that reading itself is an anxiety provoking act for students and learners. Additionally, Chansky (1958) remarks that anxiety causes delayed recall and impairs in reading attitudes.

Saito, Horwitz and Garza (1999) conduct a study on foreign language reading anxiety with 383 undergraduate students learning French, Russian and Japanese. In their study, reading anxiety is regarded as the least anxiety-provoking one in the teaching process. They recommend teachers to deal with foreign language reading anxiety and to help students overcome with the anxiety-provoking situations and to provide more safe learning contexts. Therefore, it is vital to provide learners a relaxed learning atmosphere (Jalongo and Hirsh, 2010). The role of teachers for this specific reading anxiety is to simply warn the students about the possibility of such an anxiety type and with this way, the amount of anxiety can be decreased. (Saito, Horwitz and Garza, 1999).

Sellers (2008) indicate that the students with high level of reading anxiety choose to be more off-task and they interfere their thoughts compared to their less-anxious counterparts. In another study, Zin (2010) state that anxiety influences language learning readers' ability and they find out that motivation, attitude, interest and self-esteem of the individuals are the main factors in affecting reading. It is clear that anxiety is negatively associated with reading performance and anxiety effect in reading is as important as motivation, interest and attitude in FLL. Accordingly, teachers should assure a relaxing and conducive learning environment in foreign language reading courses and with this way, learners can compensate for their poor linguistic knowledge which can be a source of reading anxiety in the courses (Zin, 2010).

The reading skill in foreign language process seems to be the least-anxiety provoking one; nevertheless, there is a need for the recognition of foreign language reading anxiety and its effects on language performance (Mohamadpur and Ghafournia, 2015). To deal with reading anxiety, language teachers can raise awareness on the existence of reading anxiety and students should be motivated that they are not only the ones who experience this kind of anxiety while learning to read.

Moreover, in the same study, stressful learning contexts, fear of negative evaluation and self-worries are also revealed as anxiety-provoking factors. It is stated that individuals experience foreign language reading anxiety owing to orthography and rhetorical aspects of a text as well as the discourse of the target language. It is revealed that there is a negative relationship between individuals' reading level and reading anxiety. Thus, language teachers should give importance to affective filters and debilitating factors in language learning settings in order to develop reading ability (Mohamadpur and Ghafournia, 2015).

Gönen (2017) determines foreign language reading anxiety sources as the personal factors, the reading text and the reading course. In his study, individuals express the sources of anxiety as inappropriate strategy usage, fear of comprehension, lack of motivation, lack of self-confidence and negative background experiences and high expectations which are related with personal factors. Gönen (2017) concludes that the anxiety related with reading text includes such categories as topics, unknown vocabulary, complex linguistic structures, unknown cultural content and format of the text. The anxiety associated with the reading course consists of the factors as course book, classroom environment, compulsory reading, teachers and evaluation. Additionally, Gönen (2017) claims that foreign language reading anxiety intervenes with reading process and can cause reading process to be unpleasant experience for the individuals in the learning process.

In order to decrease the level of reading anxiety in FLL process, language learners should be exposed to comprehensible reading sources and culturally familiar texts and it is necessary to improve learners' feeling of reassurance and self-confidence. It is concluded in their study that the more nervous the readers become, the less talented they are in reading texts, and the learners with high proficiency tend to feel less stressful. With this way, they are able to achieve more success than low proficient learners. (Mohamadpur and Ghafournia, 2015).

The sources of foreign language reading anxiety are also analysed in Turkish context, Altunkaya and Ateş (2018) conclude that main sources are: tonal attributes and pronunciation, language levels, unknown words, unknown topics, culture and fear of making mistakes, properties of reading texts and being Turkish an agglutinative language.

In sum, students experience reading anxiety in the same way as they do in learning general foreign language (Zhao, Guo and Dynia, 2013); in conversation classes rather than reading ones (Kim and Kim, 2009) and in cases such as tonal attributes and pronunciation, language levels, unknown words, unknown topics, culture and fear of making mistakes, properties of reading texts and being Turkish an agglutinative language (Altunkaya and Ateş, 2018). In the light of literature review, the sources of speaking anxiety are regarded as unfamiliar scripts and unfamiliar cultural material (Saito, Garza and Horwitz ,1999); unfamiliar cultural concept (Berg; 1993); students' levels of L1 skill, L2 aptitude and L2 achievement (Sparks, Luebbers, Castaneda and Patton; 2018). In this part, foreign language reading anxiety has been reviewed and the following part includes writing anxiety.

2.3.4. Writing Anxiety

The literature review indicates that most of the language learners of English have difficulties with their writing skills (Kasper and Petrello, 1996). The reason why they experience challenges in their writing processes is that they expect failure because of their school experiences (Kasper and Petrello, 1996). Therefore, many students come to the language classes with a high level of writing anxiety (Kasper and Petrello, 1996). Daly describes writing anxiety as “writing apprehension which is a situation and subject-specific individual difference concerned with people’s general tendencies to approach or avoid writing” (1978, 10). Notably, English writing ability is significant in improving the learners’ writing performance and their academic success (Shang, 2013). Shang (2013) claims that learners generally become anxious while writing in English, and that anxiety is common in English writing classroom as a foreign language.

Cheng, Horwitz and Schallert (1999) focus on language anxiety by separating its writing and speaking components. In their study, they consider writing anxiety as language-skill-specific anxiety and they conclude that both anxiety constructs, namely classroom anxiety and writing anxiety, are generated from low self-confidence level. In other words, their study reveals that writing anxiety in language learning process has a negative effect towards some aspects of communication, avoidance of certain types of social exchanges and fear of being evaluated.

As indicated earlier, writing anxiety has negative effects on language learning and writing process. Little and Wuensch (2015) state that writing is one of the anxiety sources in terms of creative performance. For example, Horwitz, Horwitz and Cope (1986) conclude in their study that students with high level anxiety in writing write shorter compositions. Accordingly, the learners with high level of writing apprehension regard writing process unsatisfactory (Daly, 1978). The findings of the study by Daly conclude that writing apprehension with a low degree enables the learners perform significantly better writing skills.

There have been several effects of writing anxiety in FLL process as stated beforehand. Thus, literature also presents a number of studies on the sources of writing anxiety. For instance, Hassan (2001) investigates the relationship between writing apprehension and self-esteem of English learners as a foreign language and their writing quality. The study concludes that the writing apprehension of EFL learners is negatively associated with their self-esteem, and the students with low apprehension produced more qualified writings than the ones with high level of apprehension. Therefore, Hassan (2001) suggests that in order to decrease the level of writing anxiety, peer or self-evaluation can be replaced instead of teacher evaluation. As inferred from the study, low self-esteem is one of the sources of writing anxiety.

In another study, Cheng (2002) explores the relationships between learners' perceptions of writing anxiety and learners' differences. He reveals that second language writing competence is a predictor of writing anxiety, and he adds that it is more helpful to determine writing anxiety than writing achievement. In the same study, he also reveals that language anxiety is thoroughly associated with self-confidence and self-perceptions of the learners' own competence. Correspondingly, Zin (2010) also concludes that language learners with high level of anxiety tend to suffer from low self-perception in performing their abilities in language tasks.

Yan and Xiaoqing (2010) attempt to find out foreign language writing anxiety among Chinese non-English majors. They resolve that these participants experience foreign language writing anxiety and the factors associated with writing anxiety are determined as the students' self-perceptions of foreign language writing ability and

their overall foreign language proficiency, their lack of confidence and avoidance behaviour in foreign language learning process.

In the literature, there is very little research on writing anxiety in FLL process. However, some suggestions have been also provided by some scholars and researchers in order to decrease the writing anxiety level. Among the suggestions made, the function of writing teachers attracts the attention most. For instance, in one study, it is recommended that writing teachers while dealing with writing apprehension need to give their attention to enable learners to set positive and realistic perception of their writing competence so that they can improve their writing skills (Cheng, 2002). In another study, the researcher recommend that anxiety-free environment in writing process can be provided for students while encouraging them to increase willingness and self-efficacy in their writing (Shang, 2013).

According to the other study carried out by Kasper and Petrello (1996), it is suggested to provide atmosphere in which students are encouraged to take risks in their writing. Kasper and Petrello (1996) also state that both the students and the teachers should refrain from approaching the writing process in a judgemental way. Instead, they suggest that teachers need to tolerate the failures in the writing process in order to decrease writing anxiety level. Additionally, they also resolve that when teachers focus on the correctness of writing more, students become busier with writing correctly instead of getting satisfaction from the writing process itself. Thus, the researchers, Kasper and Petrello (1996) attempt to explore how to decrease the level of writing anxiety in language learning process through using nonjudgmental response approach and practising pre-course, post-course writing autobiographies. In the post course autobiographies of the students, the students state that they discover their ability to write in English and they obtained more confidence in writing. Therefore, they suggest that nonjudgmental instructional approach helps learners improve their writing skills and decrease their writing anxiety.

Some of the other researchers have also dealt with some strategies in writing process. For instance, Negari and Rezaabadi (2012) state that the students feel less anxious while writing when the teacher assures that the papers are not to be evaluated in accordance with the time. They recommend using facilitative aspects of

anxiety such as concentration in order to overcome writing anxiety. Moreover, they conclude that the anxiety level of the learners decreases when there is no evaluation in the writing process. In another study, Bayat (2014) examines the effects of the process writing approach on writing success and anxiety. The researcher finds out that writing success and anxiety level of the learners are affected positively by process writing approach in which task environment, long-term memory and writing process are emphasized. Hence, process writing approach is recommended for improving writing skills as it gives learners the opportunity to determine and present the topic in their writing process while their errors are being evaluated and corrected in the course of writing process.

It is clear that writing apprehension has detrimental effects on writing skills because the ones with high apprehension write less skilfully when compared with the low apprehensive ones (Smith, 1984). These harmful effects can be seen through the behaviours of the individuals or their physical reactions. For example, Smith (1984) also suggests that individuals with apprehension take fewer chances when they begin writing with shorter papers in less clear and straightforward way. While the individuals behave through avoidance, the physical symptoms of writing anxiety are indicated as perspiring, blushing, trembling, foot tapping, rapid heart rate, stomachache, headache (Atay and Kurt, 2006). Therefore, decreasing the level of writing anxiety is a must for the teachers to improve writing skills of the learners.

Smith (1984) also offers some suggestions in order to deal with writing anxiety in learning process. According to Smith (1984), students should not write with the pressure of grades and teachers should not grade everything in their writings. Teachers also need to neglect some errors in their writings and they should make a limited directed interpretations. Peer criticism is important as students write their revisions in writing assignments while expecting a success with the help their peers and criticism (Smith, 1984).

In sum, students experience writing anxiety particularly when they expect failure because of their school experiences (Kasper and Petrello, 1996). In the light of literature review, the sources of speaking anxiety are regarded as low self-confidence or low self-esteem level of the learners (Cheng, Horwitz and Schallert, 1999; Hassan, 2001); low self-confidence and self-perceptions of the learners' own

competence (Cheng, 2002); low self-perception in performing their abilities in language tasks (Zin, 2010). In these studies, it is concluded that nonjudgmental response approach and nonjudgmental instructional approach (Kasper and Petrello, 1996), facilitative aspects of anxiety such as concentration (Negari and Rezaabadi, 2012) and process writing approach (Bayat, 2014) are helpful in decreasing writing anxiety. It is clear that the sources of writing anxiety such as low self-esteem, self-confidence and self-perception as well as foreign language proficiency, lack of confidence, avoidance behaviour and self-efficacy of the foreign language learners are similar to those of foreign language learning anxiety generally.

In this part, foreign language speaking, listening, reading and writing anxiety have been reviewed individually. The literature review indicates that each of the skills has its own proper type of anxiety sources and strategies to overcome its anxiety types.

2.4. The Significance of Foreign Language Learning Anxiety

Foreign language teachers or instructors propose that anxiety has a great impact in success or failure in foreign language classrooms (Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994). MacIntyre (1995) obviously states that language anxiety is a significant factor in generating individual differences in language learning process and communication, and adds that many students in foreign courses have mentioned about the construct of anxiety in their learning process of a language. For instance, FLL process has generally been regarded as a problematic discipline for the students who are exposed to English solely in language classroom settings and most of the students state their fears and nervousness against English (Azher, Anwar and Naz, 2010). Likewise, students won't be able to exhibit positive attitudes towards foreign language classes if they are frightened and they become anxious because of the fear of oral evaluation as Phillips (1992) stated. He also recommends that teachers should give attention to FLA in order to encourage students as it is a serious problem encountered by the foreign language learners. Similarly, MacIntyre (1995) also puts forward that the learners with high anxiety levels will not have a chance of learning as fast as relaxed and comfortable students. Even if they have a successful learning process, they may not be able to display what

they have learned and have poor performance in language process (MacItyre, 1995). In accordance with these studies about FLA, Spithill (1980) puts forward that high and intense level of anxiety causes learners to apply avoidance behaviour instead of improving them. Liu and Huang (2011) also put forward that the learners with high anxiety tend to perform worse compared to less anxious students and anxious students show the signs of shaking hands or legs.

FLA, as one of the most important affective variables, is thoroughly related to other affective variables and factors in the learning process. For instance, motivation is affected by attitudes towards learning a language and interacts with self-confidence, language anxiety, self-efficacy, foreign language competence (Liu and Huang, 2011). In recent study conducted in Chinese, Chow and Wong (2018) explore the relationships between foreign language reading and listening anxiety and learner variables in English as a foreign language through working with 306 Chinese undergraduate students learning English as foreign language via a questionnaire and conclude that learners' performance and motivation in the context of English as foreign language are key elements determining FLA in listening and reading. In the study, FLL strategies are also found to be effective in reading performances indirectly, and listening anxiety and learning motivation are found to be as a mediator. Therefore, learners' motivation, usage of FLL strategies and performances are all interrelated with FLA. Equally, Spithill (1980) states that learners' motivation and their FLL achievement are associated with each other, and when the learners are motivated, they are also able to carry out their learning process. Liu and Huang (2011) clearly point out that anxiety and motivation are highly associated elements in FLL process. Therefore, it can be inferred that the construct of anxiety, which is closely linked with motivation, is crucial in FLL process in the process of improving the learners' language.

In conclusion, the researches carried out on anxiety are very important field as they reveal some strategies which decrease detrimental effects of anxiety on language learning. Furthermore, these studies are also helpful in giving the teachers and students some insightful ideas on how to organize teaching processes in order to reduce anxiety level of learning settings (Hewitt and Stephenson, 2012). In the same study, the researchers also state that such a stress-free atmosphere supports language learning performance of the learners (Hewitt and Stephenson, 2012). They also

attach too much attention that if foreign language learners aim to be proficient in essential language skills and cope with their anxiety level of the foreign language, they will be able to achieve high levels of competence in that foreign language (Horwitz, Horwitz and Cope, 1986).

In sum, FLA is significant due to its negative effects on achievement in learning performance as suggested by (Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994; MacIntyre, 1995). Also, the anxiety in FLL process has association with other affective variables such as self-confidence, self-efficacy, foreign language competence (Liu and Huang, 2011) and motivation (Chow and Wong, 2018). In order to provide effective and successful learning environment, the anxiety level should be decreased as indicated in the body of literature above. This part has tried to emphasize on the significance of foreign language learning anxiety and the next part explains facilitative effects of anxiety on language learning.

2.5. Facilitative Effects of Anxiety on Language Learning

In the literature, there have been a few studies which focus on FLL as a facilitative factor (Albert and Haber, 1960, Chastain,1975; Kleinman, 1977; Young, 1990; Little and Wuensch, 2015; Couch, Gaber and Turner, 2017; Mor, Flett and Hewitt, 1995; Carrier, Higson, Klimoski and Peterson, 1984) whereas debilitating effects of anxiety have been emphasized more in the studies of FLL (Spithill,1980; Young, 1990; Arnold, 2000).

In the literature, the studies which focus on FLLA as a facilitative factor reveals how and to what extent it facilitates learning. In Scovel's words: "Facilitative anxiety motivates the learner to 'fight' the learning task; it gears the learner emotionally for approach behavior (Scovel, 1978, 139). According to Carrier, Higson, Klimoski and Peterson (1984), facilitative anxiety is healthy and productive, and facilitative anxiety with high level can enable learners to perform better. Negari and Rezaabadi (2012) suggest that facilitative anxiety is advantageous, and language performance of the learners can be improved through facilitative anxiety. They also propose that learners are able to improve their concentration level (Negari and Rezaabadi, 2012) with the help of facilitative aspects of anxiety. Couch, Garber and

Turner (2017) explore the test anxiety of 426 college students and conclude that this anxiety can be both debilitating and facilitative. However, they also state that a learner having a high level of facilitation anxiety is expected to perform better in the examination setting.

Similarly, Young (1990) regards anxiety as facilitative on the condition that such a kind of anxiety provides improvement in language performance. In Hewitt and Stephenson's study (2012) which is a replication of Phillips's, the foreign language anxiety is somehow found as facilitative for the learners. In their study, the learners produce more English as a foreign language in their oral exams when they become more anxious. Nonetheless, it is found in the conclusion part that there is a negative correlation between language anxiety and oral accomplishment. Besides its effects on speaking skill, anxiety has some facilitative effects on writing process as well. In accordance, Carrier, Higson, Klimoski and Peterson (1984) attempt to explore the effects of facilitative and debilitating anxiety on achievement and point out that individuals with high level of facilitative anxiety have the highest quality in their writing notes.

Mor, Flett and Hewitt (1995) also state that anxiety can be facilitative; however, perfectionism and personal traits are linked with facilitative anxiety in the performance of the learners. In their study, it is revealed that personal control with a low level tends to create debilitating performance and less goal satisfaction. Hewitt and Stephenson (2012) emphasize in their study that anxiety is a facilitative factor in some oral performances of the learners, and also add that there is a specific relationship between FLL process and facilitative anxiety. They conclude that learners with more anxiety tend to speak foreign language more. Scovel (1978) indicates that facilitative anxiety encourages learners to face the new learning task and enables learners to be involved in the learning process.

In a former study conducted by Hudesman and Wiesner (1978), facilitative and debilitating factors of test anxiety are to be explored and it concludes that 182 students from the general college population have both debilitating and facilitative anxiety. It is revealed in the same study that the facilitative anxiety of the students refers to students' strength in predicting workshop attendance. According to Kim (2009), low anxiety appears to be more beneficial as it can be linked with other

psychological elements such as motivation, prior experience or practice. Liu and Huang (2011) also agree with Kim (2009) and they state that motivation and foreign language anxiety are negatively correlated, and also motivation is a predictor of FLA. In another study, Kuşçu (2017) attempts to determine the reasons of anxiety level with 456 high school students from Denizli province and concludes that the variables such as learners' gender, class level, parents' educational background and jobs are not influential on learners' anxiety; on the other hand, it is found out that medium or low levels of anxiety have positive effects on both learners' learning process and academic performances. In his study, it is revealed that anxiety has both positive and negative effects on FLL and FLT process in accordance with the literature. Furthermore, Sajedi (2016) examines the anxiety of language learners and their language achievement with 20 students who are educated in Islamic Azad University. The findings reveal that there is a relationship between learners' anxiety and their success in language learning process. According to his study, low levels of anxiety can be helpful for successful learning whereas high level of anxiety causes poor performance in language learning process

In sum, FLLA is advantageous in some cases and has facilitative effects on achievement in the class (Carrier, Higson, Klimoski and Peterson; 1984; Young, 1990). Facilitative aspect of anxiety is obvious in both students' writing skill (Carrier, Higson, Klimoski and Peterson, 1984) and speaking skill (Hewitt and Stephenson, 2012). It is viewed in the literature that facilitative anxiety is related with motivation, prior experience and practice (Kim, 2009). Therefore, it can be stated that some amount of anxiety is necessary in FLL classrooms. Even if anxiety is regarded as facilitative in several researches, the studies on debilitating effects of FLA outnumber and the next part aims to explain debilitating effects of anxiety.

2.6. Debilitative Effects of Anxiety on Language Learning

In the literature, there have been many studies which focus on FLLA as a debilitating factor (Rosenfeld, 1978; Spithill, 1980; Arnold, 2000; Little and Wuensch, 2015). In the literature, the studies which focus on FLLA as a debilitating factor reveals how and to what extent it impedes learning process. Young (1990) defines debilitating anxiety as the one which has a negative effect on the learners'

language performance. Spithill (1980) points out that anxiety with the intense level is a debilitating factor in language learning process. In Scovel's words, "Debilitative anxiety motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior." (Scovel, 1978, 139).

In a former study conducted by Horwitz (1986) conclude that FLA and the grades students expected are negatively correlated, and thus students with high level of foreign language anxiety received lower marks than their peer with less anxiety. In parallel, MacIntyre and Gardner (1989) also reveal the negative correlation between language anxiety and learning performance. MacIntyre (1995) puts forward that the construct of anxiety has negative effects on several aspects of learning process. For instance, he clearly states that anxiety restricts the usage of short-term and long-term memory of the learners. Similarly, Aida (1994) concludes that there is a significant negative correlation between FLA and final grades of Japanese students. Additionally, Coulombe (2000) finds out the same negative correlation in French class context between foreign language scores and final grades of learners in all learning levels such as from beginning to advance.

In Spanish context, Rodriguez (1995) indicates that the scores of Spanish students learning English as foreign language are affected adversely by FLA in speaking classes. Moreover, in another research (Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994), it is revealed that some learners are able to learn languages with ease while some others have problems and show poor language learning performances because of some affective variables such as attitude, motivation and anxiety. The research concludes that the learners with high anxiety display poor language skills and foreign language aptitude whereas low anxious learners deal with language learning process in a successful way.

In the literature, it is obviously stated that anxiety is a debilitating source of poor FLL and it obstructs learning achievement in language classes. Hewitt and Stephenson (2012) similarly state that the construct of anxiety is closely linked to poor language learning performance. In another study, Phillips (1991) asserts that anxiety seems to have an effect on the language achievement.

In terms of oral performances, the study of Woodrow (2006) clearly states that language anxiety is a debilitating factor for the oral performance of learners. In

this study, it is also depicted that anxiety faced while communicating in a foreign language can be debilitating, and it can affect learners' adaptation adversely into the target environment and academic success. In accordance with the findings of Worde (1998), Bhattacharjee (2015) maintains that anxiety is a debilitating factor in language learning in terms of several aspects. Accordingly, he suggests that reducing FLA is beneficial to language acquisition and learner motivation. Anxiety with a high level is found to be excessively debilitating and has a serious influence on the life quality of the individuals. Additionally, Little and Wuensch (2015) disclose that debilitating anxiety has a negative association with creative performance and ability in learning process.

In the literature, another study attempts at assessing the effects of anxiety on note-taking behaviours of students during a lecture on subsequent test performance in terms of facilitative and debilitating anxiety (Carrier, Higson, Klimoski and Peterson, 1984). The same study concludes that students with high level of debilitating anxiety had a poorer performance than students with high level of facilitative anxiety as anxiety has a negative effect on learning performance. The other conclusion drawn from the same study pronounces that students with debilitating anxiety require direct assistance more from teachers to decide on what to be written down in the lectures. Rosenfeld (1978) also states that anxiety is related to poor language learning performance and success.

Yang, Lin and Chen (2018) examine the debilitating effects of FLA in gaming performance. The study reveals that digital game-based learning determine that students with high anxiety perform worse than the low ones in the activities of speaking, word/sentence match, listening performance and also overall learning performance. However, it is found out in their study that gaming performance, as a facilitative factor, enhances learners' learning performance.

In Pakistani context, FLA is also determined as debilitating since it affects learners' grades and success in a negative way (Azher, Anwar and Naz, 2010). In Arabic context, Elkhafai (2005) clearly puts forward the debilitating effect of FLA on language achievement, and states that there is negative correlation between the levels of anxiety and learners' achievement. The researcher obviously points out that anxiety with high level has adverse effects on learners' foreign language

performance and their specific language skills such reading, writing, speaking and listening. Therefore, arousing the interest of learners on foreign language learning and its culture can be an important step for the learners to enhance their foreign language learning, and thus reduce the level of foreign language anxiety (Liu and Huang, 2011). Furthermore, the study of Jalongo and Hirsh (2010) claim that anxiety impairs learning as anxiety with intense level weakens learners' ability to give their attention.

In sum, as the literature above suggests, FLA is a debilitating factor (Rosenfeld, 1978; Spithill, 1980; Rodriguez, 1995; Arnold, 2000; Little and Wuensch, 2015; Yang, Lin and Chen, 2018) and causes poor language achievement (Hewitt and Stephenson, 2012). Therefore, it is seen that anxiety is an important issue in foreign language learning process and should be overcome to improve learning performance. As indicated, anxiety is debilitating; however, its sources need to be examined. Thus, the next part of the thesis includes anxiety-provoking factors.

2.7. Anxiety-Provoking Factors

The research on FLA (Foss and Reitzel, 1988; Spithill, 1980; Elkhafaifi, 2005; Kim, 2009; Tran, Moni and Baldauf, 2012; Worde, 1998; Casado and Dereshiwsky, 2001) obviously display that there are various sources and factors which lead to FLA in a learning setting. Thus, in this part, the anxiety-provoking factors are to be identified in order to define how to overcome them. In other words, the level of FLA and the sources of anxiety are required to be identified and the feelings of stress should be expressed (Young, 1991). Through the perspective of teachers, Horwitz (2001) clearly states that language instructors want to determine language anxiety sources in order to minimize their anxiety reactions.

In the study conducted by Aida (1994), the anxiety-provoking factors are found to be speech anxiety, fear of negative evaluation, fear of failing in Japanese class and negative attitudes towards Japanese classroom. Accordingly, in the study of Foss and Reitzel (1988), it is revealed that the learners experience fear of negative evaluation and they feel uncomfortable because their own perceptions on their communication and their performances are one of the anxiety-provoking factors. In

their study, it is emphasized that the significance of self-perceptions of language learners be studied because what is needed in the field of anxiety is to investigate self-perception of the students.

Worde (1998) examines both the factors increasing FLA and the factors assisting to reduce it. He states that anxiety can stem from low self-esteem, learners' beliefs about learning the language, negative experience related to foreign language and culture and the general experience of language learning. In his study, he also classifies the anxiety provoking factors as the one associated with the learners, another one is related to teachers and the other one is with methodology or instructional practices. The findings revealed in his clearly display that anxiety has a negative effect on the language learning experience in various ways and, shows that decreasing the anxiety level will be helpful for language acquisition and learner motivation. Worde (1998) also concludes in the same study that anxiety-provoking factors are speaking activities, inability to comprehend (non- comprehension), negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves. Contrarily, some of the students participating in his study state that immature vocabulary and limited grammatical knowledge cause them to feel overwhelmed and anxious. Some of the other participants state that one of the frequently felt anxiety-provoking factors is being called in the classroom instantly without any preparation. Other students claim that tests, oral tests or listening exercises cause them to experience the feeling of anxiety.

In another study, Liu and Huang (2011) determine the predictors of FLA as intrinsic and instrumental motivation, fear of being negatively evaluated and interest in foreign language and cultures. Likewise, Bekleyen (2004) puts forward that FLL depends on personality factors which she names them as affective variables: self-esteem, inhibition, risk-taking, empathy, extroversion, motivation and anxiety. Similarly, Aida (1994) clearly suggests the personality features of the learners are important and states that if a learner is shy and hesitates to get help from the teacher, such a learner can experience high level of anxiety and failure in the learning process.

In Tran, Moni and Baldauf's study (2012) conducted on FLA and its effects on students' determination to study English, two important factors are figured out: the awareness of the importance of the English and volition. The findings reveal that students' awareness of the importance and their volition influence their FLL process. Accordingly, in order to enhance the language learning performance of the learners, and thus decrease FLA level, the students can be motivated to be interested in the target culture and the foreign language (Liu and Huang, 2011). Thus, the learners become more familiar with the target language and culture, and also their anxiety level is alleviated because they will not feel so weird while communicating in the target language (Liu and Huang, 2011).

Perceptions of learners have a significant role in how they regard language acquisition process and use a foreign language. In his study, Kitano (2001) states that in Japanese context that the fear of negative evaluation is a source of anxiety in foreign language classroom. Kitano also (2001) reveals that self-perception of learners' own ability can be another powerful source of anxiety. The researcher maintains that anxiety stems from when the students perceive themselves inadequate or when they think that they have poor language abilities.

Mealey and Host (1992) study on the self-images of the learners and they state that learners experience anxiety when they regard themselves poorer than the other students and have negative self-images. Therefore, self-images and self-perceptions of the learners can be anxiety-provoking in the learning process. The significance of self-perceptions and self-images is emphasized in another study. Whereas self-image and self-perceptions of the students are determined as anxiety-provoking factors, Young (1991) classifies the sources of FLA as personal and interpersonal anxieties, learner beliefs about themselves, instructor beliefs about language teaching, instructor- learner interaction, classroom procedures and language testing. Young (1991) evidently states that low self-esteem and competitiveness create personal and interpersonal anxiety in FLL classrooms. In his study, he emphasizes that competitiveness leads learners to compare themselves with the other or with an idealized self-image which increases the level of anxiety in FLL and FLT process. Self-perception and image is also emphasized in another study by Kitano (2001), and he reveals that learners experience high levels of FLA when they regard their own speaking ability is poorer than the other peers. In this study, it is also

shown that female students are more concerned with how they perform and their grades. Likewise, the study of Kim (2009) also states that speaking spontaneously in front of peers as well as fear negative evaluation are the anxiety-provoking factors in conversation classes.

In another study carried out by Tosun (2018), the factors causing anxiety in foreign language classroom have been investigated through questionnaires and the study reveals anxiety-provoking factors as speaking without preparation in language classes, the fear of failing in foreign language class, questions asked by their teachers expecting instant replies, peer competition, and worrying about listening comprehension. Moreover, this study also tries to find out whether there is a significant correlation between foreign language anxiety and learners' age. However, it is revealed that there is not a significant difference in age groups and their anxiety level. Even if age is an important factor of success in language learning process as stated by Krashen (1985), this study reveals that age is not a significant factor related to anxiety.

Horwitz and Gregersen (2002) explore the relationship between perfectionism and FLA and reveal that an individual's inability for expressing themselves or understanding others may cause frustration and apprehension, and thus a complete conversation can be impaired. If the learners have the fear of negative evaluation, they carry on a conversation and have an interaction with others in small quantities. The researchers find out both anxious and non-anxious students are differentiated from each other with regard to their perfectionist choices and the learners with high anxiety report that they possess high standards for their English performance, a tendency towards delaying responsibilities, feeling worry about the opinions of others and concern about the mistakes too much.

Language learners carry out dual tasks not only for learning a language but also for performing and producing the language (Foss and Reitzel, 1988). Therefore, it can be inferred that these two aims namely, learning and producing the language may be burden for learners which cause anxiety. While performing the language, students need to carry out some activities in the classroom; nevertheless, some of the activities can become a burden for learners and they experience boredom and anxiety. In accordance with this, Spithill (1980) resolves one of the anxiety-

provoking factors in the language learning environment as the boredom stage of learning in which drills and rote memorization activities are kept longer than needed and teaching a lesson is begun with the same materials and activities in same way many times in a row. On the other hand, classroom procedure and examinations as well as these classroom activities become anxiety-provoking factors. According to Young (1991), one of the major sources of FLA is related to the classroom procedure. For instance, speaking in front of a group in the target language creates a great amount of anxiety in terms of learners as well as testing (Young, 1991). Rosenfeld (1978) similarly puts forward that stress or anxiety can stem from the process in which learners have exams or when they are tested.

Whereas some learning activities can be anxiety-provoking, remembering what have been taught is also another factor which leads to anxiety. Woodrow (2006) concludes that lack of practice and being unable to recall previously learned material cause anxiety among language learners. Therefore, it is clear that learners experience anxiety both in classroom procedure in which some activities are carried out and after activities are completed. To be unable to recall the learned material which is provided with the activities is an anxiety-provoking factor.

Horwitz (2000) claims that modern language environments aim to prepare learners for real world interactions with native speakers and provide a variety of authentic, personally meaningful and spontaneous language tasks. However, these communication tasks can cause nervousness among learners. Therefore, communication in real-world conversation with native speakers can be anxiety-provoking factor. Besides, Horwitz (2000) simply implies that anxious learners can possess cognitive deficits.

For the anxiety-provoking factors, it can be put forward that language learning difficulties can be the source of feeling nervousness and anxiety in learning settings since language learning achievement has been proven to be associated with anxiety levels of learners (Azher, Anwar and Naz, 2010; Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994; Elkhafafi, 2005). The researchers Ganschow, Sparks and Javorsky (1998) suggest that difficulties experienced during the language learning process trigger poor attitudes and poor performances in terms of the learners. Therefore, language learning difficulties affect language achievement

negatively and poor language achievement is directly related with FLA in learning settings. They also state that FLL is based on basic language mechanisms such as phonology, orthography and grammar; besides, any problem related to these language skills tends to have negative effect on foreign learning system. Furthermore, the same researchers reveal in the same study that the learners who are not able to complete successful FLL process have the most difficulty with the phonological and orthographic aspects in FLL. Also, a lower level of anxiety is related to foreign language ability of learners and anxious learners exhibit poor language learning performance.

In the literature, Hewitt and Stephenson (2012) assert that anxiety can prevent learners from performing their existing language ability and, thus be a source of poor language learning and performance. In the same study, it is concluded that the students with high level of anxiety have a poor performance in their speaking exam. When there are difficulties encountered during the process of learning, as proved by many researchers, these problems can cause anxiety and nervousness among learners. Similarly, Yang and Quadir (2018) state that language learning performance and success are related to their anxiety level and also add that prior English ability is a predictor for the learners' language performance in FLL process. They clearly emphasize that anxiety is a crucial factor in language learning process and therefore, they attempt to find out how learners' prior knowledge and English ability level and online gaming experience affect their learning performance and anxiety. They conclude in their study that anxiety level of foreign language learners is decreased and their learning performance is enhanced through online gaming experience. Therefore, it can be deduced that the prior knowledge and language ability of the learners can provoke anxiety among the learners.

Within the Pakistani context, one of the research reveals the anxiety-provoking factors of FLA as speaking in front of others, worrying about grammatical mistakes, being unable to respond quickly or fluently, worrying about pronunciation, feeling embarrassment for using simple or broken English, talking with unfamiliar classmates, being unable to understand other students and spoken English, remaining silent, having no idea about the topic and talking about personal affairs (Azher, Anwar and Naz, 2010). Among the anxiety-provoking factors, the most frequent one

is 'speaking in front of others', which refers to the fact that public speaking arouses anxiety among learners.

Within the Hungarian context, anxiety provoking factors are enumerated as teacher expectations towards learners, their target language proficiency, perceptions, and feelings of learners concerning their own foreign language competence such as inaccuracies, limited fluency, reaction time, and quality of self-expression (Toth, 2011). In Arabic context, Elkhafaifi (2005) puts forwards that several aspects can be influential in FLLA. In his study, it is revealed that unknown writing and phonological systems of a foreign language, as well as foreign language cultural context are considered as anxiety-provoking factors among foreign language learners.

Casado and Dereshiwsky (2001) claim that inappropriate course content can be related to learners' disinterest and indifference in the lessons which will increase the level of anxiety in FLL process.

As revealed in this part of the thesis, the researchers have been dealing with the anxiety-provoking factors in FLL. These problems commonly stem from affective states of the learners as well as cognitive and socio-cultural. As indicated in the introduction part of this thesis, the anxiety provoking factors in the literature will be classified thematically in the following part.

2.8. Strategies Employed for Overcoming Foreign Language Learning Anxiety

As has already been indicated in the previous parts of this thesis, FLA has been proven to be a debilitating factor and is closely associated with poor language learning achievement (Koba, Ogawa and Wilkinson, 2000; Rosenfeld, 1978; Phillips, 1991; Horwitz, 2001; Bekleyen, 2004; Önem and Ergen, 2013) Therefore, FLA becomes a prominent issue which is required to be overcome in order to sustain an effective language learning and teaching process.

In the literature, it is emphasized that teachers are at the heart of overcoming FLA and they have an important role in dealing with anxiety-provoking situations. FLA can be overcome with the help of both teachers and learners, which means that

teachers and students are both responsible for dealing with anxiety level in a learning setting. For the teachers' part, Williams and Andrade (2008) claim that teachers need to give attention to anxiety-provoking factors and initiate steps in order to decrease negative impact. For the students' part, they also state that if the learners are educated explicitly about how to deal with anxiety-provoking situations, FLLA can be decreased. Furthermore, Phillips (1991) claims that the language learners can overcome their anxiety when they realize that anxiety is a normal emotional reaction of the beginners who have just started to learn a foreign language.

In terms of overcoming anxiety-provoking factors, Phillips (1991) state that concerning with the students' anxiety in language classrooms and making them feel that teachers are capable of understanding their feeling of nervousness are the first steps to deal with FLA. Önem and Ergenç (2013) recommend that English teachers can organize activities and exercises suitable with the needs of learners and they can help learners feel less anxious during the learning process in the classroom. Moran (2015) also agrees with the teachers' central role in dealing with anxiety and states that teachers need to understand the students' anxiety in classrooms. According to Aida (1994), the students overcome foreign language anxiety when they get more benefit from the teachers who are capable of recognizing students with high level of anxiety in foreign language classroom and taking measures for helping them.

According to the literature, the sources of anxiety are to be identified firstly and then the teachers are to handle with these sources, and next help learners enjoy learning foreign language (Kitano, 2001). Aida (1994) clearly points out that teachers have a great role in alleviating classroom tension through providing a friendly and supportive settings in which learners do not fear from making errors and feeling embarrassed in front of their peers. In parallel with Aida (1994), Spithill (1980) focuses on the relaxed and comfortable learning environment in dealing with FLA. According to him, learners should feel the interaction and be eased by their teachers and peers. Likewise, Woodrow (2006) recommends that teachers should be sensitive to debilitating effects of FLA in classroom interactions and help to decrease the level of FLA.

Young (1991) also suggests that the level of FLA will be decreased in the FLL process if the interaction and communication between instructors and the

students are comprehensible and successful enough to carry out the performance effectively. Thus, the learners can feel that their teachers are interested in what they say and how they say, and thus this will be useful for reducing FLA. Young (1991) recommends that instructors need to focus on comfortable interaction and communication with the students through error correction approaches and on the learning process rather than just emphasizing on the structures and grammar forms. He proposes that teachers can achieve a communicative and successful learning setting with less anxious process through applying some pair work, playing games and arranging the activities in accordance with the needs of the students. Additionally, he claims that these games can be as useful to attach learners' interest, provide motivation and encourage participation and, thus it can decrease the level of FLA.

To Spithill (1980), motivation is related to initiating and sustaining involvement in the learning process and counterbalancing the fatigue and lack of language abilities. Appropriately, he states that human beings are motivated when they are given pleasure rather than a pain. Therefore, learners can overcome their anxiety level through motivation. Likewise, Liu and Huang (2011) focus on the motivation factor for dealing with FLA. Therefore, taking learners' interest and keeping them motivated are important tools for overcoming FLA. They suggest that language teachers should take precautions in order to overcome FLA as anxiety can be one of the most negative factors for the students' performance in a FLL process. In their study, they reveal that when the learners are motivated, they are able to control their learning process and have the self-confidence. Thus, motivation, which can be helpful for minimizing the anxiety level, is highly related with FLL process and the anxiety level of foreign language learners, as Liu and Huang (2011) suggested. Liu and Huang (2011) explore FLA and motivation through 980 undergraduate students from three different universities in China who replied a 76-item survey. In their study, they reveal that learners who are not anxious are found to be relatively motivated to learn English and they conclude that FLA and English learning motivation are negatively correlated with each other.

In order to cope with FLA, teachers can set realistic and appropriate aims, build a comfortable classroom setting, share experiences and feelings encountered in the FLL process and enable students to use the language more frequently through

encouraging and praising (Liu and Huang, 2011). Moreover, enhancing learners' motivation, arousing awareness among learners about the importance of English, promoting their interest in foreign language, improving their self-confidence and building positive attitudes towards English are useful for dealing with the anxiety (Liu and Huang, 2011). Furthermore, praising the learners, giving them feedback and analysing why the learners have poor or good performances in English and enhancing their motivation are also considered as overcoming anxiety-provoking factors for them.

Larsen-Freeman (1987) recommends that learners should be kept motivated and they should feel success in their communication. This will encourage them to go on studying. They also emphasize that one of the best ways for dealing with anxiety is to provide learners enjoyable language learning settings. In another study, Tran, Moni and Baldauf (2012) suggest that FLA can be decreased through raising learners' awareness of importance of English and strengthening their volition. They also recommend that students can be informed about the importance of learning English early in their academic life so that they can improve their motivation which helps them set achievable aims for learning a foreign language.

Bekleyen (2004) suggests that FLA is influential in the success of learners and language teachers need to be aware of this and they should aim to decrease the level of debilitating anxiety by using different strategies offered by some scholars. For example, Philips (1991) proposes that rewarding students can be useful for dealing with their anxiety and when the learners are rewarded for their accomplishment in a task, they get rid of their anxiety and become relaxed. More notably, he offers the use of humour in language teaching processes in order to make students more comfortable with language learning. Thus, he suggests conversational strategies and humorous role-play situations as they can be influential in providing a comic relaxation.

Vande Berg (1993) offers small group activities, brain storming and literary texts for dealing with FLA. In parallel with their study, Mealey and Host (1992) suggest that cooperative learning and working in groups can be anxiety-reducing in classrooms. They attempt at explaining why cooperative learning is helpful. When the learners study in groups, practice and repeat the necessary course subjects aloud

as well as share different cognitive and study strategies with each other, they have a chance of feeling a part of the group rather than feeling loneliness which may cause anxiety. Namely, cooperative learning enables learners to obtain a great amount of insight and confidence by studying together and then to comprehend how the other students approach the tasks and they can imitate each other. In order to cope with anxiety in the classroom, Mealey and Host (1992) also recommend that teachers can reduce the tense and anxiety level in the classroom through enabling non-threatening learning atmosphere, and in order to achieve this, students need to be asked what they want or need. Moran (2015) also states that teachers can provide lessons to support students with effective skill development in a variety of fields such as relaxation skills or positive self-talk. Moran (2015) recommends consistent daily routine, task-focused environment, group activities, classroom seating organization, test accommodations, alternative assignments, giving copies of notes, creative activities, and positive coping skills for dealing with student anxiety in the classroom. Teachers can help their anxious students through making them develop effective learning strategies, permitting them to learn from each other and supporting a positive atmosphere in the classroom.

In his dissertation, researcher Vande Berg (1993) clearly states that advanced literature courses in foreign language at universities arouse nervousness among learners as reading and literature require high level of proficiency in foreign language, and he recommends that small group activities are appropriate tools for helping anxious students get used to the study of literature in order to overcome their feelings of nervousness. In parallel with Vande Berg's study, Worde (1998) suggests that Suggestology, the Natural Approach and Community Language Learning enable a learning environment with low anxiety and emphasizes the importance of communicative approach on using oral activities like role-playing or parodies which will be useful for reducing anxiety level. Additionally, small group activities, brainstorming and focused writing are also suggested as useful exercises in order to create a less anxious learning atmosphere in the same study.

In a study conducted by Koba, Ogawa and Wilkinson (2000), the Community Language Learning (CLL) approach is suggested as it can be useful for dealing with FLA. The researchers claim that Community Language Learning is different from the traditional language learning processes and it enables security in terms of learners

which is provided through understanding between teacher and learners and, with the help of feeling secure, language anxiety level is decreased. The Community Language Learning activities include conversation circle, transcription, the human computer, card games and the reflection session which are related with the security in the classroom and enable anxiety-free atmosphere. As seen, all these activities help learners experience communicative oral practices in stress-free conditions and, thus provide less threatening activities, as maintained by Phillips (1991). In other words, Phillips (1992) suggests that creating low-stress language learning atmosphere is useful for facilitating acquisition of foreign language. Moreover, Worde (1998) also recommends that teachers need to be aware of the importance of FLA, and they should enrich the language learning experience.

Foss and Reitzel (1988) discuss the strategies for managing language anxiety and, suggest rational emotive therapy, which is based on the idea that irrational beliefs which are the reasons of anxiety can help learners interpret situations in a more realistic way. In their study, it is revealed that the irrational beliefs such as fear of making mistakes and fear of being laughed can be the sources of FLA in the production phase of a FLL process. Additionally, they suggest that students be encouraged to rethink about these negative thoughts and that they be work out in small groups to develop more realistic expectations about their performances.

The former literature suggests that both role playing and drama are helpful for overcoming FLA. Foss and Reitzel (1988) suggest oral interpretation activities namely, the use of a set of selected scripts such as poems and stories in solo or in groups in the activities by interpreting the text literally and figuratively, and daily journals activities in order to overcome FLA. The researchers go further and recommend case studies to create anxiety-free environment. They reveal that case studies help learners become aware of their perceptions of on a particular situation; analyse the situation and comprehend what should be done about it. They also emphasize that case studies help learners improve their communicative competence through increasing the learners' comprehension and interpretations.

In the literature, Mealey and Host (1992) suggest that text preparation strategies such as text annotation and self-questioning can be useful for overcoming anxiety in the learning processes. In another study, Czerniak and Haney (1998) offer

that concept mapping is a useful tool for enhancing learning and thus reducing anxiety level. According to them, learning is empowered through meta-cognitive strategies defined as one's learning how to think. They also add that concept mapping as a meta-cognitive strategy improves the students' learning their own thinking. In a more recent study, Cheng (2002) suggests that teachers should help students face difficulties and failures in order not to lose their self-confidence. For instance, in a writing activity, teachers should establish a learning atmosphere where students can write without any embarrassment.

Önem and Ergenç (2013) suggest that language learners can overcome their anxiety through coping with learning inhibitions and raising self-awareness. When the language learners have more self-confidence, they can be more successful and feel less anxious during the FLL process. In another study, it is suggested that teachers need to encourage learners to boost their foreign language satisfaction rather than to be concerned about their FLA since teachers' initiations for reducing FLA does not necessarily mean it will boost students' enjoyment in foreign language classes and learning process (Dewaele, Jean-Marc, John; Saito, Kazuya; Dewaele, Livia, 2018).

Kitano (2001) recommends that teachers can include extensive comprehension practices into the learning settings and use choral work before addressing on individual students. He also adds that peer work and group activities are useful for dealing with anxiety and teacher should generate a sense of community in the classroom. Moreover, language teachers should help learners set achievable and realistic goals in the learning process as the high and unrealistic goals make the learners anxious. Kitano (2001) suggests that language teachers ought to make discussions with the students about the reasonable standards and short-term goals in language learning and encourage them to have reasonable aims.

Notably, coping with anxiety doesn't necessarily mean dealing only with general anxiety-provoking factors, it rather refers to overcoming specific types of FLA such reading and listening, etc. For instance, Saito, Horwitz and Garza (1999) recommend teachers that they need to help students overcome with the anxiety-provoking situations and provide less nervous learning contexts, particularly in reading. From this perspective, teachers can firstly prepare their students for the

difficulties in reading and possible anxiety while giving assignments for improving their reading skills. As the researchers suggested, reading strategy instruction is vital to cope with FLA. They also assume that teachers can help students accept unique characteristics and features of their target language and choose authentic materials to show them how to use the vocabulary and structures. Moreover, they suggest that teachers should encourage learners to be successful, teach the lessons challengingly, teach appropriate learning and reading strategies, and enable pre-reading activities and evaluation of reading goals.

In dealing with FLA, error correction seems to be another important factor that should be devised through modelling approach. Worde (1998) states that teacher can repeat the structures in the correct grammatical and phonetic forms instead of correcting learners overtly in order to create less anxious learning environment. Through this way, the appropriate feedback is given to the learners and their mistakes are not focused in front of the other students. Likewise, Phillips (1991) also indicates that error correction and giving a feedback are important aspects of FLL process and the teachers should use indirect methods such as modelling (in which the teacher rephrases what the students utter in a correct way) to raise the students' affective filter, and thus help them overcome FLA.

In general, most of the studies show that students become relaxed and appreciated when teachers behave in a friendly and supportive environment. For instance, Worde (1998) emphasizes the importance of class settings and recommends semi-circle or oval seating settings instead of traditional ones in order to provide interactive, communicative and less constricted language learning environment. Thus, learners can discuss and question more instead of just staring at the teacher. The participants in Worde's study clearly state that they become less anxious and more comfortable when the teachers enable entertaining classroom settings and present interesting situations through discussing things instead of teaching language structures directly. Many students also indicate that speaking slowly, using English to clarify key points for homework assignments, and making sure that each of the students comprehends the materials are the other issues which help them overcome language anxiety (Worde, 2003).

One of the useful implications for dealing with FLA is that easy items need to be placed first; and then the more difficult ones can be used later, as Rosenfeld (1978) suggested. He clearly states that another tool for decreasing FLA is to let students know about how examinations are designed, and their papers are graded as this also helps reduce the uncertainty.

Gregersen and Horwitz (2002) state that understanding the value of keeping calm while interviewing orally is an important step for dealing with anxiety. Therefore, they suggest that the learners should have the control of their emotional state while having conversation in the target language. They remark that if the learners desire to get rid of the debilitating effects of FLA and overcome it, they need to focus on continuing a conversation and understand that making mistakes or error is a normal procedure of FLL process.

Yaman (2016) apparently claims that oral performance in a foreign language is a challenging skill and suggests keeping personal voice diaries through a voice recorder on a regular daily basis to overcome the anxiety which stems from the fear of performing orally in foreign language. He concludes that keeping voice diaries can help learners cope with the limited situations they experience during the process of practicing and improve their foreign language skills orally.

Azher, Anwar and Naz (2010) recommend that classrooms should have a friendly, supportive and motivating atmosphere, and learners should be made sure that making mistakes is quite normal in order to cope with the debilitating effects of FLA. The researchers also reveal that teachers are at the heart of the process in which they can make the speed of speaking classes slower, switch the language from target to native when necessary and minimize anxiety through motivating learners to have a better performance. Furthermore, teachers can design teaching activities which are useful for learners' anxiety-provoking situations, and they can provide comprehensible input for learners.

Erkan (2018) examines foreign language classroom anxiety for overcoming anxiety provoking factors and recommends that listening to music can be helpful for coping with the problems caused by FLLA. Similarly, the study of Dolean (2016), which aims to teach French as a foreign language through the music for the 8th grade students on a 5-week intervention program, also concludes that music is found out to

be useful in dealing with high levels of FLA since the students state that songs are perceived as an amusing experience and such a method decreases their FLA. In the previous study of Dolean and Dolean (2014), the effects of teaching songs are explored in order to figure out whether it is effective for decreasing the level of foreign language classroom anxiety. It concludes that teaching songs in the FLL process decreases the level of FLA among students. In those studies, it is revealed that the students become more confident and comfortable through English songs.

In the literature, it is suggested that FLA can also be overcome through some online gaming experiences just like through the music (Erkan, 2018; Dolean and Dolean, 2014; Dolean, 2016). For instance, the study of Yang and Quadir (2018) recommend that English instructors and curriculum developers should take into consideration the value of digital games in the academic curricula and they need to consider learners' language ability and prior knowledge while developing online gaming to enhance their learning performance and decrease their anxiety level.

In a more recent study, Aydın (2018) overtly puts forward that technology has an important role in FLA as using technology in foreign language settings can reduce the level of FLA. He also exemplifies that application of technology such as e-learning, distance learning, online testing and computer-mediated communication are found to be beneficial to FLA. Aydın (2018) states that e-learning environments rather than are helpful in reducing anxiety. To him, role-play activities via Facebook or Skype, using voice boards for speaking and listening, the use of wikis, are useful for dealing with the FLA. Thus, he suggests that foreign language teachers need to adopt these e-learning implementations. Equally, Yang and Quadir (2018) investigate the effects of prior knowledge on learning performance and anxiety in English learning online role-playing game. They emphasize that utilizing digital games in language learning process is significant and conclude that the students with high English ability significantly performed better than those with low English ability and these students with low English ability experienced higher degrees of language anxiety than those with high English ability. The prior English knowledge of the learners is positively correlated with their learning performance; however, it is negatively correlated with anxiety level. In the same study, it is found that language learning performance is negative correlated with their anxiety and suggested that a

contextual game-based learning process can be a useful tool to decrease the language anxiety in the class.

Related to specific language skills such as listening comprehension, Elkhafaifi (2005) recommends that language instructors present comprehensible input and a schedule with more opportunities for listening practices in order to familiarize learners with the target language for reducing FLA. In his study, it is suggested that learners be taught listening strategies to listen more effectively and be assisted to cope with their unrealistic expectations, such as trying to understand everything they hear. Accordingly, it is significant for the teachers to give students chances to guess, take risks and make mistakes in class.

Casado and Dereshiwsky (2001) offer some affective techniques for coping with FLA and it is useful to make learners conscious of the fact that a good accent with fluent speaking takes several years of practice and study in FLL process, enable students positive reinforcement and generating a comfortable classroom atmosphere, deal with learners' mental block towards learning a foreign language through outside classroom activities, apply group activities, teach grammar structures in the native language not in the target one, create environments in which learners discuss their concerns and difficulties in language learning, form smaller classes for helping educators recognize their learners better so that they can give them special attention and support. Casado and Dereshiwsky (2001) also recommend that universities can apply innovative approaches in order to decrease apprehension level and enhance learners' success in FLL process. Besides, they reveal that foreign language curriculum or programs should include the most systematic and accurate contents which are based on learners' needs. Moreover, they propose that learners' apathy and disinterest in the language programs or curriculum should be minimized and these programs should be related with their needs.

The previous studies literature about overcoming FLA focus on the role of teachers or educators, curriculum, foreign language teaching programs or some classroom activities. It is clear in many researches that FLA is examined through some activities, methods and implications. On the other hand, each type of anxiety needs to be dealt with individually since sources of anxiety are different. For instance, while dealing with the FLA, test anxiety, one of common types of FLA, can

be overcome through improving fair tests which present the instructions in the learning process. Correspondingly, Young (1991) claims that language anxiety can be diminished if the instructors ask what they teach in the way how they teach.

Kitano (2001) recommends that teachers ought to struggle for responding appropriately to their students' fear of negative evaluation since this kind of anxiety is one of personality traits. The researcher suggests that teachers can deal with the learners' anxiety and fear of negative evaluation through commenting positively in the class whenever possible. For overcoming FLA and the learners' unwillingness to communicate in the classroom environment, Liu and Jackson (2008) suggest that English foreign language teachers can help learners increase their self-perceived competence in English to progress their FLL process. In their study, it is suggested that teachers can encourage the students and build up their self-confidence through pointing their success in the classroom and they can motivate students to practice English, and thus, they become more exposed to the foreign language. In this way, learners can improve their self-confidence.

As well as self-confidence, self-image of the learners is important to deal with FLA. Self-image of the learners is emphasized in the study of Phillips (1991) and he claims that a language learner needs to develop a new ego, which means that s/he should be enthusiastic about appearing stupid in front of the class due to the mistakes s/he made in the language learning process.

The literature puts forward broad recommendations for overcoming FLA in the learning process. The most frequently cited one in the literature is the role of teacher and teachers are believed to be at the centre of learning process in order to deal with FLA through providing friendly and stress-free environment. FLA level of the learners can be decreased through a number of suggestions according to literature; therefore, it is important to revise these recommendations and apply them in teaching and learning process to enable fruitful learning.

3. LITERATURE REVIEW ON FOREIGN LANGUAGE

TEACHING ANXIETY

3.1. Introduction

In general, anxiety is defined as a ubiquitous mental health problem which can possess negative effects on individuals' personal relationships and their academic lives (Moran, 2015). In educational settings, emotions are common to both students and teachers and teachers' emotional experience is affected by their individual reality and social interactions with students, teachers or culture (Trigwell, 2012). In the literature, these emotions can be categorized into positive and negative forms (Trigwell, 2012). However, anxiety can be regarded as negative experienced by the teachers in the teaching process. Gardner and Leak (1994) state that teaching can be an unattractive procession to be avoided from when there exists anxiety in the learning and teaching process. Trigwell (2012) concludes in his study that teachers experience anxiety in their teaching process as a negative emotion. In accordance, Fang and Liang (2009) indicate that teaching is one of the occupations with the highest pressure. Many studies have shown that high the level of anxiety is negatively correlated with the achievement in English language teaching (ELT) (Önem and Ergenç, 2013). For instance, Parsons (1973) states that anxiety can impair performance in teaching and various tasks.

In the literature, there have been a great number of statements on the teaching process as being stressful job. Accordingly, teaching is an occupation arousing stress and there is some empirical support for the common claim that teaching is highly stressful job (Hiebert and Farber, 1984). The reason why teaching is regarded as an occupation causing pressure among teachers is explained by Fish (1986). To him, teaching can be viewed as the fundamental cause of distress for most teachers due to the fact that it requires public speaking which is perceived as a stressful thing in life. Likewise, Worde (1998) clearly claims that public speaking has been regarded as anxiety provoking phenomenon psychologically.

Bernstein (1983) states that anxiety on teaching is important. Because, he himself suffered from this construct of anxiety at the beginning of his teaching career. According to him, feeling anxious about public speaking and being evaluated by others are prevalent problems. Bernstein (1983) elaborates the issue of anxiety and indicates the effects of anxiety as being unable to think and giving confused or lengthy answers to the students, having negative interactions with the students such as sarcasm towards students' questions or comments, escaping or avoiding interaction with the students through such tactics as inconvenient office hours, being busy to talk to students after class or lack of preparation for the class, heavy reliance on movies and student presentations, developing very serious and strict or overly relaxed relationships with the students, appearing unbalanced in the classroom such as being calm and related in most situations but becoming very harsh and hostile instantly, and having paranoid thoughts.

In accordance with the indicated effects of anxiety in teaching, Bernstein (1983) also claims that teaching anxiety can cause physical illness, alcohol or drug abuse, disrupted family and sexual dysfunction. Considering these problems, he states that teaching anxiety can be the source of depression, fatigue, disengagement, and escape or burn out (Bernstein, 1983).

Consequently, it is clear that anxiety is an influential factor in teaching process and its effects are obvious in both learning and teaching. In the literature review, researchers mostly deal with the identification of anxiety, its sources and effects on the learning process in terms of foreign language learners; however, FLT has been an untouched area which has not taken attraction (Aydın, 2016). However, teaching a foreign language which can be regarded as public speaking is an onerous and multi-faced process requiring many components and variables. Therefore, it is essential to explore teaching anxiety in the teaching process since work-related anxiety and stress have a negative effect on the effectiveness and satisfaction in job career (Houlihan, Fraser, Fenwick, Fish & Moeller, 2009). If there is a huge demand in teaching, then teachers will need a great ability to overcome their high levels of stress. Besides, the teachers who have improved and used various teaching strategies will not find their occupation highly stressful any more. (Hiebert and Farber, 1984). Due to the statements indicated in the literature about teaching process and the negative effects of teaching anxiety in terms of the teachers, this study aims to

examine FLTA with its facilitative and debilitating effects, anxiety-provoking factors, the strategies employed for overcoming with FLTA.

The literature on anxiety lacks a complete taxonomy on FLTA. Thus, in this study, a complete taxonomy whose data are collected from the literature is generated firstly, and then, a qualitative study, whose data collected from the participants such as pre-service and in-service teachers, is conducted and the findings of the research is examined. The results of the study will be revealed in the following part. But before, it is important to reveal that this part includes the general teaching anxiety, FLTA, the negative impacts of anxiety on teaching and the reasons why teaching is regarded as a stressful occupation. The next part explains FLTA in detail.

3.2. Foreign Language Teaching Anxiety

Many research have proven that most of the teachers and instructors as well as professors at the universities indeed do experience anxiety in their teaching process in the classroom (Parsons, 1973; Coates and Thoresen, 1976; Horwitz, 1996; Fish and Fraser, 2001; Nitel and Ipek, 2016). Especially English language teachers live through this sense of anxiety in their teaching process since teaching a foreign language is extremely demanding (Payne and Manning, 1990; Gardner and Leak, 1994; Horwitz, 1996; Fish and Fraser, 2001; Kim and Kim, 2004; Yan and Xiaoqing, 2010; Merç, 2011; Önem and Ergenç, 2013; Aslrasouli and Vahid, 2014; Aydın, 2016). In addition to these studies, the study of Kim (2002) overtly states that teachers experience anxiety while teaching English as a foreign language and while using English in the classroom. Also, anxiety experienced during language teaching is an important confrontation which should be considered differently from language learning anxiety and general teaching anxiety (Merç, 2011). The construct of the anxiety have been researched by many scholars from the perspective of the learners; however, FLTA remains a field of research which should be addressed and explored (Tüfekçi Can, 2018).

Aydın defines FLTA as “emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activities” (2016, 12). He also states that that FLTA

creates a substantial issue in the FLL and FLT process. Merç (2015, 53) states “Learning how to teach is lifelong.” Therefore, it can be said that teaching process requires many responsibilities and steps to go further and thus causes anxiety among teachers. In parallel, Hewitt and Stephenson (2012) clearly state that teachers and researchers have been conscious of the fact that teaching a foreign language can be a pressuring process for some individuals. Thus, some scholars have been interested in describing, exploring and measuring anxiety in teaching, particularly in FLT process. Language learning performance is affected negatively due to anxiety (Hewitt and Stephenson, 2012). Even though there have been several studies about language learners’ anxiety, namely learning anxiety, teaching anxiety is one of the untouched areas in the literature and there is a recent tendency towards exploring teaching anxiety in FLA context (Keavney and Sinclair, 1978). It is clear in the literature that both the students and teachers experience FLA while teaching and learning (Keavney and Sinclair, 1978; Preece, 1979). Tüfekçi Can (2018) clearly states that anxiety has obtained great importance in almost all phases and levels of education in ELT departments in the past decades and because of its role as being an obstacle in language learning process, the new and recent studies have focused on the essential impacts of affective factors on FLL and FLT processes.

In the literature, Aydın (2016) puts forward that pre-service teachers in English language departments experience FLTA before, during and after their teaching processes. In another study, Machida (2016) examines foreign language classroom anxiety with 133 Japanese elementary school classroom teachers and concludes that many teachers experience anxiety while teaching English as a foreign language. In the same study, the main sources are revealed as lack of confidence while communicating in the foreign language and lack of preparation for teaching English. The study also reveals that the years of teaching experience, formal training experience and English proficiency level of teachers are effective in teachers’ anxiety level. Coates and Thoresen (1976) obviously reveal that teachers feel remarkable tension, nervousness and anxiety while teaching in the classroom and its probable negative effects on the learners can be vital. Similarly, Önem and Ergenç (2013) state that severe anxiety can be regarded as an inhibitor for learning and achievement in ELT.

Pigge and Marso (1990) examine the affective impacts of pre-service teacher training on these teachers and state that teacher training of pre-service teachers has an effect on their affective attributes such as their anxiety, attitude, concerns and confidence on the teaching process. In their study, the research conducted with 153 prospective teachers and affective attributes are examined, and it concludes that teachers display a progress with the help of teacher training and they become less worried and anxious about their teaching and focus more on the task of teaching and their decisions to become teachers. Pigge and Marso (1990) firstly, aim to increase task concerns and decrease self-concerns of pre-service teachers, secondly, enable them to get more positive attitude, and finally help them become less anxious and have more confidence about teaching through teacher trainings. In conclusion as expected in their study, pre-service teachers become more concerned about the task of teaching, less concerned about their self-survival as teachers and more certain about their decisions to become teachers and less anxious about teaching while gaining a highly positive attitude about teaching as a career, a high level of concern about their effect on students and having self-perceptions as highly effective teachers. Through effective teacher training programs, pre-service teachers enhance their teaching skills and knowledge and obtain more positive attitude about their teaching (Pigge and Marso, 1990). In another study, Marso and Pigge (1997) examine the differences of teacher candidates between the years of 1980 and 1990 and aim to compare the teachers of 1980s and 1990s in terms of their positive attitudes towards teaching as a career, their level of anxiety about teaching and their confidence about becoming teachers and their scholastic aptitude. In accordance with their research results, the differences between the pre-service teachers of 1980s and 1990s display that the 1990s candidate teachers as compared to 1980s regard themselves more effective future teachers and more assured about their decision to become teachers. Besides, the 1990 pre-service teachers are found to be less anxious about their teaching and more concerned about the real task of teaching than the 1980s teachers. Therefore, it can be deduced that the anxiety level of teachers has tended to decrease over the years.

In another study, Brown (2009) investigates the students' and teachers' perceptions of effective FLT and states that foreign language teachers and students might have different or mutual ideas of effective teaching, but the intersection of

these two sides bears some conclusion for language learning and the effectiveness of teaching.

As it is clear that foreign language teachers or instructors experience of anxiety while teaching, some researchers have focused on what can be done to deal with anxiety level. With this aim, Czerniak and Haney (1998) investigates the effect of collaborative concept mapping on pre-service teachers' anxiety, efficacy and achievement and state that inadequate preparation for teachers can cause the feeling of anxiety in teaching and learning and anxiety affects the teachers' self-efficacy and their choice of instructional strategies. Therefore, foreign language teachers can get benefit from being prepared beforehand and using concept mapping in order to deal with their anxiety level. And also, it is revealed in the same study that the teachers who are effective and less anxious have a tendency of using open-ended inquiry and student-directed teaching strategies and they have more confidence about teaching effectively. It is apparent that when teachers become more effective, their anxiety level decreases.

Some of the other studies on anxiety have been carried out in FLT departments in terms of basic language skills. For example, the study of Wood (2000) mainly deals with speaking skills of the teachers and he concludes that most of the teachers participating in the study are anxious on speaking the target language with individuals who speak the language in a fluent way. The participants also state that they are stressful about speaking the target language in public settings and they are anxious about presenting foreign language lessons through a methodology. Additionally, they have high levels of teaching anxiety because of their desire for speaking the target language in a flawless way. Anxiety of the teachers does not only stem from their trait anxiety such as being nervousness or being obliged to speak in a fluent way, and their desire for speaking flawlessly but also from extrinsic factors such as public settings and methodology.

In another study about teaching anxiety, Tosun (2017) states that although there are several researches about anxiety in teaching process, the association between anxiety and gender relations is still an issue which requires to be researched about. Thus, Tosun (2017) investigates the relationship between gender and FLTA

and concludes that both of genders suffer from FLTA and there is not any correlation found between participants' gender and their FLTA.

According to Pelton (2014), teaching anxiety is a situation specific type and thus, one of the contemporary issues in the field of FLT is to create a learner-centred and stress-free classroom atmosphere (Young, 1991). Therefore, it can be inferred that teaching anxiety in FLL process is prevalent among teachers, instructors and pre-service teachers. The contemporary approaches aim to decrease the level of anxiety in FLT process which is regarded as situation specific.

In conclusion, FLTA has had a significant importance for the researchers of this field. As it is an intact area of research, the researchers attempt to explore its sources and anxiety-provoking factors to overcome FLTA as it has a direct impact on FLLA. In other words, the teachers who experience FLTA affect the learners' learning a foreign language. If the teachers in FLT settings become less anxious, then the students will feel more comfortable. Only under these circumstances can the teachers enable stress-free learning and teaching environment and thus provide effective learning and teaching.

In the literature, it is clearly shown that FLTA has been frequently experienced in teaching professions among many individuals. The next part tries to reveal FLTA related to basic language skills as listening, speaking, reading and writing.

3.3. Anxiety related to Four Basic Skills

3.3.1. Listening Anxiety

Listening, as an indispensable part of our daily life and as a means for effective communication, is an important skill in FLT as well as FLL. Even if it is vital to understand what is said for maintaining a successful communication while learning a foreign language, listening anxiety remains an untouched area of study in the field of FLL. (Gönen, 2009). However, teaching listening skills has been considered to be a passive skill which can be improved naturally with speaking and reading. Listening skill has received a fresh attention on recent years, and

accordingly, some contemporary methods for teaching listening such as Communicative Language Teaching with its emphasis on authentic conversation, Content-Based Instruction with its emphasis on rich input and Natural approach with its emphasis on immersion in comprehensible input have been put forward (Finch, 2001; Sindrey, 2002; Du, 2009) in the literature.

Solak and Altay (2014, 190) study on pre-service EFL teachers' perceptions of listening comprehension problems in Turkey and define listening skill as "Cinderella Skill that is overlooked by its elder sister speaking." They conclude that listening comprehension is remarkably complicated process which includes a set of such factors as process, listener, input, task, affect and context. It is viewed that the skill of listening itself is not an easy one to learn and carry out listening activities in teaching process due to its complex structure. Interestingly, Solak and Altay (2014) figure out in their study that the anxiety level of pre-service teachers does not have an effect on their listening comprehension in a negative way.

Öztürk (2016) examines FLTA from the perspective of non-native English teachers and the selected teacher participants in the study report that they become anxious when they do not know the pronunciation or meaning of vocabulary item when the learners ask them to transcribe a listening text. Therefore, it is apparent that language teachers experience FLTA during the teaching process of the listening skill.

FLTA is a new area as seen in the researches and studies; therefore, there is a scarcity in the literature especially on listening anxiety among teachers. However, it is frequently stated that listening is a difficult process requiring a set of factors such as listener, input, task, etc. (Solak and Altay, 2014; Öztürk, 2016). In conclusion, foreign language teachers tend to experience anxiety while carrying out listening activities; nevertheless, researches and studies about listening anxiety, its sources and what can be done to overcome it should be conducted in order to help teachers deal with the anxiety. The next part tries to explain the construct of anxiety on speaking.

3.3.2. Speaking Anxiety

In the literature, there has been very limited research on FLTA in speaking. However, in the literature, it is indicated that most of the individuals accept the fact

that they experience anxiety while speaking in front of the groups (Gardner and Leak, 1994). It is also revealed that speech anxiety has detrimental effects on individuals who speak before the audience (Gardner and Leak, 1994). Additionally, it is indicated that foreign language teachers experience teaching anxiety related to speaking skills more than any other language skills such as listening, reading and writing (Wood, 2000). Moreover, it is claimed that using a target language itself is the anxiety-provoking situation for foreign language teachers (Wood, 2000)

As stated, the field in the body of the literature about the relationship between speaking skill of the teachers and FLTA has remained less studied whereas there have been a great amount of the researches which investigate anxiety on speaking in term of the FLL process. From the perspective of pre-service teachers, it is figured out that speaking in the target language seems to be the most anxiety-provoking (Kunt and Tüm, 2010). It is viewed in literature that anxiety related to speaking has several negative effects on FLT (Tüm and Kunt, 2013). Tüm and Kunt (2013) study with 131 pre-service teachers and conclude that the target language performance of the participants is affected by their feelings of self-consciousness and anxiety. They figure out during their interviews with the selected pre-service teachers that FLA effects the application of grammar rules and the performance of the speaking skill adversely. In accordance, Wadi (2016) investigates speaking anxiety of student teachers in FLT process to reveal the sources of FLTA and concludes that these sources are found mainly related with speaking anxiety. The reason why they experience FLTA is that the main requirements of a professional teaching consist of high proficiency in English and good communication skills. Also, Karagöl and Başbay (2018) aim to research the relationship between FLA and English speaking skill and conclude that anxiety has several adverse effects on English speaking skill. Therefore, Speaking is found anxiety-provoking in foreign language classroom from the perspective of the teachers (Şimşek, 2015). Yastıbaş also (2016) studies on the types of the anxieties in ELT and states that classroom anxiety and speaking anxiety are associated with each other.

When the literature on speaking anxiety is reviewed, the study of Tüfekçi Can (2017) also indicate that pre-service teachers experience teaching anxiety because of their lack of experience in teaching speaking in real classrooms, being unable to enhance learners' motivation, interest and participation, and fear of making

pronunciation, grammar and knowledge mistakes. The findings in her study on anxiety-provoking factors reveal that the pre-service teachers experience anxiety in teaching speaking in real class settings, in being unable to apply appropriate methodology, in being unable to use classroom discourse, in making pronunciation and knowledge mistakes, in preparing inappropriate materials, in making grammar mistakes, in presenting inappropriate materials, in being unable to catch students' interests, in being unable to increase students' motivation, in being unable to use the time allowed efficiently, in being unable to manage class (2017, 448). These are enumerated as anxiety provoking factors for the pre-service teachers of English as a foreign language in their teaching process. In another study, it is claimed that speaking results from acquisition instead of being a cause in language learning or teaching process which means that speaking cannot be taught directly, and it can be built through comprehensible input (Rost, 2013).

In sum, FLTA related to speaking is a common phenomenon among foreign language teachers as it requires more demand. In order to cope with such an anxiety in the teaching process, teachers are required to employ a number of effective strategies and appropriate techniques in order to overcome their speaking anxiety, as has already been stated in this part of the thesis. However, when the literature is reviewed, it is obvious that FLTA related to speaking has been researched by a very limited number of researchers if it is to be compared with the studies conducted on FLTA on speaking. Furthermore, the limited studies on speaking anxiety clearly indicate that teachers suffer from speaking anxiety in every sphere of teaching process. The next part includes FLTA related to reading skill.

3.3.3. Reading Anxiety

In the literature, there has been very limited research on reading anxiety in teaching. However, in the literature, it is indicated that the acquisition or learning of language skills such as speaking, listening, reading and writing is considered equally important; nevertheless, acquisition of reading skills has been one of the most important and encouraging one for most of the language learners in EFL settings. In his study, Gönen (2017) indicates that anxiety affects the process of acquiring language skills such as speaking, listening, writing and reading; however, the

relationship between reading in a foreign language and anxiety has remained less studied and focused one compared to other skills. Therefore, this part of the thesis lacks of complete explanations on FLTA and reading skills. The next part tries to explain writing anxiety in FLT process.

3.3.4. Writing Anxiety

In the literature, there has been very limited research on FLTA related to writing. Thus, the research on FLTA with regard to writing skill is very limited to draw some satisfactory results. However, among the very limited studies, some of them indicate that teachers have experienced writing anxiety in their teaching careers. In the literature, writing anxiety is defined as the ‘fear of the writing process that outweighs the projected gain from the ability to write’ (Thompson, 1980, 121). In one of those studies, the relationship between affective and cognitive aspects of writing process is revealed as such; individuals think and feel in the writing process, therefore, writing is an emotional activity as well as it is related to cognition (Cheng, 2002).

Ekmekçi (2018) focuses on foreign language writing anxiety in English with 126 pre-service English teachers educated at a state university of Turkey and concludes that 60% of the participants experience anxiety on writing in English and there is a significant difference between learners’ general and somatic anxiety levels. In another study, Atay and Kurt (2006) claim that there have been some researches about the prevalence of writing anxiety in L1 and L2 settings and investigate the impacts of teachers’ writing anxiety on their teaching in L1 settings through studying with 83 Turkish pre-service teachers of English. More than half of these participants state a high level of anxiety and they are found to have difficulty in arranging their opinions and producing their ideas while writing in the target language.

In the limited literature, there are some implications on the sources of writing anxiety. For instance, Atay and Kurt (2006) conclude their study, which are the results of interviews and open-ended questions that fear of getting low marks and inability to concentrate are the factors which create writing anxiety among pre-service teachers included in the study. The other factors related with writing anxiety

are teachers themselves, past experiences, time limit or due date, exams, classroom setting, peer effect and topic (Atay and Kurt, 2006). However, the fear of negative evaluation is one of the main reasons of the writing anxiety (Smith, 1984). On the other hand, Yetis (2017) explores the sources of writing anxiety and claims that time pressure on writing activities, teachers' attitudes towards learners, and classmates of learners can be possible sources in writing process and also proficiency levels, attitudes towards writing skill and the composing-process have been revealed as some sources of writing anxiety in foreign language teaching process.

Some researchers have focused on how to deal with writing anxiety in teaching process. For instance, Atay and Kurt (2006) assume that writing anxiety of pre-service teachers would have a negative influence on their ways of teaching writing in FLL process. It is suggested in the same study that teaching writing skills in English should not be restricted to controlled exercises and production-based writing appears to cause anxiety among learners. Because, the learners need to be motivated to explain their opinions and knowledge in writing from the early steps of education system (Atay and Kurt, 2006). It is essential to set a learning environment in which learners are able to write in their target language without feeling embarrassed and each of the students' contribution is sufficiently valued and their self-confidence is encouraged (Atay and Kurt, 2006). Moreover, the importance of writing skills should be indicated more in Turkish curriculum and the time for writing process should be increased (Atay and Kurt, 2006). In order to achieve this, teacher seminars with in-service programs where in-service teachers are informed about the importance of writing and careers of learners and how to overcome their writing anxiety can be conducted (Atay and Kurt, 2006). Moreover, peer feedback is a useful way for the improvement of writing skills and it provides motivation to the learners (Atay and Kurt, 2006). In Gardner's study (1984), the student teachers as participants claim that the learners' writing should include subjects which are personal to them and interest them in order to carry out effective writing process while teaching. Therefore, this can be another solution for overcoming FLTA while teaching the writing skill. In order to cope with writing anxiety in teaching, Gardner (2014) states that experience has an important role on teaching writing to the learners in learning process. In another study, Yastıbaş and Yastıbaş (2015) investigates the effects of peer feedback on writing anxiety of foreign language learners of English

through using researcher's diary, two interviews and Second Language Anxiety Inventory. The study concludes that students improve positive attitudes towards writing, and additionally, their confidence and writings are improved through peer feedback and collaboration. Therefore, it is clear that peer feedback has positive effects on the learners' writing anxiety.

In sum, writing anxiety has been studied by very few researchers and it is found that there is not much research on this type of anxiety in teaching process. Therefore, it is viewed that writing anxiety requires to be overcome in order to get rid of its detrimental effects while teaching writing. When the body of literature is reviewed, it is discerned that the sources and recommendations for writing anxiety do not differentiate from those of the other language skills even if writing is not similar to the other skills. The next part emphasizes on the importance of FLTA.

3.4. The Significance of Foreign Language Teaching Anxiety

There has been a gap in the literature on FLTA in terms of anxiety provoking factors, its sources, and strategies for coping with anxiety and teachers' effectiveness in the classroom (Keavney and Sinclair, 1978). Foreign language teachers' anxiety has not been studied adequately in the literature (Wood, 2000). However, teaching anxiety should be researched more since it is apparent that the teachers or instructors with high level of anxiety tend to teach less effectively while non-anxious ones are more confident about their teaching (Czerniak and Haney, 1998).

In the literature, Tüfekçi Can (2018) overtly states that the subject of FLA in the teaching process has gained its importance in the past decades since it impairs teaching performance of educators and instructors. Likewise, Tüfekçi Can claim that FLTA in English has drawn lesser attention than FLLA which has been the focus of many researches. Therefore, many studies have been conducted on the effects of anxiety, its role and causes in FLLA. Yet, Sensyhyn (1999) points out that anxiety is a reality of teaching; however, it is uncommon among teachers to accept this feeling of apprehension since it is relevant with negative experiences. Yet, according to the researcher, these negative experiences related with the anxiety ought to be brought out in order to help and reduce debilitating effects of FLTA.

Hewitt and Stephenson (2012) claim that the research on anxiety is vital since such investigations on the harmful effects of anxiety in language learning and teaching process can be beneficial to decrease the level of FLA. These studies can also be helpful for sustaining an effective education. Therefore, in the same study, it is suggested that the presumptive causes and teaching interventions should be determined so as to cope with anxiety and create more effective language teaching and learning environment. Because of these indicated reasons, this study aims to focus on FLTA of pre-service teachers and in-service English language teachers in order to raise awareness, help them acknowledge their feeling of anxiety and thus provide an effective teaching setting.

The certain testing of success can be the result of improvements in student learning; however, achieving developments in the learning process requires graduate assistant teachers to teach their courses while attending teaching seminars at the same time (Pelton, 2014). The aims of these teaching seminars are to enable effective teaching, and thus effective teaching can be achieved with the help of less anxious and more confident teachers. In his study, Pelton (2014) also emphasizes that it is necessary to research on the teaching anxiety in foreign language context if it is aimed to achieve successful and effective teaching in education.

In the literature, it is revealed that the research on anxiety levels of foreign language teachers will raise awareness and it will be noticed that FLTA among teachers-in-training (Wood, 2000). For instance, the study of Wood (2000) reveals that foreign language teachers experience teaching anxiety and they suffer from it particularly while giving instructions in the target language.

It is significant that FLTA with its sources, anxiety-provoking factors, the strategies for overcoming anxiety and its effects on teaching is an intact area of research even if it has gained its importance recently. Additionally, it is apparent in the body of the literature that teacher experience FLTA and it impairs their effectiveness in teaching. In conclusion, it is important to research on FLTA more so that anxiety-provoking factors can be determined, some strategies for overcoming it can be suggested and thus effective teaching environment can be provided. Until this part, the significance of studying on FLTA is emphasized and the next part aims to reveal facilitative effects of teaching anxiety.

3.5. Facilitative Effects of Anxiety on Foreign Language Teaching

In the literature, there is no study on the facilitative effects of anxiety on foreign language teaching. As has already been mentioned in the foreign language learning anxiety part of this thesis, there have been some studies on FLLA as a facilitative effect. However, when the literature is reviewed, there is no study which emphasizes the facilitative effects of FLTA.

In the literature, yet again, there have been several studies on the teaching anxiety in the teaching process and these studies frequently focus on the debilitating side of FLTA. On the contrary, anxiety can be regarded as a facilitative one in the teaching process if it is used appropriately with the given opportunities. For instance, Sensyhyn (1999) states that teachers generally do not consider the probability of utilizing anxiety as a positive and creative force in their teaching process. Sensyhyn (1999) also states that teaching anxiety can be used creatively and effectively with the given opportunities and adds that all teachers should understand that they have a positive anxiety and should not fear it; instead, they should embrace this feeling of apprehension.

In sum, it is seen that FLTA has not been studied on its facilitative effects on teaching. Therefore, this part of the thesis lacks of a proper explanation for facilitative effects of FLTA. The next part tries to explain the debilitating effects of anxiety on FLT.

3.6. Debilitative Effects of Anxiety on Foreign Language Teaching

In the literature review, there are very few researches on the debilitating effects of foreign language teaching anxiety just like the facilitative effects of foreign language anxiety. Additionally, it is stated that the literature mostly emphasize on the negative aspects of FLTA from the psychological and educational perspectives (Sensyshyn, 1999). The study of Czerniak and Haney (1998) reveals that teachers with less anxiety tend to teach more effectively and be more confident about their teaching and instructional strategies. Thus, it can be stated that the feeling of anxiety in the teaching process can be debilitating one as it can hamper the process in the

classroom. Likewise, Carrier, Higson, Klimoski and Peterson (1984) state that debilitating anxiety causes more direct instructions in FLT.

In another study, Senler (2016) examines the associations between pre-service teachers' teaching self-efficacy, locus of control and attitude towards teaching and teaching anxiety with the participation of 356 pre-service elementary teachers. It is revealed in her study that teaching anxiety of the participants is negatively correlated with pre-service teachers' teaching self-efficacy and additionally, their locus of control has a negative impact on their teaching anxiety level. In this study, increasing teaching practice and positive role modelling are suggested in dealing with the participants' attitude and teaching anxiety. Senler (2016) also points out that teachers tend to teach more effectively when they have a positive attitude towards teaching. Furthermore, she puts forwards that pre-service teachers with high anxiety level have a lack of confidence in their ability to teach. Consequently, it is apparent that anxiety in teaching has several negative consequences.

In sum, anxiety is generally regarded as a debilitating factor in FLT process as indicated in a very limited study carried out in the literature (Carrier, Higson, Klimoski and Peterson; 1984, Sensyshyn, 1999; Czerniak and Haney, 1998). This debilitating effect is associated with some affective factors such as self-confidence, self-efficacy and teachers' attitudes towards teaching (Senler, 2016). Therefore, FLTA is a problematic field and teaching anxiety should be overcome to improve effectiveness in ELT. There are some factors which cause anxiety while teaching and thus the next chapter tries to explain anxiety-provoking factors in FLT process.

3.7. Anxiety-Provoking Factors

In the literature, it is revealed that there have been a few researches on FLTA and on the provoking factors of anxiety in the teaching process of a foreign language (Keavney and Sinclair, 1978).

Coates and Thoresen (1976) obviously reveal that teachers experience teaching anxiety in the classroom. And some participants included in their study state that the major cause for feeling nervous is the relationship between their masters and

college supervisors. Wood (2000) points out that teachers suffer from FLTA due to their duties such as the preparation and presentation of lessons, transitions, assessment, classroom management, providing instructions via target language and demonstrating knowledge of best practices. According to Wood (2000), FLTA tends to have an effect on the choice of instructional strategies, the amount of time allocated for the target language in the class and the expectations and attitudes, the effectiveness of instructors.

In Tüfekçi Can's study (2018) which has been conducted about the anxiety of pre-service teachers, anxiety provoking factors have been determined as being unable to teach the subject properly, being academically assessed by their practice teachers, making grammar and vocabulary mistakes, using the given time inefficiently, using inappropriate materials, being unable to practice at heterogeneous groups, being unable to use interactive boards, being unable to reply students' questions, being unable to transfer the knowledge and know the content of the course book. In her study, Tüfekçi Can (2018) categorizes anxiety provoking factors into cognitive, affective and socio-cultural groups. Cognitive factors are revealed in her study as being unable to teach the subject properly, being academically assessed by practice teachers, making grammar and vocabulary mistakes, using the allowed time unwisely and inefficiently, being unable to use interactive boards, etc. Among the affective factors, she puts forward that pre-service teachers suffer from FLTA because of fear of losing class management while teaching, fear of being negatively evaluated by practice teachers, having no tolerance or indifference, the observation of their practice teachers, having difficulty in accepting a new identity as a teacher, fear of speaking in front of the public, having low self-confidence and self-esteem. The anxiety provoking factors for the socio-cultural category include negative attitudes of the students, the crowded classroom settings, eco-cultural setting of the schools, the excessive noise in class settings and the indifference of the students, the separation of the students as girls and boys, having difficulty in organizing group or pair work, difficulty in communicating with the coterie teachers, being under surveillance by the other teachers.

Several researches have proved that teaching anxiety occurs due to several extrinsic reasons; however, Coates and Thoresen (1976) state that the feelings of tension and stress can be a representation of teacher personality which has been

ignored from a cause and effect aspect. In accordance, Senyshyn (1999) states that the teaching anxiety can stem from teachers' insecurity fear of failure, fear of criticism, fear of success, misconceptions associated with teaching skills.

In the literature, teachers are found to be worried about administrative issues, negative attitudes and preparing lessons (Wood, 2000). The participants in the same study claim that they experience teaching anxiety because of their lack of classroom experience and lack of guidance and support. Some participants also state that they struggle with learning and carrying out administrative duties like maintaining attendance records with correct procedures and preparing the paperwork required by the school principals. Some others think that negative thoughts of the students, their parents and other teachers about learning foreign languages can cause them to feel teaching anxiety in the learning process because negative attitudes would hinder them from participating the class in an active way and from studying enough. The other teachers also suffer from teaching anxiety due to planning lessons which are interesting, creative and suitable for the students (Wood, 2000). In another study, it is figured out that public speaking is found to be very influential and Dewaele (2007) suggests that private speech is less anxiety-provoking whereas public speaking is the most anxiety provoking activity in FLT process.

In a former study, Preece (1979) explores the anxiety of teachers in the teaching practice process and reveals that teachers experience anxiety as it is a cause of class control problems rather than a consequence. Preece (1979) concludes that the teacher anxiety and discipline problems are associated according to the reports of teachers about their feelings. The feeling of anxiety is especially experienced by student teachers or pre-service teachers through shock and embarrassment while teaching and, they feel guilty and regretful at the end of teaching practicum (Zhu, 2017). In the study of Zhu (2017), student teachers felt the piggy in the middle because of these four ethical dilemmas: tensions between classroom authority and the ethic of caring, acting as a community member or an outsider, working as an office assistant or a real teacher, conflicting pedagogies regarding teaching different tracks of student. Likewise, Wood (2000) has already mentioned about the same issue among teachers and claims that pre-service teachers experience anxiety because of responsibilities such as learning about school culture, planning proper lessons and managing classroom behaviour, giving instructions in the target language etc.

Therefore, feeling compulsory to improve language proficiency and pedagogical knowledge cause anxiety among foreign language teachers (Wood, 2000)

In another study, the negative emotions such as anxiety are found to be related to teacher-focused approach and knowledge transmission in teaching (Trigwell, 2012). In the same study, it is stated that the teacher with high level of anxiety tend to adopt approaches to teaching which are commonly based on transmitting knowledge to students and teacher-focused methods.

Bernstein (1983) state the most remarkable teaching myths which are related with the construct of teaching anxiety in the teaching process. According to these myths, teachers think that the students will not be respectful to them if they lose their control. Also, teachers should not allow themselves to show their weakness and vulnerable sides. They need to include in the course everything about the course content and if there is an omission, it can cause ineffective teaching. These myths of the teachers cause teachers to think that their students should be interested in the lesson all the time and learn everything related to the subject. Teachers also think that the students are generally lazy and untrustworthy. These myths also cause teachers to compare themselves with the other colleagues. These set of mythical believes are all anxiety-provoking and need to be eliminated (Bernstein, 1983). And Bernstein (1983) has some solutions for the mythical believes and these solutions will be explained in the next part of overcoming anxiety-provoking factors. Also, Aydın (2016) determines the sources of foreign language teaching anxiety as teachers' personality, perceptions of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, teaching inexperience and technical concerns. Aydın also (2016) suggests in his study that teachers of English as a foreign language suffer from teaching anxiety because of their low level of target language. Aydın (2016) also points out the differences and similarities between FLT and FLL. For instance, while communication apprehension may not be source of FLTA, it is an important element for foreign language learners during the process of their FLL (Aydın, 2016). Anxiety also stems from the lack of learners' motivation, the interest in participation, and involvement in activities (Aydın, 2016).

Matoti and Lekhu (2016) examine the sources of anxiety of pre-service teachers on field placement experiment at Central University of Technology with 85

undergraduate education students. They reveal anxiety sources in four domains as preparations and execution of lesson plans, evaluation of the lessons, classroom management and relationship with the school staff. The highest rank lies under the category of evaluation of lessons for student teachers. In the study, it is stated that pre-service teachers suffer from their sense of weariness and personal-professional emotionality from acquiring teacher role in a classroom setting. In the same study, it is concluded that when the experiences are shared with the school-based supervisors and other peer pre-service teachers, teaching anxiety can be overcome through significant opportunities for professional socialisation.

Matoti and Lekhu (2016) determine anxiety-provoking factors as difficulty in managing the classroom, giving each student attention, dealing with disruptive learners and misbehaviours in the class. In their study, it is also revealed that pre-service teachers suffer from being observed by the university staff and practice teachers. How the university staff will react and how practice teachers assess their performance are other anxiety-provoking situations. They worry about whether their performance will be satisfactory or not. These pre-service teachers also state anxiety-provoking situations as setting the class at the right level for the learners. They also wonder about whether their plans will be enough and whether they will complete the lesson plans in the required forms, whether they will cover the material adequately and select suitable lesson content, maintain a sufficient approach, maintain a good enough standard of preparation and get all paper work done in time. The pre-service teachers participated in the study indicate that they feel anxiety because of wondering about how helpful members of staff of the school will be, getting on well with the school staff and cooperating with them (Matoti and Lekhu, 2016).

In a former study (Hiebert and Farber, 1984), it is revealed that teachers who have a good rapport with the students in relation to classroom management and discipline problems tend to regard students' misbehaviour not stressful. Moreover, it is also stated that teachers with proper time management are likely to experience less anxiety.

In the literature, it is emphasized that the most important part of the solution for anxiety-provoking factors is to start with focusing on the sources of teaching anxiety (Bernstein, 1983). Since Bernstein (1983) overtly states that suggestions will

be easier to utter when the sources are determined, it is attempted to explain anxiety-provoking factors in this part of the thesis. In consequence, it is found that that teachers experience anxiety due to several different factors as indicated above. These anxiety-provoking factors are related with teachers' own personality, their self-perceptions, methodology, classroom management, etc. Anxiety is the result of both intrinsic and extrinsic factors. In this part, anxiety-provoking factors are indicated so as to overcome teaching anxiety and, thus enable better learning and teaching settings. The next part aims to reveal strategies for overcoming FLTA.

3.8. Strategies Employed for Overcoming Foreign Language Teaching Anxiety

In the literature, many studies have proved that FLA exists in both teaching and learning processes. Moreover, the debilitating effects of anxiety and its negative correlation with the language achievement and performance have been displayed in several studies (Keavney and Sinclair, 1978; Bernstein, 1983; Phillips, 1991; Yang and Quadir, 2018). Since it is clear that FLA has a debilitating effect in the teaching and learning process, anxiety should be diminished in order to provide a productive learning environment. Senyshyn (1999) states that almost all of the teachers need to overcome their construct of teaching anxiety and despair; however, they tend to deny their anxiety as it is related with their negative experiences.

When the literature is reviewed, it is noticed that there have been several researches, assumptions and studies about overcoming FLA. In parallel, Tüfekçi Can clearly states that many researches on FLTA has focused on the anxiety-provoking factors of FLTA; however, there have been less studies on how to overcome these anxiety-provoking factors in teaching. First of all, Young (1991) overtly claims that teachers' role for recognizing the symptoms of FLA in the learning and teaching process is an essential stage to be able to understand and deal with the anxiety in the classroom. To be able to decrease the level of foreign language teaching or learning anxiety which is dependent on instructor-learner interaction, teachers or instructors should evaluate their error correction style and attitudes towards the students (Young, 1991). Another strategy for dealing with FLA is to rearrange error correction and the emphasis on grammar. And if the message conveyed to the learners is not about the grammar rules or forms, then the anxiety level of foreign

language can be decreased through comprehensible and successful communication between the instructors and the learners themselves (Young, 1991). On the other hand, Keavney and Sinclair (1978) suggest that experience is an important factor to cope with teaching anxiety in terms of teachers' concerns and apprehension and the teachers are capable of overcoming FLTA through their own experiences.

As has been revealed in a former study, Bernstein (1983) claims for dealing with teaching anxiety that there are many strategies for overcoming teaching anxiety. Firstly, the sources of the problem should be considered. For instance, according to him, a teacher can become anxious because of lack of preparation adequately or s/he may be anxious because s/he has a deficit in his lecturing skills. As a solution, he recommends communication and open discussion with other colleagues about teaching and teaching methods which will empower the class in terms of both teachers and the learners. Then, the researcher suggests that teachers can visit colleagues' classrooms, have return visits from those colleagues and have a chat about similarities and differences in order to reduce the level of teaching anxiety in the classroom.

In another study, Senyshyn (1999) recommends that teachers become more talented at overcoming with teaching anxiety when they recognize the discussion and self-reflection about their own feelings. It is also revealed that teachers should accept some amounts of teaching anxiety, and tolerable amount of anxiety is to be encouraged in teaching as it can be transformed into positive and creative experiences. In the same study, the researcher questions how much anxiety teachers are capable of tolerating. He answers his own question and says that that anxiety makes human beings awesome individuals since it wakens them to their unrestricted and creative potential. Moreover, he recommends that teachers should encourage themselves to accept their teaching anxiety and be enthusiastic about discussing overtly about their feelings with their colleagues and beginning teachers. Furthermore, he also acclaims that teachers need to identify their anxiety which is the result of their insufficient preparation, fear of failure, fear of criticism, fear of success and misconceptions regarding teaching skills.

In the literature, it is revealed that using the tool of concept mapping for pre-service teachers has proven to give some positive results (Czerniak and Haney,

1998). Since concept mapping, which improves the learners through making them be conscious of their own thinking, can be included into teaching practice to help the teachers Therefore, Czerniak and Haney (1998) explore whether concept mapping tool can reduce anxiety level of pre-service teachers in teaching practicum with 104 female and 14 male participants from undergraduate. The study concludes that the use of concept mapping appears to decrease the level of anxiety. Thus, in the study, concept mapping is recommended as it is a valuable tool that aids pre-service teachers to improve their conceptual understandings collaboratively. And, it is suggested that anxiety can be reduced with the help of active and supported participation in collaborative concept mapping.

The study of Bell and Mladenovic (2008) suggest that peer observation in teaching practicum can provide non-judgemental and developmental feedback from observers as it is a key factor in academic development. In the study, few participants reported anxiety about their colleagues attending to their classes for giving feedback. Therefore, it can be said that peer observation may not be anxiety-provoking and be used in the teaching practicum process in order to help learners overcome their anxiety in the teaching process. Williams (1991) investigates the effects of a comprehensive teaching assistant training program on teaching anxiety. And he concludes that teaching anxiety level of participants from English department of a research university decreases and their effectiveness of teaching increases with the help this utilized teaching assistant program. Since the training programs include the activities such as videotaping, peer counselling, modelling, faculty or peer mentoring and classroom observations, it is found that the consultant observation and peer mentoring program reduce the level of teaching anxiety.

In another study conducted about overcoming FLTA, Bhattacharjee (2015) suggests that the women individuals should take proper food, rest sufficiently and share the responsibilities with others, plan daily activities with descent time management and exercise in order to decrease their anxiety level and thus, they can arrange the balance between their professional and personal life.

In another study (Aydın, 2018), it is suggested that technology is effective in dealing with the FLTA. In the study, it is suggested that policymakers and curriculum designers ought to rearrange teacher training programs for getting benefit

from positive effects of technology on FLT and FLL programs. In the same study, it is also recommended that teacher training programs for pre-service and in-service teachers should consist of e-learning situations and environments, distance learning, computer-based tests and testing environments, smart-phone applications and instant messaging software. Additionally, the study reveals that teachers' internalizing the use of technology in teaching practice will not only decrease FLA but also facilitate FLT process.

Teacher training programs play a significant role for decreasing the level of teaching anxiety as they can be useful for raising awareness among pre-service teachers, in-service teachers and instructors. Keavney and Sinclair (1978) recommend for dealing with FLTA that some attempts should be made in teacher education or training programs to aid prospective and experienced teachers to acquire more appropriate strategies. In parallel, Gardner and Leak (1994) offer that a teacher training program needs to have two aims: one is to raise awareness for teaching anxiety and the other one is to build groups who can work for coping mechanism when teachers experience teaching anxiety.

Similarly, Tüfekçi Can and Baştürk (2018) have focused on the training programs for dealing with teaching anxiety and recommend that pre-service teaching programs should be revised in order to check their usefulness in teaching practicum and language teachers ought to be educated in accordance with the needs of foreign language education system. Pre-service teachers should be aware of the importance of teaching practicum with the help of their teacher trainers and, their practice teachers should supervise them carefully in order to help them experience in each phase of teaching practice. In the same study, it is suggested that the pre-service teachers ought to be educated especially about how to improve their classroom discourse so that they can use communicate language teaching. Tüfekçi Can (2018) also recommends that pre-service language teachers should be educated cognitively, affectively and socio-culturally in order to reduce their FLTA. Therefore, the pre-service EFL teachers can be trained and provided recognition with foreign language teaching anxiety so as to develop in the process of teaching practicum effectively and they need to be informed about several sources of teaching aspects by their practice teachers, as she suggested in the same study.

In another study related with teaching programs, Brandl (2000) examines the perceptions of foreign language teaching assistants towards their trainings for teaching and studies with fifty-six novice and experienced teaching assistants. According to the study of Brandl (2000), instructors, namely teaching assistants, claim that informal discussions with their peers and the supervisor, student evaluations at the end of the course, small group interviews in class are the most useful implications for improving their teaching process. Besides, the most rated one in the interview is about pre-service teaching programs. In the study of Brandl (2000), it is stated that the pre-service teachers and some experienced teachers or instructors mention about their FLTA and they possess this kind of anxiety due to lack of experience, new situations and new environments in terms of classroom atmosphere. Therefore, as Brandl (2000) stated previously, teaching assistants can be assisted through some additional teaching programs and helpful implications, and thus their teaching anxiety level can be decreased since they become experienced and do not doubt anymore about their teaching experiences. In the same study, the most useful training component for the teachers is revealed to be the method seminar. However, in the study foreign language teaching assistants claim that they experience anxiety while being observed and videotaped.

Pelton (2014) aims to evaluate the effectiveness of teacher assistant training programs and concludes that teaching seminar reduces graduate students' anxiety about teaching and enhances their level of confidence about their mastery of pedagogical skills. Aydın (2016) recommends that teachers of English as a foreign language ought to be trained in the field of the sources, causes, effects and results of FLTA. In the same study, it is revealed that the level of teaching anxiety can be decreased through a detailed instruction about time management, planning and preparation processes before their teaching process. It is recommended by the researcher that the teachers should emphasize on the language and content knowledge and additionally, they tend to learn and update themselves in order to decrease their teaching anxiety levels. Moreover, it is suggested in the same study that the teachers should use several techniques such as meaningful activities during the classes, developing strategies to enhance positive self-talk and doing self-observations to decrease their anxiety level.

In another study, Everhart (2009) investigates the anxiety of pre-service teachers while teaching the students who have disabilities and recommends that teacher education programs should build a systematic structure in order to observe anxiety levels. Because the pre-service teachers have pointed out that they are somewhat uncomfortable while working with the students with disabilities. Therefore, the students who have disabilities can be source of teaching anxiety in terms of pre-service teachers in learning process. In this study, it is proposed that one of the reasons why teachers experience anxiety while working with the disabled students is that teachers have negative attitudes toward teaching and this impairs their confidence for preparing students with disabilities

In another study on reflections of pre-service EFL teachers on overcoming FLTA during teaching practicum, Tüfekçi Can (2018) tries to reveal some resolutions as strategies for overcoming FLTA. Studying with 25 pre-service teachers, the researcher firstly aim to determine the resolutions for overcoming teaching anxiety and then categorized these resolutions into cognitive, affective and socio-cultural constructs. In conclusion, the researcher figures out that pre-service ELF teachers should be informed about the teaching practice process; be informed on the curriculum beforehand; improve their skills on using interactive boards, learn active language learning techniques; trained on how to reduce their anxiety mentally; be aided cognitively by their supervisors; take a complete responsibility in classroom discourse; practice more on different activities and be prepared for the class before. These suggested resolutions are included in the cognitive construct. Tüfekçi Can (2018) also determines some affective resolutions for dealing with FLTA. According to the research findings, pre-service teachers ought to be motivated to accept themselves as real teachers; be informed on class management, have a friendly interaction with the faculty supervisors; provide a good rapport with the students in the class; be aware of the potential problems, be capable of using effective classroom discourse, cover their introvert personality, improve their self-confidence. Lastly in socio-cultural resolutions, Tüfekçi Can (2018) recommends that pre-service EFL teachers should be introduced to the students as real teachers; be informed only by the experienced practice teachers; be given constructive feedback on their progress; be treated as an individual who needs guidance rather than servants; be able to share their anxiety-provoking situations with the others; be trained to improve their social

and official relationships; provide a good rapport with the students; apply pair and group work activities and be informed on the surroundings of the school settings. As well as cognitive, affective and socio-cultural resolutions, Tüfekçi Can (2018) has some other resolutions for overcoming FLTA in classroom setting. According to the researchers, the year when the students have teaching practicums should not be included in the same year of their important KPSS exam which is an central exam in Turkey for teachers to be able to attained at a government school. Also, teaching practicum need to be carried out at the second and third years of pre-service teachers at the university. Teaching practicum should be fulfilled on a certain day which is planned (Tüfekçi Can, 2018). Practice teachers and teacher trainers need to be in cooperation with each other and this cooperation will be useful for decreasing FLTA level. Tüfekçi Can (2018) also recommends that the pre-service EFL teachers ought to be awarded with a symbolic amount of money provided by the government.

In sum, it is revealed in the literature that that FLTA can be overcome through several suggestions and recommendations as indicated in the literature. One of the most stated suggestions for dealing with FLTA is related with the improvement of teacher training programs for the pre-service and in-service teachers. Teachers need to be educated and informed about how to deal with their anxiety while teaching foreign language. In other words, it can be stated that anxiety in FLT is prevalent among language teachers whether they are in-service or pre-service teachers, and it undoubtedly impairs the effectiveness of teaching; therefore, it requires to be decreased.

4. METHODOLOGY

This chapter presents the research design, the background of the participants, the data collection instruments, the data collection tools and the data analysis procedure. Qualitative approach is used in this study for the analysis of the data gathered from the participants. In this study, grounded theory, which was originally developed by two sociologists Barney Glaser and Anselm Strauss with the introduction of their work entitled *The Discovery of Grounded Theory* (1967), is also used as “grounded theory methods can complement other approaches to qualitative data analysis” (Chazmaz, 2006, 9). Since grounded theory as a qualitative method involves the progressive identification and integration of categories of meaning from data, it enables the researcher to identify, refine and integrate categories, and finally to develop theory through a number of key strategies such as *constant comparative analysis*, *theoretical sampling* and *theoretical coding*. In the study, firstly descriptive labels, secondly theoretical codings are used. The main purpose of using grounded theory is that it aims to develop *new* and *context-specific* theories. It also enables the researcher to generate category labels which should not be commonly derived from existing theoretical formulations but should be grounded in the data instead. Additionally, the fact that the use of constant comparative analysis in this study is to link and integrate categories as well as sub-titles in such a way that all relevant responses are inserted in the study. The research questions are progressively re-examined throughout the research process because of the integrated and cyclical nature of the grounded theory.

4.1. The Research Design

The purpose of this study is to firstly propose a complete taxonomy on foreign language learning anxiety (FLLA) and foreign language teaching anxiety (FLTA) in the light of current literature review through a new perspective: cognitive, affective and socio-cultural factors, suggested by Tüfekçi Can (2018). In other words, the literature is reviewed in order to propose a complete taxonomy on the anxiety-provoking factors and the strategies employed in order to overcome both

FLLA and FLTA. Secondly, this study also aims to explore whether pre-service and in-service teachers experience FLTA or not; reveal what the anxiety-provoking factors are and what strategies are employed in order to overcome FLTA. The qualitative design with semi-structured interviews, open-ended questions and focus-group interviews is used for the exploration of FLTA. Three different instruments are used to research FLTA in this study since it becomes more accurate when data is collected through more than one method (Ellis and Barkhuizen, 2005). First, semi-structured interview is applied as interviews can provide a comprehension for a rationale of anxiety experienced by individuals (Everhart, 2009). Second, open-ended questions are asked to the participants in this study as pencil-and-paper method can be applied and researchers can combine pencil-and-paper recordings with audio recordings (Ellis and Barkhuizen, 2005). In order to combine semi-structured interviews with audio recordings of the focus group interviews, this study asks the participants to answer the open-ended questions through pencil-and-paper method and thus they report their answers in the written form. Third, focus group interviews are used because oral samples are useful for collecting data in natural speaking settings. Since speech is temporary by its nature and thus, the data is collected through audio recordings of the focus group interviews (Ellis and Barkhuizen, 2005).

4.2. Participants

The participants of the study are 35 pre-service teachers who are senior students at Balıkesir University, Necatibey Faculty of Education, English Language Teaching Department, enrolled in English Language Teaching and 30 in-service teachers who have worked at state schools of Ministry of National Education. The pre-service teachers are enrolled in the School Experience and Teaching Practicum courses as parts of their graduation requirement in 2018-2019 fall and spring academic semesters. The participants have given their oral (through audio-recordings) and written consents (through open-ended questions) on agreeing to be a part of the research. Since being volunteer is of the utmost importance in this research, the research has begun legally when the participants voluntarily declared to be involved in the research.

4.2.1. Background of the Participants

There are 64 (44 females, 20 males) pre-service teachers enrolled in teaching practicum course in the 2018-2019 academic year at Balikesir University, English Language Teaching Department. Even though the researcher aimed to reach all of the pre-service teachers, some of them did not want to participate in the study as either they (3 females, 1 male) are from other Turkic Countries such as Azerbaijan, Kazakhstan, Kyrgyzstan and Turkmenistan or they (3 females) are transferred from the other universities or they (1 female, 2 males) fail because of their absence at the very first weeks of the course. In the first interview, when the pre-service teachers are asked whether they are anxious in the teaching practicum courses, 11 of them reveal that they have already had teaching experience at some private institutions for at least two years, so they did not participate in the study. In the second interview, 8 of them also reveal that they did not want to participate in the study as they have no time because of their parental responsibilities (3 of them are married and live in another city so they commute to school each day; 3 of them has had disabled siblings whom they have had to care about; 2 of them has had a severe health problem). In the second interview, 3 participants reveal no excuse and they reveal that they did not want to participate in the study. As the participants' intermittent voluntary is of the utmost importance for data collection, this study is conducted with 35 pre-service teachers (26 females, 9 males). The age of the pre-service teachers ranges between 22-30. None of the participants are native speakers of English.

This study is also conducted with 30 in-service teachers (22 females, 8 males) who have several years of teaching experience changing from 1 year to 27 years and have been working at state schools of Ministry of National Education in the Balikesir district. None of the participants are native speakers of English. These teachers are either the supervisor's friends or the friends' colleagues, who voluntarily take part as participants. The main reason of conducting this study with two groups such as pre-service teachers and in-service teachers is to collect the proper data for FLTA.

In this study, 35 pre-service teachers and 30 in-service teachers are taken as participants. Because the qualitative sample sizes should be large enough to obtain enough data to adequately describe the phenomenon of interest and address the research questions. It must be also noted that the aim of the researcher is the

attainment of *saturation*. As known, saturation occurs when adding more participants to the study does not result in any additional perspectives. Hence, saturation is recommended for achieving appropriate sample size in qualitative studies (Glaser and Strauss, 1967). For instance, for grounded theory, Morse (1994) suggested 30 – 50 while Creswell (1998) suggested only 20 – 30 participants. In conclusion, the researcher decides the required number of participants as 35 for pre-service teachers and 30 for in-service teachers as each group’s number suggests saturation is reached.

This study also involves *stratification*, which means that “specific characteristics of individuals (e.g., gender-females and males) are represented in the sample and the sample reflects the true proportion in the population of individuals with certain characteristics. When randomly selecting people from a population, these characteristics may or may not be present in the sample in the same proportions as in the population; stratification ensures their representation” (Cresswell, 2014, 204). Thus, stratification also ensures that the participants selected for this study reveal FLTA in their teaching experience.

It is essential to use the whole population in each type of research; however, it is not possible for each subject to be used in most cases (Etikan, Musa and Alkassim, 2016). Therefore, it is useful to apply such sampling methods as convenience sampling which is one of the qualitative sampling methods. Convenience sampling is regarded as *accidental samples* since the participants who are just situated in a place where the researcher is collecting the data can be chosen in the sample in a simple way (Etikan, Musa and Alkassim, 2016). It is required to know who is in the population in order to construct sampling in convenience sampling (Sedgwick, 2013). A convenience sampling consists of a group of individuals who are ready to participate into the study (Henry, 1990). Thus, this study includes a convenience sampling since the researcher has lived and worked in Balıkesir district.

The demographic features of the participants are presented in the Table below.

Table 1
Demographic Features of Pre-service Teachers

Participants	Gender	Age
P1	Female	22
P2	Female	23
P3	Male	30
P4	Female	22
P5	Female	22
P6	Female	22
P7	Male	24
P8	Female	22
P9	Female	22
P10	Male	22
P11	Male	22
P12	Female	26
P13	Male	22
P14	Female	29
P15	Female	22
P16	Male	22
P17	Male	22
P18	Male	22
P19	Male	22
P20	Female	24
P21	Female	22
P22	Female	23
P23	Female	22
P24	Female	22
P25	Female	22
P26	Female	22
P27	Female	22
P28	Female	22
P29	Female	22
P30	Female	22
P31	Female	22
P32	Female	22
P33	Female	22
P34	Female	23
P35	Female	22

Table 2
Demographic Features of the In-service Teachers

Participants	Gender	Teaching Experience
P1	Female	In-service / 1 year
P2	Female	In-service /1 year
P3	Female	In-service / 20 years
P4	Female	In-service / 17 years
P5	Male	In-service / 3 years
P6	Female	In-service / 4 years
P7	Female	In-service / 23 years
P8	Male	In-service / 4 years
P9	Male	In-service / 2 years
P10	Female	In-service / 8 years
P11	Female	In-service /10 years
P12	Female	In-service / 13 years
P13	Male	In-service / 20 years
P14	Male	In-service / 14 years
P15	Female	In-service /19 years
P16	Female	In-service / 4 years
P17	Female	In-service /12 years
P18	Female	In-service / 12 years
P19	Male	In-service / 27 years
P20	Female	In-service / 10 years
P21	Female	In-service / 14 years
P22	Female	In-service / 16 years
P23	Female	In-service /12 years
P24	Female	In-service / 24 years
P25	Male	In-service /17 years
P26	Female	In-service / 11 years
P27	Female	In-service /15 years
P28	Female	In-service / 18 years
P29	Male	In-service / 5 years
P30	Female	In-service / 10 years

4.3. Data Collection Instruments

In this qualitative research, the researcher “collects multiple forms of data and spend considerable time in natural setting gathering information.” (Creswell, 2014, 239). This study purposefully selects the participants that will best facilitate the researcher’s understanding FLTA and research questions. As Miles and Huberman (1994) suggests, this qualitative study includes four aspects:

- a. the setting: the research takes place at Necatibey Faculty of Education and four state schools
- b. the actors: pre-service EFL teachers and in-service EFL teachers are the participants and the researcher as the one who carries out the research
- c. the events: FLTA is researched
- d. the process: the nature of FLTA with its related setting is researched

As this study uses grounded theory as a qualitative method, the data is collected through the use of semi-structured interviews, open-ended questions and focus group interviews.

4.3.1. Semi-structured Interviews

As Ellis and Barkhuizen state “interviews collect data by means of questions that require an overall response.” (2005, 42). According to Gill, Stewart, Treasure and Chadwick, (2008) interviews are considered to have a deeper comprehension of social phenomena and interviews are sufficiently appropriate where there is little information about the phenomenon or when detailed insights are required from individual participants. Accordingly, the aim of semi-structured interviews is to discover the opinions, experiences, beliefs and motivations of individuals on specific matters. Moreover, while arranging interviews, the questions which are likely to give as much information as possible are asked to the participants in order to reach the aims and objective of this research. Therefore, the data in this study is collected through semi-structured interviews with open-ended questions. Pre-service teachers are interviewed individually about their teaching experience in teaching practicum. See Appendix 1.

To collect data, the researcher visited the state schools of Ministry of National Education where the in-service teachers have been working. The in-service teachers were interviewed individually and asked open-ended questions about their first teaching experience, how they felt while teaching, why they felt anxious and whether they have ever employed any strategy to overcome FLTA. See Appendix 2.

Through semi-structured interviews, which are “still one of the most commonly used qualitative methods” (Kitchin and Tate, 2000, 213), the researcher attempts to let the interviewee focus on some certain issues, as suggested by Dörnyei (2007), particularly on the anxiety-provoking along with the strategies employed to overcome it. The questions used for the semi-structured interviews were prepared by the researcher and her supervisor. However, the colleagues studying on anxiety have also contributed to the development of the questions by scrutinizing each step by step in order to get the relevant responses from the participants in relation to the research questions. The questions were prepared through Cognitive Behavioral Therapy (CBT), which was described by Hembree and Foa (2004) and rooted in the modal of Beck (1976). Because CBT “includes identifying the irrational and dysfunctional cognitions that fuel the negative emotional and behavioral responses, systematically evaluating the validity and functionality of such cognitions by assessing evidence that both supports and contradicts their validity and functionality, and summarizing and synthesizing the uncovered evidence and using it to reframe the irrational thoughts into more realistic, balanced, rational, and functional perceptions of self, the world, and the future” (González-Prendes and Resko, 2012, 19). As its name suggests, the fundamental principle of CBT approach is that “an individual’s cognition plays a significant and primary role in the development and maintenance of emotional and behavioral responses to life situations” (González-Prendes and Resko, 2012, 14). Yet again, it must be noted that the researcher has never had an intention to provide treatment for neither the pre-service nor the in-service teachers, but to follow the procedure presented by CBT to explore anxiety in a more profound way. Thus, in order to follow the phases and create the questions, two colleagues have contributed to the study in order to support the researcher. One of the colleagues is a field expert in anxiety treatment and the other one is a colleague who has had some research on CBT in educational sciences. The aim of semi-structured interviews is to get information about the anxiety experienced by pre-service teachers and in-service

teachers. At last, an expert opinion is consulted to provide validity of the interview question form.

4.3.2. Open-ended Questions

The participants of the study are asked open-ended questions in written forms individually about their FLTA, the anxiety-provoking of FLTA, strategies for overcoming their teaching anxiety. As suggested by Gill, Stewart, Treasure and Chadwick (2008), good questions in interviews generate from open-ended questions which require more than yes/no answers in qualitative research. Open-ended questions associated with the aim of the research are prepared by the advisor and researcher with the contribution of colleagues. The open-ended questions for pre-service teachers are included in Appendix 3. And, the open-ended questions for in-service teachers are included in Appendix 4.

4.3.3. Focus Group Interviews

As one of the last procedure of data collection instrument, this study also involves focus group interviews through audio-recordings. In the literature, it is suggested that the interviews need to be recorded as it enables a permanent record of what is said and not said (Gill, Stewart, Treasure and Chadwick, 2008). Therefore, the interviews in which the participants are asked about their FLTA in groups are audio-recorded. As Krueger and Casey (2009) reveal that a focus group study is a cautiously pre-planned series of discussions designed to obtain insights on a defined area of interest in a permissive and non-threatening setting. It is also stated in the same study that each group is conducted with 5 to 10 people led by a skilled interviewer and the discussions are made in a relaxed setting where the participants enjoy sharing their ideas and perceptions. The focus group interviews mainly revolve around the questions below:

1. What do you think about the anxiety-provoking factors?
2. What do you suggest for overcoming FLTA?
3. What type of strategies do you employ when you are anxious in class? Do you think they work?

4.4. Data Collection Procedure

In this study, semi-structured interviews, open-ended questions and focus group interviews are used to collect data, and thus *triangulation* is provided with drawing the data from different data collection instruments.

I. Instruction Stage

In the instruction stage, the researcher has tried to arrange meetings with the participants in the 1st week. Firstly, the researcher arranged a meeting with pre-service teachers who are having an on-going education at the department of English Language Teaching at Balıkesir University and having teaching practicum courses. In the 1st week, the researcher paid a visit to 4 different state schools and arranged meetings with the in-service teachers. In this stage, the researcher introduced the whole procedure and made some notifications on the responsibilities of the participants.

In the 2nd week, the researcher also paid visits to the schools where the participants study and work. After the introduction and the description of the whole process on the research, the pre-service teachers and in-service teachers gave their oral and written consents on agreeing to be a part of the research. However, within 2 weeks, as stated in the participant part of this thesis, some of the participants decided to abandon the research. As has already been expected, the researcher tried to determine the participants nearly within 3 weeks.

II. Data Collected from Semi-structured Interviews

As shown in the following table, the data was collected through semi-structured interviews in the 3rd, 4th and 5th weeks. The pre-service teachers were grouped in 7 person and the participants are interviewed individually and asked 6 different open-ended questions in the 3rd and 4th weeks. In these weeks, the participants had one-to-one session with the researcher. Each session lasted nearly 10 minutes.

In the 5th week, the researcher collected the data from the 30 in-service teachers through semi-structured interviews. In this week, the researcher paid a visit to the schools where the participants worked and the interviews were taken place

either at the school canteen, or at the café near the school setting, or at the break time. The in-service teachers were grouped in 7 person and the participants were interviewed individually and asked 6 different open-ended questions. In the 5th week, the participants had one-to-one session with the researcher. Each session lasted nearly 10 minutes.

III. Data collected from Open-ended Questions

In the 6th week, both the pre-service teachers and in-service teachers are asked open-ended questions in the written form. They answered the questions within 45 minutes. The pre-service teachers' schedule was definite, and the researcher was able to apply the open-ended question forms within 45 minutes. However, the in-service teachers' schedule was different from one to another. Thus, the researcher applied the open-ended questions to the in-service teachers when they were available within the 5th week. Sometimes, the researcher reached the in-service teachers in different contexts such as café and playground and in different times such as lunch time and evening.

IV. Data collected from Focus-Group Interviews

In the 7th and 8th weeks, focus group interviews were conducted. Four different groups were formed and three of them were grouped in 7 pre-service teachers and one was 9 pre-service teachers. They were expected to have conversation on mainly three identified questions. Each session lasted nearly 45 minutes.

In the 9th and 10th weeks, the focus group interviews were conducted. Four different groups were formed and three of them were grouped in 8 in-service teachers and one was 6 in-service teachers. They were expected to have conversation on mainly three identified questions. Each session lasted nearly 45 minutes.

The data collection procedure in this study is carried out in the second half of the 2018-2019 education year as indicated in Table 3.

Table 3

Data collection Procedure

Weeks	Data Collection Procedure	Number/ Participants	Time
1 st week	Introduction & meeting	35/ Pre-service teachers	45 min.
1 st week	Introduction & meeting	30/ In-service teachers	60 min.
2 nd week	Introduction & meeting	35/ Pre-service teachers	45 min.
2 nd week	Introduction & meeting	30/ In-service teachers	60 min.
3 rd week	Semi-structured Interviews	7/ Pre-service teachers	70 min.
3 rd week	Semi-structured Interviews	7/ Pre-service teachers	70 min.
4 th week	Semi-structured Interviews	7/ Pre-service teachers	70 min.
4 th week	Semi-structured Interviews	7/ Pre-service teachers	70 min.
4 th week	Semi-structured Interviews	7/Pre-service teachers	70 min.
5 th week	Semi-structured Interviews	8/ In -service teachers	80 min.
5 th week	Semi-structured Interviews	8 /In-service teacher	80 min.
5 th week	Semi-structured Interviews	8/ In-service teachers	80 min.
5 th week	Semi-structured Interviews	6/In-service teachers	60 min.
6 th week	Open-ended questions	35/ Pre-service teachers	45 min.
6 th week	Open-ended questions	30 / In-service teachers	45 min.
7 th week	Focus Group Interviews	7/ Pre-service teachers	45 min.
7 th week	Focus Group Interviews	7/ Pre-service teachers	45 min.
8 th week	Focus Group Interviews	7/ Pre-service teachers	45 min.
8 th week	Focus Group Interviews	9/ Pre-service teachers	45 min.
9 th week	Focus Group Interviews	8/ In-service teachers	45 min.
9 th week	Focus Group Interviews	8/ In-service teachers	45 min.
10 th week	Focus Group Interviews	8/ In-service teachers	45 min.
10 th week	Focus Group Interviews	6/ In-service teachers	45 min.

4.5. Data Analysis

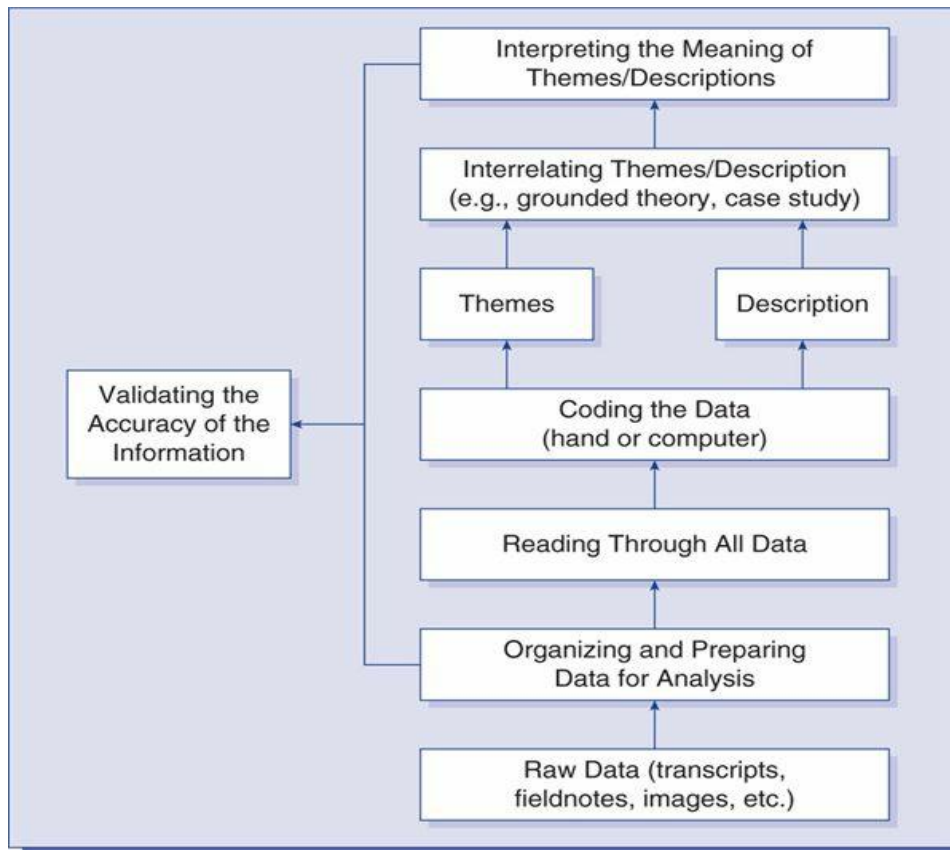
Qualitative data is analyzed individually and separately with regard to each research instrument. Since *coding* constitutes the most basic and fundamental process in grounded theory, coding is carried out line by line, sentence by sentence and paragraph by paragraph in order to reach descriptive categories. As Strauss (1987) and, Straus and Corbin (1990) suggest, *coding paradigm*, which explicitly focuses on the data, is used by asking certain questions to the participants through interactional strategies in this study.

4.5.1. Qualitative Data Analysis

The data collected from semi-structured interviews, open-ended questions and focus group interviews are stored separately for the data analysis procedure. The researcher listens to the audio-recordings repeatedly in order to transcribe and identify the relevant sections of the data. All of the data is transcribed and written down word by word by the researcher to assure reliability and validity of the data. The data is coded because Ellis and Barkhuizen elucidate that “coding refers to organizing data into themes and categories so that they can be used for the purpose of ongoing analysis, interpretation and conclusion drawing” (2005, 253). They also reveal that the sequence in coding the data is *coding the data for themes-looking for patterns, making interpretations, building theory*. Moreover, the researchers describe *codes* as “names of tags assigned to *concepts* that represent at a more abstract level the experiences, ideas, attitudes or feelings identifies in the data” (2005, 266). Thus, the data in this study is open-coded through dividing samples into similar categories as suggested by Ellis and Barkhuizen. Next, similar patterns are explored and interpreted accordingly. Then, a conclusion is proposed on a complete taxonomy on FLTA in the study as well as FLLA. Finally, to ensure validity and reliability, the codes and categories related to data collected from both pre-service teachers and in-service teachers on FLTA are evaluated by the advisor and also other colleagues who are English instructors working for several years at a state university in Turkey. After the agreed final version of taxonomy including categories of FLTA is constructed, the main categories are presented together with their frequencies in the following chapter.

Table 4

Qualitative Data Analysis Procedure (Creswell, 2014, 247)



The table 4 by Creswell (2014) above clearly displays how the qualitative data analysis procedure is carried out in this study. The taxonomy and categorizations based on cognitive, affective and socio-cultural bases are proposed through analysing the data with descriptive labels, theoretical codings, etc. as indicated in the table.

5. FINDINGS

This study aims to research foreign language teaching anxiety (FLTA), anxiety-provoking factors and overcoming strategies for FLTA through pre-service and in-service teachers in Balıkesir. The main purpose of this study is to construct a complete taxonomy on anxiety-provoking factors of FLTA experienced by these pre-service and in-service teachers and reveal strategies for overcoming FLTA. The semi-structured interviews, open-ended questions and focus group interviews are applied, and the data is examined separately in term of pre-service and in-service teachers' answers. After the analysis of qualitative data collected through these instruments, three main categorizes are decided on explaining the anxiety-provoking factors. The categories are cognitive, affective, and socio-cultural. Taxonomy on anxiety-provoking factors on FLTA is proposed in this study in accordance with the results obtained from the qualitative data analysis. Moreover, strategies for overcoming FLTA in terms of both pre-service and in-service teachers are also revealed through these semi-structured interviews, open-ended questions and focus group interviews in the data analysis. Therefore, the qualitative data results are presented in the following part sequentially.

5.1. Taxonomy on Foreign Language Learning Anxiety

Understanding the anxiety-provoking situations and the sources of anxiety is necessary to lower FLTA level (Chan and Wu, 2004). The literature on FLLA has revealed several anxiety-provoking factors since 1980s and thus the following table aims to propose the taxonomy on FLLA through presenting the anxiety provoking factors classified into cognitive, affective and socio-cultural factors in chronological order.

Table 5

Anxiety-Provoking Factors in FLL

Cognitive Factors	Affective Factors	Socio-cultural Factors
Foreign language learning itself (because of encoding /storage and retrieval processes) (Foss and Reitzel, 1988; MacIntyre, 1995)	Lack of motivation (Spithill,1980; Yashima, 2002; Rodriguez and Abreu, 2003; Bekleyen, 2004; Tufekci Can, 2017; Gönen, 2017)	Examination anxiety, the existences of test exams, listening tests etc. (Rosenfeld, 1978; Spithill, 1980; Worde, 1998; Yoğurtçu and Yoğurtçu, 2013)
Language learning difficulties (Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994; Elkhafaifi, 2005; Azher, Anwar and Naz, 2010)	The students' feeling bored because of the activities applied in the class (Foss and Reitzel, 1988)	Drills, memorization activities, using the same materials in the same way (Spithill, 1980)
Language learning performance (Foss and Reitzel, 1988; Yang and Quadir, 2018)	Self-esteem, inhibition and risk-taking (Young, 1991; Worde, 1998; Bekleyen, 2004; Zin, 2010)	Classroom procedure (Spithill, 1980; Young, 1991)
Non-comprehension (Worde, 1998; Gönen, 2017)	Speaking in front of a group (Young, 1991; Azher, Anwar and Naz, 2010)	The interaction between the instructor and the learner (Young, 1991)
Listening and speaking activities (Worde, 1998)	Self-image (Mealey and Host, 1992)	Competitiveness (Young, 1991)

Non-comprehensible listening records (Worde, 1998)	Self-perception of the learners, self-beliefs (Mealey and Host, 1992; Kitano ,2001; Young, 1991; Zin,2010)	Unfamiliar cultural materials and concepts (Vande Berg, 1993; Saito, Garza and Horwitz ,1999; Al-Shboul, Ahmad, Nordin and Rahman, 2013; Altunkaya and Ateş, 2018; Gönen, 2017)
Immature vocabulary (Worde, 1998)	Motivation and Attitudes (Aida, 1994; Zin, 2010)	The characteristic features of the learners (Aida, 1994)
Limited grammatical knowledge (Worde, 1998)	Fear of negative evaluation (Aida, 1994; Worde, 1998; Kitano, 2001; Horwitz and Gregersen, 2002; Liu and Jackson, 2008; Liu and Huang, 2011; Negari and Rezaabadi ,2012; Mohamadpur and Ghafournia, 2015)	Pedagogical practices (Worde, 1998)
Methodology (Worde, 1998)	Speech anxiety (Aida, 1994)	Negative classroom experiences (Worde, 1998)
The phonological and orthographic aspects of foreign language learning process (Ganschow, Sparks and Javorsky, 1998; Mohamadpur and Ghafournia, 2015)	Negative attitudes towards the target language (Aida, 1994)	Communication in a real world conversation with native speakers (Horwitz, 2000)
Unfamiliar scripts (Saito, Garza and Horwitz ,1999; Casado and Dereshiwsy, 2001; Al-Shboul, Ahmad, Nordin and Rahman, 2013)	Fear of failing in the class (Aida, 1994; Tosun, 2018)	Social anxiety (Kitano, 2001)
Difficulties in hearing, unfamiliar accent, lack of clarity and proper enunciation (Arnold, 2000)	Low-self-esteem (Worde, 1998)	Foreign language cultural context (Elkhafaifi, 2005)
Listening comprehension (Arnold, 2000; Tosun, 2018)	Being called instantly without preparation (Worde, 1998)	Peer competition (Tosun, 2018)
The students' inability to	Awareness of importance	

express themselves (Horwitz and Gregersen, 2002)	of English (Arnold, 2000)	
Writing competence (Cheng, 2002; Little and Wuensch, 2015)	Feeling uncomfortable in front of others (Gregersen and Horwitz, 2002)	
Unfamiliar phonological system (Elkhafafi, 2005)	Perfectionism (Horwitz and Gregersen, 2002)	
Having difficulty in remembering what have been taught (Woodrow, 2006)	Public speaking (Liu and Jackson, 2008)	
Lack of practice (Woodrow, 2006)	Unwillingness to communicate (Liu and Jackson, 2008)	
Target language proficiency (Toth, 2011)	Interest in foreign language (Zin, 2010)	
Lack of fluency (Yaman, 2016)	Worrying about pronunciation (Azher, Anwar and Naz, 2010)	
The aspects of fluency, accuracy, pronunciation, appropriacy, intelligibility in speaking skill (Yaman, 2016)	Worrying about grammatical mistakes (Azher, Anwar and Naz, 2010)	
Having difficulty in discriminating in sounds and word structures (Sajedi, 2017)	Intrinsic and instrumental motivation (Liu and Huang, 2011)	
Unknown words and topics (Gönen, 2017; Altunkaya and Ateş, 2018)	Worried with academic and personal evaluations about their performance and competence (Huang, 2012)	
Language ability of the learners (Yang and Quadir, 2018)	Volition (Moni and Baldauf, 2012)	
Tonal attributes and pronunciation (Altunkaya and Ateş, 2018)	Fear of making mistakes (Al-Shboul, Ahmad, Nordin and Rahman, 2013; Altunkaya and Ateş, 2018)	
L1 Skill, L2 aptitude (Sparks, Luebbbers, Castaneda and Patton,	Lack of self-confidence (Gönen, 2017)	

2018)		
	Speaking without preparation (Tosun, 2018)	
	Questions asked by their teachers expecting instant replies (Tosun, 2018)	

The strategies recommended to overcome FLLA is presented in the following table and these strategies are divided into cognitive, affective and socio-cultural groups and listed in chronological order.

Table 6

Strategies Employed for Overcoming FLLA

Cognitive Strategies	Affective Strategies	Socio-cultural Strategies
Learning how to use poems, stories, daily journals effectively during the teaching (Foss and Reitzel, 1988)	Providing a friendly, non-threatening and supportive learning setting (Spithill, 1980; Mealey and Host, 1992; Phillips, 1992; Aida, 1994; Casado and Dereshiwsky, 2001; Woodrow; 2006; Azher, Anwar and Naz, 2010)	Familiarizing the students with the target language and its culture through comprehensible input in listening activities (Elkhafafi, 2005)
Using concept mapping in teaching (Czerniak and Haney, 1988)	Providing motivation and encouraging active participation (Spithill, 1980; Larsen-Freeman, 1987; Young, 1991; Liu and Jackson, 2008; Liu and Huang, 2011; Azher, Anwar and Naz, 2010)	
Learning on error correction approaches to help learners feel comfortable (Young, 1991)	Creating less anxious learning environment through modelling approach for error correction (Worde, 1988; Phillips, 1991)	
Arranging teaching activities in accordance with	Alleviating students' negative thoughts through	

the needs of the students (Young, 1991)	developing more realistic expectations about their performances (Foss and Reitzel, 1988; Kitano, 2001)	
Applying brain-storming activities, literary texts, small group works, cooperative learning (Vande Berg, 1993)	Alleviating the students' irrational beliefs such fear of mistakes and being laughed by peers through encouraging their self-images (Foss and Reitzel, 1988; Phillips, 1991)	
Using contemporary teaching activities such as pair-work, games, small group works, choral work, etc. (Worde, 1998; Young, 1991; Kitano 2001; Casado and Dereshiwsky, 2001)	Providing interactive and communicative learning environment through semi-circle and oval seating settings instead of traditional ones (Worde, 1988)	
Giving the students assignments for improving their reading skills (Saito, Horwitz and Garza, 1999)	Rewarding the students for their success in the class (Philips, 1991)	
Rearranging the curriculum or programs in accordance with the needs of the students through innovative approaches(Casado and Dereshiwsky, 2001)	Using humour and humorous role-plays during the teaching to provide comfortable learning setting (Philips, 1991)	
Enabling comprehensible learning environment through speaking English slowly (Worde, 2003)	Realizing that anxiety is a normal emotional reaction (Phillips, 1991)	
Giving comprehensible input to the students (Azher, Anwar and Naz, 2010)	Enabling comprehensible communication and interaction with the students through encouraging and praising the students (Young, 1991; Liu and Huang, 2011)	
Having trainings on task-focused teaching, group activities, classroom organization, test accommodations alternative assignments and creative	Improving the students' self-confidence (Young, 1991; Liu and Jackson, 2008; Liu and Huang, 2011; Önem and Ergenç ,2013)	

activities (Moran, 2015)		
Learning how to use online-games and digital games in the academic curricula (Yang and Quadir, 2018)	Generating sense of community in the classroom (Kitano, 2001)	
Using the technology including computer-mediated communication, distance learning, e-learning and online testing in foreign language learning (Aydın, 2018)	Making the students conscious of the fact that fluent speaking takes several years of practice (Casado and Dereshiwsky, 2001)	
Using role-play activities via Facebook or Skype (Aydın, 2018)	Helping learners control their emotional state through interviewing orally (Gregersen and Horwitz, 2002)	
	Providing relaxing learning environment through listening to music (Dolean, 2016; Erkan, 2018)	
	Boosting the students' enjoyment (Dewaele, Jean-Marc, John; Saito, Kazuya; Dewaele, Livia, 2018)	

5.2. Taxonomy on Foreign Language Teaching Anxiety

Many researches have focused on the anxiety-provoking factors in the field of FLT (Tüfekçi Can, 2018). When the literature on FLTA is examined, it is viewed that teaching anxiety and the anxiety-provoking factors in teaching foreign languages have been studied since 1976. Several anxiety-provoking factors and sources of FLTA have been put forward in the researches and thus, these anxiety provoking factors are presented in the following table categorized into cognitive, affective and socio-cultural factors. The taxonomy on FLTA is proposed through this categorization formed in chronological order.

Table 7

Anxiety-Provoking Factors in FLT

Cognitive Factors	Affective Factors	Socio-cultural Factors
Misconceptions associated with teaching skills (Senyshyn, 1999)	The relationship between their masters and college supervisors (Coates and Thoresen, 1976; Matoti and Lekhu, 2016)	Discipline problems (Preece, 1979; Hiebert and Farber, 1984)
Speaking in the target language (Wood, 2000)	Public speaking (Bernstein, 1983; Worde, 1998; Fish, 1986; Dewaele, 2007).	Classroom management (Preece, 1979; Hiebert and Farber, 1984; Wood, 2000; Matoti and Lekhu, 2016)
The preparation and presentation process of lessons (Wood, 2000; Matoti and Lekhu, 2016)	The fear of negative evaluation (Bernstein, 1983; Smith, 1984; Aydın, 2016)	The limitation of the time given for exercises or due date (Atay and Kurt, 2006; Yetis, 2017)
Providing instructions via target language (Wood, 2000)	Speaking in front of the groups (Gardner and Leak, 1994)	Exams (Atay and Kurt, 2006)
Lack of experience in teaching speaking in real classrooms (Wood, 2000; Tüfekçi Can, 2017)	Fear of making pronunciation, grammar and knowledge mistakes (Senyshyn, 1999; Tüfekçi Can, 2017; Tüfekçi Can, 2018)	Classroom setting (Atay and Kurt, 2006)
Lack of guidance and support (Wood, 2000)	Desire for speaking flawlessly (Wood, 2000)	Peer effect (Atay and Kurt, 2006)
Inability to concentrate (Atay and Kurt, 2006)	Worried about administrative issue (Wood, 2000)	Practicing at heterogeneous groups (Tüfekçi Can, 2018)
Teacher-focused approach and knowledge transmission in teaching (Trigwell, 2012)	Students' negative attitudes (Wood, 2000)	
Teaching inexperience and technical concerns (Aydın, 2016)	Negative thoughts of the students, their parents and other teachers about learning foreign languages (Wood, 2000)	
Language proficiency level (Yetis, 2017)	Feeling compulsory to improve language skills – and pedagogy knowledge	

	(Wood, 2000)	
Being unable to teach the subject properly (Tüfekçi Can, 2018)	Fear of getting low marks (Atay and Kurt, 2006)	
Using the given time inefficiently (Tüfekçi Can, 2018)	Perceptions of low level language proficiency (Aydın, 2016)	
Using inappropriate materials (Tüfekçi Can, 2018)	Teachers' own personality (Aydın, 2016)	
Being unable to use interactive boards (Tüfekçi Can, 2018)		
Being unable to reply students' questions (Tüfekçi Can, 2018)		
Being unable to transfer the knowledge and know the content of the course book (Tüfekçi Can, 2018)		

According to the literature review, FLTA can be overcome with some strategies and this thesis tries to propose a complete taxonomy on strategies employed for overcoming FLTA. The taxonomy is presented below in the table with the categorization of cognitive, affective and socio-cultural strategies.

Table 8

Strategies Employed for Overcoming FLTA

Cognitive strategies	Affective Strategies	Socio-cultural Strategies
Learning how to use poems, stories, daily journals effectively during the teaching (Foss and Reitzel, 1988)	Providing a friendly, non-threatening and supportive learning setting (Spithill, 1980; Mealey and Host, 1992; Phillips, 1992; Aida, 1994; Casado and Dereshiwsky, 2001; Woodrow; 2006; Azher, Anwar and Naz, 2010)	Familiarizing the students with the target language and its culture through comprehensible input in listening activities (Elkhafaifi, 2005)

Using concept mapping in teaching (Czerniak and Haney, 1988)	Providing motivation and encouraging active participation (Spithill, 1980; Larsen-Freeman ,1987; Young, 1991; Liu and Jackson, 2008; Liu and Huang, 2011; Azher, Anwar and Naz, 2010)	
Learning on error correction approaches to help learners feel comfortable (Young, 1991)	Creating less anxious learning environment through modelling approach for error correction (Worde, 1988; Phillips,1991)	
Arranging teaching activities in accordance with the needs of the students (Young, 1991)	Alleviating students' negative thoughts through developing more realistic expectations about their performances (Foss and Reitzel, 1988; Kitano, 2001)	
Applying brain-storming activities, literary texts, small group works, cooperative learning (Vande Berg, 1993)	Alleviating the students' irrational beliefs such fear of mistakes and being laughed by peers through encouraging their self-images (Foss and Reitzel, 1988; Phillips, 1991)	
Using contemporary teaching activities such as pair-work, games, small group works, choral work, etc. (Worde, 1998; Young, 1991; Kitano 2001; Casado and Dereshiwsky, 2001)	Providing interactive and communicative learning environment through semi-circle and oval seating settings instead of traditional ones (Worde, 1988)	
Giving the students assignments for improving their reading skills (Saito, Horwitz and Garza, 1999)	Rewarding the students for their success in the class (Philips, 1991)	
Rearranging the curriculum or programs in accordance with the needs of the students through innovative approaches(Casado and Dereshiwsky, 2001)	Using humour and humorous role-plays during the teaching to provide comfortable learning setting (Philips, 1991)	

Enabling comprehensible learning environment through speaking English slowly (Worde, 2003)	Realizing that anxiety is a normal emotional reaction (Phillips, 1991)	
Giving comprehensible input to the students (Azher, Anwar and Naz, 2010)	Enabling comprehensible communication and interaction with the students through encouraging and praising the students (Young, 1991; Liu and Huang, 2011)	
Having trainings on task-focused teaching, group activities, classroom organization, test accommodations alternative assignments and creative activities (Moran, 2015)	Improving the students' self-confidence (Young, 1991; Liu and Jackson, 2008; Liu and Huang, 2011; Önem and Ergenç, 2013)	
Learning how to use online-games and digital games in the academic curricula (Yang and Quadir, 2018)	Generating sense of community in the classroom (Kitano, 2001)	
Using the technology including computer-mediated communication, distance learning, e-learning and online testing in foreign language learning (Aydın, 2018)	Making the students conscious of the fact that fluent speaking takes several years of practice (Casado and Dereshiwsky, 2001)	
Using role-play activities via Facebook or Skype (Aydın, 2018)	Helping learners control their emotional state through interviewing orally (Gregersen and Horwitz, 2002)	
	Providing relaxing learning environment through listening to music (Dolean, 2016; Erkan, 2018)	
	Boosting the students' enjoyment (Dewaele, Jean-Marc, John; Saito, Kazuya; Dewaele, Livia, 2018)	

5.3. Anxiety-provoking Factors

The participants in the study were interviewed individually and the data gathered from their responses on the anxiety-provoking factors and the strategies employed for overcoming FLTA were analyzed and two main groups emerged: 1) anxiety-provoking factors 2) strategies employed for overcoming FLTA. In this part, the anxiety-provoking factors in FLT obtained through semi-structured interviews, open-ended questions and focus group interviews carried out with the pre-service and in-service teachers were decoded under the sub-titles such as cognitive, affective and socio-cultural factors.

5.3.1. Semi-structured Interviews

After the data analysis of semi-structured interviews conducted with the pre-service and in-service teachers, anxiety-provoking factors emerged in three groups: 1) cognitive factors 2) affective factors 3) socio-cultural factors.

Table 9

Anxiety-Provoking Factors in FLT among Pre-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Difficulty in applying theoretical knowledge into practice	7	
	Being unable to give explicit instructions	1	
	Being unable to answer students' question	1	
	Being unable to teach the subject effectively	1	
	Total	10	
Affective Factors	The fear of making mistakes in class	4	
	Being unable to increase students' motivation	3	
	Being unable to build self-esteem in teaching	1	

	Being forced to grammar-based teaching	1	
	Being unable to interact with the introvert students	1	
	Having no enthusiasm while teaching	1	
	Total	11	33,3%
Socio-cultural Factors	Being unable to cope with disciplinary problems of the students	4	
	Difficulty in managing classroom	4	
	Being unable to meet the demands of the families	2	
	Being a novice teacher in the eyes of students	2	
	Total	12	36,3%

Cognitive Factors: The pre-service teachers stated several cognitive factors related to the anxiety while they were teaching. Difficulty in applying theoretical knowledge into practice, being unable to answer the students' questions, give explicit instruction and being unable to teach the subject effectively were major problems for the pre-service teachers. The most frequently stated cognitive factor was the difficulty in applying theoretical knowledge into practice and some of the participants said:

P2: *I feel anxious because it is so different from learning what to do in classes and actually applying what I learnt into the class.*

P6: *When I speak about some stuff in front of the class, I tend to forget what I know about the topic so I can easily say that I get nervous.*

P20: *It was like I forgot everything that I have learnt in the university.*

Affective Factors: The participants stated that they felt anxious when they were unable to interact with the introvert students. Some pre-service teachers indicated that some students had no enthusiasm and motivation. The pre-service teachers claimed that they experienced a high level of anxiety when they were unable

to build self-esteem in teaching, increase the students' motivation and forced to grammar-based teaching. The most indicated one among affective factors is the fear of making mistakes in the classroom. One of them stated as below:

P3: When I try to present a course and don't know meaning of a word, then I feel frightened and anxious.

P4: It felt like being thrown into a cage full of lions waiting for their pray to do a mistake. And they also stare at you, this also increases my anxiety.

The pre-service teachers also stated that they experienced anxiety because of being unable to interact with introvert students and one of them said:

P10: In my school experience, there were six girls in the class and they were not talking when the teacher told something. They are shy. So you can't teach them because they are closed to communication. This is another cause of feeling anxious in the class. And it is also boring because you just speak and they don't talk.

Feeling forced to apply grammar-based teaching is another affective factor on FLTA. The pre-service teachers indicated that they could feel pressure by the other colleagues and the families as they want the students to learn everything in order to pass central exams and one of them said:

P18: Grammar-based teaching can be anxiety provoking.

Socio-cultural Factors: Disciplinary problems and misbehaviors of the students were found anxiety-provoking factors of FLTA in the data analysis. These participants stated that they could feel anxious when the families expected too much from the teachers. They had also difficulty in managing the classroom. The participants stated that they felt anxious when they were regarded as a novice teacher in the eyes of the students. One of the pre-service teachers commented as follow:

P1: The students were older than me. They don't respect me as much as a real teacher.

P10: When the students find the teacher young, they don't take them seriously. The attitude is different to young teachers than the experienced ones with gray hair. Youngsters don't respect the young ones.

P6: *Classroom management is a problem and can be source of anxiety. I am really anxious about controlling the students. And also there are immigrant students in classes.*

Table 10

Anxiety-Provoking Factors in FLT among In-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Difficulty in applying theoretical knowledge into practice	4	
	Difficulty in retrieving/recalling the information	2	
	Difficulty in arranging the lesson procedure	2	
	Difficulty in transferring the information in English	2	
	Difficulty in code-switching between Turkish and English	2	
	Difficulty in employing appropriate method, approach, technique	1	
	Total	13	46,4%
Affective Factors	The fear of making mistakes in class	2	
	The fear of being an ineffective teacher	2	
	Lack of students' interest and motivation	2	
	The fear of public speaking	1	
	The fear of being ridiculed by the students	1	
	Total	9	32,1%
Socio-cultural Factors	Difficulty in managing classroom	3	
	Students' negative reflections to English teacher	1	
	Students' negative reflections to English	1	

	Students' socio-cultural backgrounds	1	
	Total	6	21,4%

Cognitive Factors: The selected in-service teachers stated in the semi-structured interviews that their anxiety emerged mainly from difficulty in applying theoretical knowledge into practice just like the pre-service teachers, difficulty in code-switching between Turkish and English, retrieving and recalling the information, arranging the lesson procedure, and difficulty in employing appropriate method, approach and technique. The in-service teachers generally complained about their lack of experience in their first teaching experience and difficulty in applying theoretical knowledge into practice was one of the main anxiety-provoking factors. Some of the interpreted as:

P1: It has been nearly twenty years, when I think of it, it was just a bit fun. Because, I didn't have any experience and I just graduated from the university. So, I was like a student.

P12: I felt anxious because it was the first time and I had no experience. I was just like a university student.

P14: Because it was the first experience and they looked to me altogether and I felt I didn't know anything, I could not teach anything.

P7: I am still excited, and I sometimes feel anxious. Because of starting a new subject. Especially in this school, I wonder about if I could explain well or the students would understand. And are there any unknown points? Because, they sometimes don't want to ask you. They are ashamed. Sometimes, they laugh at the questions of each other. I am not sure if the students understand all of the subjects. Because they don't ask questions. Sometimes, I ask questions for them to check whether they understand. But they don't answer the question. They say to me that they understand. P5: I think the most important one in teaching is the structure for our children in English. Turkish structure and English structure are completely different from each other. But Arabic is a bit similar to English, I think. Syntax of these languages is similar. When you are in the classroom, you can teach everything

to the students. But the students don't have a chance for practicing English outside the classroom. So, this makes us anxious. Because, I am teaching and teaching but there is nothing. There is no output.

P2: This is my third year here in teaching. I have been teacher in only primary and secondary schools. If I get into high school students, I think I feel no anxious. This is about experience. With the help of experience, teachers can be more relaxed during the lesson.

Affective Factors: The emotion of fear was found influential on the participants' FLTA. The in-service teachers were afraid of the fact that they would make a mistake in the class. They also feared for being an ineffective teacher, being ridiculed by the students. Some in-service teachers stated that they became very anxious while speaking in front of group. Some other teachers were unable to keep the students' interest and motivation and thus experienced anxiety in the classroom. One of them stated:

P15: When my students asked me the meanings of the some words, I could not answer and this made me anxious.

Whereas the most cited affective factor is the fear of making mistakes in the classroom, two of the in-service teachers also stated:

P3: I sometimes get bored. Some students are willing to give attention and some others are not. I feel angry when the students lose their attention and do not participate into the class. Students think that they don't need English, so they don't want to learn it.

P14: Sometimes I have anxiety because children may not have a desire to learn English.

Socio-cultural Factors: Difficulty in managing the classroom was found as one of the major anxiety-provoking factor. The in-service teachers claimed that they were affected negatively by the students' negative reflections to English. One other factor was the students' socio-cultural backgrounds.

P30: I felt anxious a bit because I was worried about my classroom management.

P15: *I did not know the students. Their financial situations, backgrounds etc. So, I had no idea on how to respond to students' problems.*

5.3.2. Open-ended Questions

After the data analysis of open-ended questions in written format conducted with the pre-service and in-service teachers, the anxiety-provoking factors of FLTA emerged in three groups: 1) cognitive factors 2) affective factors 3) socio-cultural factors.

Table 11

Anxiety-Provoking Factors in FLT among Pre-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Difficulty in practicing theoretical knowledge	6	
	Difficulty in remembering the pre-planned lesson	3	
	Difficulty in understanding individual differences	2	
	Difficulty in retrieving English words	2	
	Being cognitively unprepared for the class	1	
	Lack of English language proficiency	1	
	Total	15	
Affective Factors	Lack of self-esteem	3	
	Being a novice practitioner in the eyes of students	3	
	Being unresponsive to students' instant questions	3	
	Fear of making mistakes while practicing teaching	3	
	Being psychologically unprepared for teaching	2	
	Being under surveillance by peers and practice teachers	2	

	Fear of negative evaluation	2	
	Assuming a negative self-image	1	
	Being unable to cope with his/her own personality traits	1	
	Total	20	52,6%
Socio-cultural Factors	Difficulty in arranging, grouping and organizing activities	2	
	Multi-cultural structure of the class	1	
	Total	3	7,8%

Cognitive Factors: In the findings of open ended questions' data analysis, it is revealed that pre-service teachers repeat their difficulty in practicing their theoretical knowledge due to their lack of experience. The most frequently indicated cognitive factors was difficulty in practicing. The pre-service teachers mainly stated that they felt still like a student and inexperienced in front of the students. Some of them commented as:

P2: *It was my first experience because of that I was excited but now I am not.*

P5: *Because I hadn't gone to school experience before, I felt anxious.*

P6: *I felt anxious because it can be said "first experience".*

P16: *I think that I am not ready for teaching something.*

P27: *I think one of reasons of my anxiety is due to the lack of experience. I got less anxious as I have lessons so this is the main reason for me. There are other reasons. These are students' level, expectation of the students, students' learning style and learners' previous experience.*

Affective Factors: The pre-service teachers mainly complained about their lack of self-esteem and being young in the eyes of the students. They believed that the students behaved disrespectfully as they were pre-service teachers and the students regarded them as interns. Some of them stated as:

P12: *I was so afraid in my first encounter with the students. Because I feared that the students would not accept me as their teachers. Some of the students behaved in a disrespectful way and were not interested in my lesson.*

P14: *If I do not trust myself enough, the students will see my weak authority and they will not respect me. This makes the teaching environment harder.*

P16: *The students were older than me and my self-esteem about language teaching was not very good.*

Socio-cultural Factors: The participants experienced anxiety because of having difficulty in grouping and arranging the classroom because of crowded classrooms. Additionally, multi-cultural structure of the classroom including immigrant students was another anxiety-provoking situation among pre-service teachers. One of them interpreted as:

P11: *I felt really anxious because I was in front of a crowded classroom environment. There were some immigrant students from Syria etc. I did not know how to control the class and organize the activities in this crowd.*

Table 12

Anxiety-Provoking Factors in FLT among In-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Failing in employing pedagogical knowledge in class	5	
	Being unable to teach effectively	4	
	Being unable to manage time in while-teaching process	2	
	Being unable to follow lesson plan	2	
	Being unprepared for a new subject	1	
	Being unable to remember prior course contents	1	
	Failing in recognizing students' learning styles	1	
	Total	16	39%

Affective Factors	Fear of being unable to improve students' motivation	3	
	Fear of making mistakes during deductive grammar teaching and pronunciation	3	
	Students' failure in Central Tests	2	
	Fear of being incomprehensible to the students	2	
	Lack of self-confidence	2	
	Being notorious as a teacher	1	
	Being unaware of his/her academic knowledge	1	
	Fear of losing learners' interest and attention	1	
	Fear of seeming unprofessional	1	
	Failing in establishing close rapport with the students	1	
	Fear of being rejected as a teacher by the students	1	
	Being unable to react to an unexpected situation	1	
	Striving for perfectionism	1	
	Total	20	
Socio-cultural Factors	Being unable to balance the meets and the demands	1	
	Being unable to teach in a multi-cultural class	1	
	Failing in developing empathy with the students	1	
	Being in a workplace which is distant from his/her hometown	2	
	Total	5	

Interpreting the opinions of in-service teachers, it was revealed that anxiety-provoking factors were mainly related to cognitive and affective factors. However, socio-cultural factors were found influential on their teaching anxiety level. Several

answers were given when the reason why they felt anxious in their first teaching experience was asked to the in-service teachers.

Cognitive Factors: Most of the in-service teachers stated that they were unable to teach effectively and failed in employing pedagogical knowledge into class. The participants mainly associated their teaching anxiety with their lack of experience or the fact that teaching was a new experience and identity for them. The in-service teachers in this part shared similar cognitive anxiety-provoking factors such as having difficulty in employing pedagogical knowledge because of the lack of experience. Some of the comments related to given by in-service teachers as follow:

P1: *I felt anxious as it was my first teaching; I prepared a lot for that course. When I started to talk about the unit, I felt more confident somehow.*

P13: *Because I didn't have experience and I didn't know what to do, I felt anxious. Now, I have experience. It solves problems.*

P14: *Because it was the first experience and they looked to me altogether and I felt I didn't know anything, I couldn't teach anything.*

P15: *Because I didn't have enough experience and when my students asked me some words' meanings, I sometimes didn't answer and I got unhappy. I am relaxed now. Because I have some experience and I love my students.*

P18: *It was because of my lack of experience. I didn't have enough experience and it made me feel anxious.*

Affective Factors: The fear of making mistakes was regarded as one of the anxiety-provoking factors in terms of in-service teachers' FLTA. These in-service teachers were afraid of being unable to remember meanings of the words when they were asked about vocabulary by the students and they feared that they would make a mistake. They also had hesitation about whether they would be understood by the students or not. Some of the participants said:

P4: *I thought that I may seem uncomfortable, unprofessional and my students may feel disturbed.*

P5: *I was afraid of being silly in front of my class, making mistakes. I wasn't sure about how to react in different unexpected situation. I wasn't confident about my knowledge.*

P17: *Because of fear of making mistakes, I felt so anxious.*

Socio-cultural Factors: The characteristics of the learners, their differences and learning styles are important in terms of in-service teachers' FLTA. The presence of new students in the classroom is another factor for FLTA. Crowded classrooms were also found hard to teach by these teachers. Besides, where the workplace is located and the culture of that workplace is influential on teaching anxiety. One of the participants commented as:

P2: *Because I thought that I could not be sufficient about the case of classroom management or administrating classroom activities.*

P9: *They had different culture; they had prejudice about where I came from. In the end, I learned a lot from them. When they knew me better, they liked me a lot in the village where I have been still working.*

5.3.3. Focus Group Interviews

After the data analysis of focus-group interviews with the pre-service and in-service teachers, anxiety-provoking factors emerged in three groups: 1) cognitive factors 2) affective factors 3) socio-cultural factors.

Table 13

Anxiety-Provoking Factors in FLT among Pre-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Being unable to transfer the information	4	
	Being cognitively ineffective as a teacher	3	
	Being unable to employ CLT because of LGS (central multiple-choice exam for high schools)	3	
	Being unable to remember the course content	2	

	Being unable to manage time	1	
	Total	13	40,6%
Affective Factors	Losing students' interest in the classroom	4	
	Students' lack of motivation for speaking	3	
	Being ridiculed as being young and inexperienced	2	
	Fear of making mistakes	2	
	Being unable to know what to do in an unexpected situation	1	
	Students' indifference to pre-service teachers	2	
	Total	14	43,7%
Socio-cultural Factors	Being unable to control crowded classes	2	
	Teaching in separate classrooms as boys and girls	2	
	The presence of immigrant students in the classroom	1	
	Total	5	15,6%

Cognitive Factors: The pre-service teachers suffered from their lack of experience as indicated in the findings obtained from semi-structured interviews and open-ended questions. The participants were unable to transfer the information to the students. They were also found anxious because they were cognitively ineffective due to the fact that teaching was a new experience for them. Some of them commented:

P3: *Prior to my first teaching experience, as usual I got a bit anxious about teaching because it was my first teaching experience in a governmental school and I also got anxious because it was a formal language classroom.*

P16: *I was quite anxious and exciting for me because I have not experienced such a real teaching before.*

P22: *I did not practice enough and it was my first experience.*

P1: *At first, I felt anxiety. The students were older than me. They don't see me like a real teacher because I look young. I was afraid of not teaching in a proper way. I was scared about this but later I saw that I can do that.*

P2: *My anxiety is about exams. Students need to get prepared for the exams. As a teacher, you can teach them in English or you can prepare them for the exams. If you do both ways, it is really challenging for teachers. And there will be some teachers who choose prepare the students for the exams. There is a pressure encountered because of the expectation of families, too. So, even if you want to teach English effectively instead of preparing them for the exams, you won't be able to. This is anxiety-provoking. To pass text exams and to get higher degree such as passing to high school, students need to memorize everything.*

Affective Factors: Lack of the students' motivation and interest in speaking English were offered anxiety-provoking situation by the pre-service teachers. They also mainly suffered from the fear of mistakes again. Some of them said:

P4: *When I try to present a course and don't know meaning of a word, then I feel frightened and anxious.*

P17: *I was worried that the students would feel bored when I taught the lesson but they did not understand and lose their motivation. But, the students enjoyed English class because I used a lot of pictures, games and realia.*

P35: *I feel anxious and nervous when I do not know what I say and how I should behave. I am afraid of losing the students' interest.*

Socio-cultural Factors: The separate classroom environment with regard to gender types and the presence of the immigrant students were indicated as anxiety-provoking situation among the pre-service teachers. Some of them commented:

P11: *My school is İmam Hatip. The girls and boys are separate. In my class, there are fifteen boys. They are so energetic. They don't listen. They are at their puberty. We have some disciplinary problems. The teacher is so angry with them.*

P9: *If there is no communication between teacher and the student, it will be really big problem for me. There are some foreign students in the class and they do not understand me. I am trying to talk with the students but they are not responding to me. It is hard situation for me to fix.*

Table 14

Anxiety-Provoking Factors in FLT among In-Service Teachers

Categories	Factors	N	F
Cognitive Factors	Teaching itself	3	
	Practicing in the target language in class	2	
	Being unable to transfer the information	2	
	Being unable to know how to increase students' motivation	2	
	Making mistakes in grammar, vocabulary and pronunciation	1	
	Being unable to follow the curriculum	2	
	Teaching grammar	1	
	Total	13	46,4%
Affective Factors	Public speaking	3	
	Fear of being an ineffective teacher	3	
	Being controlled and observed by the headmasters	2	
	Fear of being mocked by the students	1	
	Total	9	32,1%
Socio-cultural Factors	Being a novice teacher in the eyes of parents	2	
	Being unable to know students' background	2	
	Losing classroom management	2	

	Total	6	21,4%
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It was revealed that the in-service teachers stated similar answers in focus-group interviews with the ones stated in open-ended questions. The major factors having an effect on FLTA of the in-service participants were found mainly related with cognitive and affective factors. However, some other factors emerged by socio-cultural situations were also indicated by these in-service teachers.

Cognitive Factors: The occupation of teaching was regarded as difficult process by the in-service teachers. In their first teaching experience, most of the them suffered from their lack of experience. Due to their lack of practice, they stated that they made several mistakes. Some answers of the in-service teachers were transcribed as:

P1: It was because the teaching experience was very new for me. Now I don't feel anxious in the class. Just at the beginning of the term, the first lessons can be anxiety-provoking but it just takes a few minutes.

P2: I felt shy because when I was student at a university where we spoke a lot and we know the language. But, with a lot of students, I thought I couldn't speak. It was hard for me. The first reason is what if I was wrong and made a fault. Students would laugh at me. They would think I was not a good teacher. So this is the reason why I felt shy.

P18: I felt anxious because of lack of experience.

P4: My first teaching experience was in Kars with fourth grades. I was shy and excited. My students had red face.

Affective Factors: The in-service teachers determined anxiety-provoking factors as public speaking in front of the classroom, being observed and controlled by the headmasters, fear of being mocked and being ineffective teacher. These in-service teachers stated:

P1: I feel anxious in front of the classroom because all eyes are on me.

P3: *I am an anxious person, this is personal trait of me. So I am generally anxious in some places and different circumstances. My first teaching experience was at a secondary school with fourth grade students. I was shy. I didn't know how to start and present vocabulary, grammar and etc. I was so shy and over time I get used to it. I became less anxious and had lower anxiety day by day. My first reason is being anxious about whether the students would laugh at me and they would have fun with my lesson or not.*

Socio-cultural Factors: Managing the class is one of the anxiety-provoking situations for the in-service teachers. They were also found worried about being a novice teacher in the eyes of the students' parents. Some of them stated:

P19: *I feel anxious because the families expect too much from us. They always want their children to be the most successful one in the exams and central exams are very important for them. When they see that you are a young teacher, they may lose their confidence in you. This makes me anxious.*

P30: *The crowded classrooms are anxiety-provoking for me because I can not control the classroom.*

5.4. Strategies Employed for Overcoming FLTA

The participants in the study were asked about how they can reduce their FLTA level in the semi-structured interviews, open-ended questions and focus group interviews. Strategies employed for overcoming FLTA through the data collected from the pre-service teachers and in-service teachers were decoded under the subtitles such as cognitive, affective and socio-cultural strategies individually.

5.4.1. Semi-structured Interviews

After the data analysis of semi-structured interviews conducted with the pre-service and in-service teachers, the strategies employed by pre-service and in-service teachers for overcoming FLTA emerged into three groups: 1) cognitive strategies, 2) affective strategies 3) socio-cultural strategies. The results were demonstrated in Table 15 and 16 separately in terms of in-service teachers and pre-service teachers.

Table 15

Strategies Employed for Overcoming FLTA by Pre-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Comparing and contrasting theoretical knowledge with practice	4	
	Arranging teaching procedure with a B plan	4	
	Being more prepared to employ classroom discourse	2	
	Learning how to improve communication skills	2	
	Improving English proficiency level	1	
	Improving pedagogical knowledge	1	
	Having trainings on gifted students with learning disabilities	1	
	Total	15	48,3%
Affective Strategies	Learning how to arouse interest among students	4	
	Being aware that taking risks is an essential part of language learning and teaching	2	
	Creating an anxiety-free classroom atmosphere	2	
	Learning methods, strategies, techniques and activities which increase motivation	2	
	Improving self-confidence	1	
	Informing practice teachers on the use of Communicative Language Teaching (CLT) rather than grammar-based methods	1	
	Building self-esteem through articles, videos and books	1	
	Total	14	45,1%
Socio-cultural	Improving classroom management through observation and extracting students' profile	3	

Strategies	Arranging meetings with the families	1	
	Informing the students on classroom rules beforehand	1	
	Total	5	16,1%

Cognitive Strategies: The pre-service teachers mainly suggested that teachers should compare and contrast theoretical knowledge with the practice in order to prepare themselves to the real classroom environment. Some of them suggested as:

P27: *I only made rehearsals to overcome my anxiety. I treated as if there had been students and I had been in the class.*

P29: *I believe that my anxiety will be alleviated over time and through practice and experience.*

The pre-service teachers mainly stated that their anxiety could be overcome through the experience. They believed that they would decrease their anxiety when they practiced more. One of the participants commented as:

P6: *Using theoretical knowledge in teaching is a good experience and this will decrease my anxiety.*

Affective Strategies: Increasing motivation among the students, creating anxiety-free environment were found major affective strategies for overcoming FLTA. Some of the pre-service teachers said:

P9: *I used a lot of pictures, games and realia in order to motivate my students. And this way, the students liked my lesson.*

P18: *I have researched new materials for teaching lesson and I have tried to keep the students motivated with these materials.*

Socio-cultural Strategies: Improving classroom management was one of the major socio-cultural strategies indicated by the pre-service teachers. They believed that they would not feel anxious when they became more experienced on classroom management. One of them stated:

P20: *I tried to observe students and extract a student profice to control the students and improve my classroom management.*

Table 16

Strategies for Employed for Overcoming FLTA by In-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Improving pedagogical knowledge on ELT	3	
	Revising and reviewing the subjects taught in the class beforehand	2	
	Improving English language teaching skills	2	
	Being more prepared to class and update lesson plan	1	
	Being more prepared in using both Turkish and English interchangeably	1	
	Learning practicing more on teaching	1	
	Having in-service training on contemporary teaching methods	1	
	Total	11	
Affective Strategies	Improving self-confidence in teaching	3	
	Providing an entertaining English setting	3	
	Improving speaking skills	2	
	Enhancing students' interest and motivation	2	
	Improving students' psychological competence	1	
	Mentoring students to learn language	1	
	Total	12	
Socio-cultural Strategies	Learning how to control the class	3	
	Providing friendly classroom atmosphere through ice-breakers	2	
	Using settle down and stir up activities to manage class	2	

	Improving students' socio-cultural competence	1	
	Enhancing personal experience in a foreign culture	1	
	Total	9	28,1%

Cognitive Strategies: Most of the in-service teachers stated that their anxiety level decreased over time and they got used to teaching through experience and practice. Improving pedagogical knowledge was suggested to overcome FLTA by the in-service teachers and they mentioned that they could become less anxious when they improved their pedagogical knowledge through experience and time. One of the in-service teachers suggested:

P1: I don't have the anxiety all the time. It happens just at the beginning of the terms. I learned how to overcome over time. When you learn to control the class, you lose your anxiety.

Another in-service teacher also complained about her shyness while teaching and she suggested that teachers get less anxious day by day through experience and improvement in teaching.

P3: My first teaching experience was at a secondary school with fourth grade students. I was shy. I didn't know how to start and present vocabulary, grammar and etc. I was so shy and over time I get used to it. I became less anxious and had lower anxiety day by day.

Affective Strategies: The in-service teachers mainly suggested that teachers should have self-confidence in teaching. If the teachers believe in themselves, they will not be afraid of making mistakes and thus enable effective teaching environment. Providing an entertaining English setting was another frequently cited suggestion for overcoming FLTA. Some of the participants stated :

P10: I feel very anxious because I have low self-confidence. So, I have been trying to develop my self-confidence to get rid of my anxiety

P14: *When the student are happy and participate into the class, I do not feel anxious. So, I tried to provide interesting and joyful learning environment to keep the students motivated.*

Socio-cultural Strategies: These participants mostly complained about classroom management and they indicated that FLTA could be dealt with through using settle down and stir up activities for improving classroom management and learning how to control the class. Also, ice-breaker activities were suggested for friendly learning environment. One of the them commented as:

P1: *When the classroom is crowded, I lose the control and classroom management and this causes a big noise in the class. So, I have used some ice-breaker activities to enhance the learners' motivation and some activities for improving classroom management.*

5.4.2. Open-ended Questions

After the data analysis of open-ended questions conducted with the pre-service and in-service teachers, the strategies employed by pre-service and in-service teachers for overcoming FLTA emerged into three groups: 1) cognitive strategies, 2) affective strategies 3) socio-cultural strategies. The results were demonstrated in Table 17 and 18 separately in terms of in-service teachers and pre-service teachers.

Table 17

Strategies Employed for Overcoming FLTA by Pre-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Using contemporary materials in class	3	
	Preparing lesson plans beforehand	2	
	Recognizing students' needs and interest through observation	2	
	Preparing course contents beforehand	2	
	Attending ELT seminars, conferences, etc.	2	

	Evaluating effective teaching methods on time and classroom management	1	
	Discriminating students in relation to their learning types	1	
	Total	14	%38,8
Affective Strategies	Learning motivation techniques in teaching	3	
	Learning relaxation techniques in teaching	2	
	Encouraging active participation of students	2	
	Providing students with safe setting entertaining	2	
	Using reinforcement techniques in class	2	
	Showing a positive face and self-image	1	
	Having the role of a mediator rather than an information giver	1	
	Taking pre-requisite measures to alleviate anxiety	1	
	Using psychosomatic pills	1	
	Improving self-confidence through positive reinforcement	1	
	Motivating students through Neuro-linguistic Programming	1	
Total	17	47,2%	
Socio-cultural Strategies	Arranging parental meetings	3	
	Arranging meetings with colleagues	2	
	Total	5	13,8%

Cognitive Strategies: Pre-service teachers had several answers different from each other for dealing with FLTA. The pre-service teachers thought that they could decrease the level of teaching anxiety through providing an atmosphere in which the

learners speak more than the teachers, searching new materials for teaching lesson, attending meetings about the school, observing students and thus knowing them, communicating with the students and being prepared about what to do before the class etc. as indicated in the table. The most stated cognitive strategy was using contemporary materials in class. Some of the answers were indicated as:

P5: I think teachers can should use the current trends on teaching to deal with their anxiety. The materials with the technology-integrated can motivate the students and thus provide active participation.

P13: No. I haven't made a strategy to overcome this anxiety. But I believe being prepared to what to do in the class helps. I mean if I prepare what kind of lesson I will teach then it becomes easy for me.

Affective Strategies: Learning relaxation and motivation techniques were the main affective strategies suggested by the pre-service teachers in the study. The participants stated that taking a deep breath was useful to their anxiety. Useful reinforcement tools for encouraging the students was mentioned as a strategy for overcoming FLTA. Some of the participants stated while answering the open-ended questions:

P1: When I feel anxious, I take a deep breath and try to relax myself.

P15: I give some stars to the students or stick the colourful stars on their notebooks to reinforce them to participate actively.

P19: When the student are motivated, I do not feel anxious.

Socio-cultural Strategies: Arranging meeting with the families and other colleagues were offered as a strategy for overcoming FLTA. The pre-service teachers stated that they could deal with the students' problems better when they knew their families and their expectations. They indicated that the students became more motivated when they were comprehended by their teachers. Therefore, FLTA is decreased when the communication between the teachers and the students is established according to the findings obtained from these pre-service teachers. One of them stated :

P8: *I think visiting other teachers' lessons can be useful. Applying their opinions about what to do in the unexpected situations in the class can be helpful for decreasing anxiety.*

Table 18

Strategies Employed for Overcoming FLTA by In-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Using interactive teaching methods	3	
	Using game-focused activities in the classroom	3	
	Using more visual and audio-lingual materials	3	
	Preparing materials beforehand	1	
	Arranging lesson plans beforehand	1	
	Having training on how to manage in a multi-cultural class	1	
	Having training on individual differences and learning styles	1	
	Having training on contemporary teaching methods	1	
	Total	15	
Affective Factors	Motivating students through effective techniques and activities	3	
	Providing a safe atmosphere for the students	2	
	Improving self-confidence	2	
	Having a positive face rather than a threatening one	2	
	Being aware of trends in order to establishing a good rapport with the students	1	
	Encouraging students in active participation	1	
	Total	11	

Socio-cultural Strategies	Arranging, grouping and organizing the classroom	2	
	Introducing classroom rules definitely	1	
	Total	3	10,3%

Cognitive Strategies: When the in-service teachers were asked “Have you ever employed any strategy to overcome foreign language teaching anxiety (FLTA)? If yes, what are they?”, they stated several strategies for overcoming FLTA. Most of the answers were related with the teaching experience and some of them stated as follows:

P13: *Now I have experience and it solve problems.*

P15: *I am relaxed now. Because I have some experience and I love my students. My experiences are my everything.*

P17: *I don't know if I had any strategy to overcome foreign language teaching anxiety but I overcame it. I think experience is the most important thing about this.*

Some of the in-service teachers emphasized on the teaching procedure and interactive teaching methods which could be used for teaching in the class. Using entertaining materials such games etc. could be useful for overcoming teaching anxiety because interesting subjects and different materials augmented the active participation of the learners.

P14: *Tell them the joyful subjects of English, take them in the class, later participate them into the games.*

Affective Strategies: Motivating the students through effective techniques and activities, providing a safe atmosphere for the students and encouraging the students into active participants were offered mainly for overcoming FLTA. Some of the in-service teachers stated:

P21: *I feel really anxious when the students do not listen to me and talk to each other. So, I try to motivate them to participate the class through some activities.*

P30: *I have always smiled to the students to reduce my anxiety. When you smile to the students, they feel motivated.*

In terms of in-service teachers, self-confidence was important and one of them stated for overcoming FLTA:

P5: *I found ways to improve my self-confidence.*

Socio-cultural Strategies: Classroom management was a key point for dealing with FLTA in terms of the in-service teachers. Therefore, the participants mentioned that arranging, grouping and organizing the classroom could be important to overcome the possible problems related to classroom management. When the participants could control the classroom, they felt less anxious. When the students were introduced to classroom rules beforehand, the teachers became less worried. Some of them interpreted:

P25: *I try to explain the classroom rules at the very beginning of the term. So, the students know how I will react to misbehaviours occurring in the classroom.*

P29: *I make an agreement with the students. I say to them that I am going to leave them free if these pages on the book or these activities are completed in this limited time. And thus, the students are organized to complete the activities and exercises as fast as possible in order to be free. Therefore, I can manage the class and this decreases my anxiety.*

5.4.3. Focus Group Interviews

After the data analysis of focus group interviews conducted with the pre-service and in-service teachers, the strategies employed by pre-service and in-service teachers for overcoming FLTA emerged into three groups: 1) cognitive strategies, 2) affective strategies 3) socio-cultural strategies. The results were demonstrated in Table 19 and 20 separately in terms of in-service teachers and pre-service teachers.

Table 19

Strategies for Employed for Overcoming FLTA by Pre-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Practicing more on transferring theory into practice	4	
	Reading and learning more on ELT	3	
	Being prepared for the class beforehand	2	
	Adapting to the subjects into more attractive ones	2	
	Preparing a well-designed lesson plan	2	
	Applying contemporary teaching methods	2	
	Learning effective communication techniques	2	
	Learning how to teach in a multi-cultural setting	1	
	Improving language proficiency	1	
	Total	19	61,2%
Affective Strategies	Arranging activities on students' needs and learning styles	4	
	Using songs to provide a safe setting	3	
	Using visual materials to motivate students	3	
	Total	10	32,2%
Socio-cultural Strategies	Arranging meetings with practice teachers	2	
	Total	2	6,4%

Cognitive Strategies: Most of the pre-service teachers recommended that teachers should practice more on transferring the theory into practice. Reading and

learning more on ELT can be useful for improving the teachers' teaching effectiveness and thus decreasing their anxiety. Some of them stated as the following statements:

P3: I haven't employed any strategy to overcome it. But I tried to prepare my lessons before the schedule one by one grammatical items, vocabulary items etc. I planned my lessons regularly. This helps me overcome anxiety. Teacher must be counselor and a teacher has got the most important role. Preparing classroom and presenting and preparing more relaxed classroom atmosphere are the roles of teachers. But an anxious teacher cannot do these and provide relaxing atmosphere for the students. So the students may be anxious, too. If the teacher is anxious, the students are anxious.

P4: I went to the in front of the mirror. And I made some rehearsals. I practised what I was going to teach in front of the mirror as if I had been in front the classroom. Practising is important for dealing with anxiety.

P5: I prepared my lesson plans before the schedule. And thus I was ready for teaching.

P8: I have been reading articles and some books about effective teaching methods and classroom management to decide what to do in real class setting.

Affective Strategies: The participants mentioned that the students' needs were important. Arranging activities in accordance with the students's learning styles and needs were suggested to provide motivation in the classroom. The pre-service teachers mainly offered that their anxiety level could be decreased when the students' motivation was increased and enhanced. Using songs and visual materials were also found an affective strategy for overcoming FLTA. Some of them stated:

P14: I had several different students with different learning styles. So, I tried to arrange my activities in accordance with multiple intelligences. I applied TPR especially.

Socio-cultural Strategies: Meeting with the practice teachers was suggested as a solution for overcoming FLTA by the pre-service teachers. One of them stated:

P35: *I talked with my practice teachers about the problems occurring in the class. And their suggestions for fixing the problems were helpful. Their motivation helped me overcome my anxiety.*

Table 20

Strategies Employed for Overcoming FLTA by In-service Teachers

Categories	Strategies	N	F
Cognitive Strategies	Learning techniques used in controlling classroom	3	
	Practicing more in the target language	2	
	Planning lessons beforehand	2	
	Using materials such as worksheets	1	
	Using audio-visual and audio-lingual materials	1	
	Using Antropi Teach	1	
	Total	10	
Affective Strategies	Motivating the students	4	
	The belief on the temporary aspect of anxiety in due course.	2	
	Improving self-confidence	1	
	Total	7	
Socio-cultural Strategies	Grouping the students while carrying out the activities	1	
	Total	1	

Cognitive Strategies: The pre-service teachers recommended that teachers should learn techniques for controlling the classroom. Time and experience were key elements for dealing with FLTA. Practicising in the target language and planning the lesson regularly were suggested to enable effective teaching. When the students were

taught effectively, the teachers became less anxious. Some of the in-service teachers commented as the following statements:

P1: *No I haven't. I don't have the anxiety all the time. It happens just at the beginning of the terms. I learned how to overcome over time. When you learn to control the class, you lose your anxiety.*

P2: *With the help of experience, teachers can be more relaxed during the lesson.*

P8: *To overcome teaching anxiety in the classroom, I applied planning as a strategy. I have some photocopies, audiovisual materials and worksheets etc. By this way, I feel more secure and less stressful. The more prepared you are for the lessons, the less anxious you become. I tell my students that we have two pages today to finish. If we cannot, then you will work very hard tomorrow. So this is a threatening activity. And I tell them that you will be free if you finish. Therefore, the students understand that I am here to teach and we have some responsibilities. We are giving so much grammar so the students get bored. We have to take the students into our side. I say to the students that I feel what you feel. It is anxious for me to keep the students.*

P3: *In this case, every teacher should have another idea in her mind. But if I don't have any idea like plan b or c, they won't pay attention to what I am doing in the classroom, I can just lose the control in the class. I would feel really nervous.*

Affective Strategies: Motivation was the most indicated one among affective strategies for overcoming FLTA. Additionally, the in-service teachers believed in the temporary aspect of anxiety in due course. Some of the participants stated:

P19: *I always say to myself " Yes, you can do this."*

P29: *I generally motivate myself and try to improve my self-confidence in teaching.*

P30: *At the beginning of my lessons, I was really anxious. But, I overcome it through experience and practice. Day by day, it decreased.*

Socio-cultural Strategies: Grouping the students was determined as an effective strategy for managing the crowded classrooms by the in-service teachers in the study. The in-service teachers suffered from crowded classroom and classroom management problems. One of the participants commented:

P11: *I try to group the students while carrying out the activities. With this way, they become more interested in the exercises and peer checking is helpful for them. Therefore, I can control the classroom better.*

5.5. Summary of the Findings

This thesis reveals the findings in four groups: 1) the taxonomy on FLLA, 2) the taxonomy on FLTA, 3) the anxiety provoking factors, 4) the strategies employed for overcoming FLTA. The first and the second groups related to the taxonomy in the study were indicated in accordance with the literature on FLLA and FLTA as this research firstly aimed to propose a complete taxonomy on both FLLA and FLTA. Firstly, the taxonomy was proposed on the anxiety-provoking factors of FLLA categorized into cognitive, affective and socio-cultural factors and these factors were listed in chronological order. It was viewed in the literature that the cognitive and affective factors were indicated more than the socio-cultural factors. After the anxiety-provoking factors of FLLA were revealed, the strategies employed for overcoming FLLA were listed in the taxonomy categorized in the same way as cognitive, affective and socio-cultural strategies. Likewise, the cognitive and affective strategies outnumbered the socio-cultural ones in the literature. Secondly, the taxonomy was proposed on FLTA with the anxiety-provoking factors and the strategies employed for overcoming FLTA via the literature. The anxiety-provoking factors and the strategies for overcoming FLTA were listed in chronological order in the taxonomy with the categorization of cognitive, affective and socio-cultural constructs. Identically, the cognitive and affective constructs in both the anxiety-provoking factors and the strategies for overcoming FLTA were revealed more than the socio-cultural ones.

Thirdly, this thesis tried to explore the FLTA among the pre-service and in-service teachers in Balıkesir district through the semi-structured interviews, open-

ended questions and focus group interviews. The participants in the study were interviewed in groups and the data gathered from their responses on the anxiety-provoking factors and the strategies employed for overcoming FLTA were analyzed and two main groups emerged: 1) anxiety-provoking factors 2) strategies employed for overcoming FLTA. The data collected from the pre-service teachers and in-service teachers was decoded under the sub-titles such as cognitive, affective and socio-cultural factors and, the strategies employed for overcoming FLTA.

It was viewed in the findings that pre-service teachers indicated the anxiety-provoking factors mainly in the cognitive and affective factors revealed through semi-structured interviews, open-ended questions and focus group interviews. The cognitive and affective anxiety-provoking factors outnumbered the socio-cultural factors. Therefore, it can be stated that the socio-cultural factors causing FLTA among the pre-service and in-service teachers were indicated less frequently than the cognitive and affective factors. In semi-structured interviews, whereas the pre-service teachers determined the cognitive anxiety-provoking factors of their FLTA at the rate of 30,3%, the in-service teachers revealed the cognitive factors at the rate of 46,4%. It can be stated that the in-service teachers suffered from the cognitive factors more since their theoretical knowledge were not updated anymore while the pre-service teachers' knowledge was fresh. The pre-service teachers suffered from the anxiety generally because of difficulty in applying theoretical knowledge into practice while the in-service teachers experience FLTA due to failing in employing contemporary materials in practice or having difficulty in remembering the course content. However, the pre-service teachers indicated the affective factors at a rate of 33,3% in semi-structured interviews whereas the in-service teachers determined these affective factors at 32,1%. Therefore, it can be stated that two groups determined the affective anxiety-provoking factors almost at the same rate. The pre-service teachers determined more socio-cultural factors (36,3%) than the in-service teachers (21,4%). Thus, the pre-service teachers were affected by the socio-cultural factors more than the in-service ones. In the open-ended questions, the pre-service and the in-service teachers revealed almost the same rate of cognitive anxiety-provoking factors. Whereas the pre-service teachers had 39,4 percentage of cognitive factors, the in-service ones had 39 percentage of these anxiety-provoking factors. Similarly, their affective anxiety-provoking factors were also found almost at the

same rate as pre-service teachers' factors were at the rate of 52,6% and the in-service teachers were at the rate of 48,7%. Whereas the pre-service teachers determined socio-cultural factors at the rate of 7,8%, the in-service ones revealed 12,1% of the socio-cultural factors. In the open-ended questions, the pre-service teachers revealed that they were affected more by the socio-cultural factors such as disciplinary problems or classroom management than the in-service teachers. In focus group interviews, the pre-service teachers revealed the cognitive anxiety-provoking factors at the rate of 40% while the in-service teachers determined these factors in 46,4%. Even if the in-service teachers had more teaching experience than the pre-service teachers, their FLTA generated from cognitive factors more than the pre-service ones. In affective factors, the pre-service teachers determined the anxiety-provoking factors at a rate of 43,7% while the in-service teachers revealed 32,1% of the anxiety-provoking factors. Thus, it is viewed that there is a significant difference between the pre-service teachers and the in-service teachers' affective factors of FLTA. Since the pre-service teachers were young and inexperienced, they revealed that they became anxious due to the fact that teaching was a new experience for them and they had difficulty in speaking in front of a crowded classroom environment especially while their supervisors or practice teachers were watching them. In socio-cultural category, the pre-service teachers revealed 15,6% of socio-cultural anxiety-provoking factors while the in-service ones determined these factors in 21,4%. Therefore, it can be stated that the in-service teachers were found more anxious than the pre-service ones because of the socio-cultural factors in the findings of open-ended questions and focus group interviews while the pre-service teachers' socio-cultural anxiety-provoking factors outnumbered the in-service teachers' factors in the findings of semi-structured interviews.

Fourthly, the strategies employed for overcoming FLTA by the pre-service and in-service teachers were categorized into cognitive, affective and socio-cultural strategies. In semi-structured interviews, the pre-service teachers suggested 48,8% of cognitive factors while the in-service teachers employed 34,3% of cognitive strategies in order to cope with FLTA. Since the pre-service teachers experienced FLTA because of such cognitive factors as difficulty in applying theoretical knowledge into practice, being unable to follow lesson plan, etc., they suggested more cognitive factors than the in-service ones. The pre-service teachers determined

affective strategies at the rate of 45,1% whereas the in-service ones revealed 37,5% of affective strategies for overcoming FLTA. It can be stated that the in-service teachers had less strategies for FLTA compared to the pre-service ones since they got used to the classroom environment over time and became more experienced. Even the strategies mainly consisted of cognitive and affective strategies, the participants also revealed some socio-cultural strategies in order to reduce the level of FLTA. The pre-service teachers suggested the socio-cultural strategies at the rate of 16,1% while the in-service teachers employed the socio-cultural strategies at the rate of 28,1%. In open-ended questions, the pre-service teachers offered the cognitive strategies for dealing with FLTA at the rate of 38,8% while the in-service ones employed the cognitive strategies in 51,7%. Thus, it is viewed that the in-service teachers had more cognitive strategies than the pre-service ones as there is a significant difference between their percentages. This situation may stem from the fact that the in-service teachers had several years of teaching experience in the study; they experienced several different problems in teaching and thus they were capable of suggesting more cognitive strategies than the pre-service ones. In the affective category, the pre-service teachers revealed more affective strategies (47,2%) than the in-service ones (37,9%). Similarly, the socio-cultural strategies were limited in the findings even if the cognitive and affective strategies were indicated frequently. The pre-service teachers suggested the socio-cultural factors at the rate of 13,8% while the in-service ones had these strategies in 10,3%. In focus group interviews, the pre-service teachers revealed more cognitive strategies (61,2%) than the in-service teachers (55,5%). For the affective strategies, the pre-service teachers indicated 32,2% of strategies and the in-service teachers revealed the affective ones in 38,8%. As the final category of the socio-cultural strategies, the pre-service teachers determined the strategies at the rate of 6,4% whereas the in-service teachers employed these strategies in 5,5%.

The pre-service teachers and the in-service teachers stated many anxiety-provoking factors and the strategies for overcoming FLTA. There are some similarities between two groups and some differences in their responses to the semi-structured interviews, open-ended questions and focus group interviews. In the part of the anxiety-provoking factors, both of the pre-service teachers and in-service teachers experienced FLTA because of difficulty in applying theoretical knowledge

into practice, failing in employing pedagogical knowledge in class, difficulty in remembering the pre-planned lesson in the cognitive factors. The similarities in the affective anxiety-provoking factors are the the fear of making mistakes, lack of self-confidence and self-esteem, being ridiculed as being young and inexperienced and being mocked by the students. Both of two groups had these similar anxiety-provoking factors in the affective category. In the socio-cultural category, both the pre-service and in-service teachers had FLTA due to difficulty in managing the classroom and multi-cultural structure of the class. Therefore, it can be stated that some anxiety-provoking factors do not differentiate in accordance with teaching experience and time as the pre-service teachers and in-service teachers shared similar anxiety-provoking factors. Nevertheless, there are also some differences in their responses. For instance, the pre-service teachers had FLTA when they were unable to give instructions whereas the in-service teachers experienced the anxiety because of having difficulty in transferring information in English. Additionally, the pre-service teachers suffered from such an affective factor as having no enthusiasm while teaching whereas the in-service teachers experienced FLTA due to lack of students' interest and motivation. There are also some other differences in all categories of cognitive, affective and socio-cultural constructs. While the pre-service teachers became anxious because of being unable to cope with disciplinary problems of the students, the in-service teachers stated that they had FLTA due to students' negative reflections to English and English teacher. Moreover, the pre-service teachers suffered from the anxiety due to their lack of language proficiency while the in-service teachers became anxious when they were unprepared for a new subject. The pre-service teachers were also anxious about being unresponsive to the students' instant questions while the in-service teachers indicated that being unaware of his or her academic knowledge was an affective anxiety-provoking situation. In the socio-cultural category, the pre-service teachers had FLTA due to the presence of the immigrant students while the in-service teachers experienced the anxiety because of being in a workplace which was distant from his or her hometown.

The previous paragraph tries to explain the similarities and differences in the anxiety-provoking factors categorized into cognitive, affective and socio-cultural constructs. However, there are several similarities and differences in the strategies employed for overcoming FLTA. The similarities in the cognitive strategies of both

groups are improving pedagogical knowledge on ELT, comparing and contrasting theoretical knowledge with practice, being more prepared to update the lesson plan, using contemporary materials, having trainings on contemporary teaching methods. In the affective category, both the pre-service and in-service teachers suggested that improving self-confidence, learning motivation techniques in teaching, motivating students through effective techniques and activities and using visual materials to motivate the students could be applied to deal with FLTA. In the socio-cultural strategies, both the pre-service and in-service teachers suggested that improving classroom management could be employed for overcoming FLTA. Besides these similarities, there are some differences in the responses between two groups. While pre-service teachers suggested having trainings on gifted students with learning disabilities, the in-service teachers offered to have in-service training on contemporary teaching methods in the cognitive strategies. Additionally, the pre-service teachers revealed that discriminating the students in relation to their learning types could be useful for dealing with FLTA whereas the in-service teachers suggested having trainings on individual differences. In affective strategies, the pre-service teachers suggested creating anxiety-free classroom atmosphere while the in-service teachers employed the affective strategies of providing an entertaining English setting and enhancing students' interest and motivation. Also, the pre-service teachers suggested having the role of a mediator rather than the information giver. However, the in-service teachers offered to have a positive face rather than a threatening one. In the socio-cultural strategies, the pre-service teachers suggested arranging meetings with the families and practice teachers whereas the in-service teachers indicated that enhancing personal experience in foreign culture could be useful for decreasing FLTA level.

In sum, FLLA and FLTA have been examined and the findings are categorized into cognitive, affective and socio-cultural constructs. The taxonomy on FLLA and the taxonomy on FLTA is proposed through the literature at first. Secondly, FLTA is examined from the perspective of pre-service teachers and in-service teachers in Balıkesir. It is concluded that the pre-service and in-service teachers experience FLTA while teaching. Next, the anxiety-provoking factors of FLTA are categorized into cognitive, affective and socio-cultural factors through the qualitative data obtained from pre-service and in-service teachers via semi-structured

interviews, open-ended questions and focus group interviews. There are some similarities and differences between the pre-service teachers' and in-service teachers' responses. Then, the strategies employed for overcoming FLTA are similarly categorized into cognitive, affective and socio-cultural strategies. Both of the pre-service teachers reveal similar strategies and some different strategies for coping with FLTA as indicated in the previous paragraph. It is concluded that FLTA is experienced by both pre-service and in-service teachers due to several cognitive, affective, socio-cultural strategies and can be overcome through some cognitive, affective and socio-cultural strategies.

6. DISCUSSION AND CONCLUSION

6.1. Introduction

Foreign language learning is a complicated process which requires to be understood, and teachers have many essential responsibilities while carrying out FLL process (Sajedi, 2017). Since learning a language necessitates several steps through mastering in basic language skills listening, speaking, reading, writing it is one of the anxiety-provoking situations for the learners, and has a debilitating role in learning process (Rosenfeld, 1978; Spithill, 1980; Arnold, 2000; Little and Wuensch, 2015). Whereas learners become anxious, and have poor language achievement due to a difficult and complicated process of language learning, teachers are affected by this situation, too. Such roles as being a counsellor, instructor, language guide, anxiety alleviator cause foreign language teachers, instructors as well as professors in the universities to experience the construct of anxiety in FLL and FLT processes. According to the literature view, it is seen that anxiety is negatively associated with the achievement of learners (Önem and Ergenç, 2013) and effectiveness of teaching process (Coates and Thoresen, 1976). Therefore, it can be claimed that the level of FLLA and FLTA needs to be decreased in this sense. With this aim, this study firstly tries to reveal the anxiety-provoking factors, the strategies for overcoming FLLA, anxiety related to four basic language skills such as listening, speaking, reading, and writing skills, facilitative anxiety and debilitating anxiety according through the body of literature on FLLA. Likewise, this thesis purposes to put forward FLTA via explaining the anxiety-provoking factors, anxiety related to four basic language skills, debilitating anxiety and facilitative anxiety and as well as strategies for overcoming FLTA at the second stage in accordance with the literature related to teaching anxiety. Thirdly, foreign language teachers who are both pre-service and in-service in Balıkesir are asked about their FLTA, and interviewed through semi-structured interviews, open-ended questions, focus group interviews in Balıkesir district. All of these pre-service and in service teachers' permission are taken by them individually since being volunteer in the study is a must.

The findings from these semi-structured interviews, open-ended questions and focus group interviews reveal that both pre-service and in-service teachers experience FLTA, and they explain many anxiety-provoking factors occurring in their teaching process, the strategies for overcoming their teaching anxiety. This study aims to present the taxonomy of these anxiety-provoking factors of teaching anxiety obtained from these teachers, and enables strategies for overcoming FLTA, and recommendations for decreasing FLTA level. This study is conducted with qualitative approach and the taxonomy on both FLLA and FLTA is revealed through grounded theory (Glaser and Strauss, 1967; Chazmaz, 2006). Descriptive labels and theoretical codings are applied for the categorizations based on cognitive, affective and socio-cultural constructs.

6.2. Summary of the Study

This study firstly tries to explain FLL process and FLLA through literature review in order to understand the FLTA better. Anxiety related to four basic skills such as listening, speaking, reading, and writing anxiety is included in the study and the construct of anxiety is revealed with facilitative and debilitating anxiety. Afterwards, several recommendations and suggestions provided by many scholars and researchers related to FLLA have been put forward via the body of literature in order to indicate the strategies for overcoming FLLA. This study seeks to propose a complete taxonomy of the FLLA including the anxiety-provoking factors and the strategies employed for overcoming FLLA categorized into cognitive, affective and socio-cultural constructs. After FLL process and the FLLA are clarified in the study, the anxiety experienced in FLT process is explained. Firstly in this chapter of FLTA, the anxiety-provoking factors, anxiety related to four basic language skills such as listening, speaking, reading, writing anxiety, facilitative and debilitating anxiety are provided through the literature review. Secondly, it is aimed to explore what the provoking factors of pre-service and in-service teachers' feeling FLTA are and what strategies these pre-service and in-service teachers from Balıkesir employ and suggest for overcoming FLTA. This study consists of the qualitative data obtained through semi-structured interviews, open-ended questions and focus group interviews which are fulfilled with 35 pre-service teachers educated at Balıkesir

University and having school experience and teaching practicum and 30 in-service teachers working at government schools of Balıkesir. According to the data collected through semi-structured interviews, open-ended questions and focus group interviews, quite a few anxiety-provoking factors and strategies for overcoming teaching anxiety are provided and these factors and strategies are categorized in terms of cognitive, affective and socio-cultural constructs. It is viewed in this study that the data provided by the teachers is parallel with the literature on FLTA. These pre-service and in-service teachers share the anxiety-provoking factors which are similar to the factors mentioned in the literature review. They recommend similar strategies for overcoming FLTA. Therefore, it is seen that the findings of this study are consistent with the literature on FLTA. While the qualitative data is analyzed in this study, data results and the taxonomy related to anxiety are controlled by the advisor and some other colleagues who are English instructors at a government university and have several years of teaching experience.

In conclusion, foreign language learners and teachers experience anxiety and the findings of this study reveal that foreign language teachers in Balıkesir determine the anxiety-provoking factors as using direct teaching, the education systems, the existence of exam, the pressure by families, the perfectionist attitude of families, the pressure by colleagues, because of teaching as a new experience, speaking in the target language, the crowded classrooms, the fear of making mistakes, the fear of students' mocking with the teacher, the fear of losing learners' interest, the students' thought that English is not important, personal character, the differences between mother tongue and the target language, lack of experience, fear of being a good teacher or not, public speaking, being unready for teaching, new information and new environment, loud and energetic classroom environment, lack of classroom management, being observed, fear of negative evaluation by teachers, unsuccessful or ineffective teaching experiences, lack of self-confidence, lack of preparation for the class, being stared at. Pre-service teachers and in-service teachers share some similar anxiety-provoking factors for their FLTA. The most cited one is the difficulty in applying theoretical knowledge into practice in teaching from the perspective of pre-service and in-service teachers. Therefore, it can be concluded that lack of experience is one of the main anxiety-provoking factor in the cognitive domain as it causes teachers to have difficulty in applying theoretical knowledge. Differently

from in-service teachers, pre-service teachers indicate that they have problems with giving explicit instructions, answering the students' questions and teaching in an effective way. For the affective domain, both pre-service and in-service teachers determine the major anxiety-provoking factor as the fear of making mistakes. Also, the main factor in the socio-cultural construct is the classroom management and disciplinary problems occurring in the class. According to statements obtained through these interviews and audio-recordings, the impacts of anxiety on their teaching are forgetting what to teach and mention in teaching process, forgetting what have been learned, losing control of voice or having wobbling voice, teaching slowly and ineffectively, having no knowledge about how to behave in the class, forgetting what to say and write, losing control of behaviours, becoming confused about the things to be done, having a red face and feeling shy, not being able to teach what is desired and necessary, not knowing how to start and present vocabulary, grammar etc, not knowing where to put hands etc. For overcoming FLTA, these pre-service teachers and in-service claim that teachers can deal with their anxiety through time, learning how to control the class, experience, living in the culture of the target language and speaking it, preparing lessons before the schedule, planning lessons regularly, practicing in English more, observing students, using different teaching materials, enabling learners more communicative environment in which they speak more than teachers, smiling, having fun with the students, providing entertaining learning environment via some games, or using anxiety pills. For overcoming FLTA, both pre-service and in-service teachers suggest that improving pedagogical and theoretical knowledge and arranging extra lesson plans can be used in teaching. Unlike in-service teachers, pre-service teacher recommend that teachers should improve English proficiency and communication skills to deal with FLTA. These are cognitive strategies suggested by the participants of the study. Additionally, it is concluded in the study that both group of the teachers mainly suggest as affective strategy that teachers should learn how to arouse interest among the students and provide entertaining learning environment. These teachers also recommend socio-culturally that classroom management is a key point for dealing with FLTA. To summarize, foreign language teachers have anxiety in the classroom and the strategies indicated in the findings part of the study can be tried to deal with this type of feeling in order to enable fruitful learning process.

6.3. Discussion of the Study

This study purposes to find an answer for these questions and also create taxonomy on FLLA and FLTA as classification in sciences enables better understanding for the problems or issues in the related fields.

1. Is it possible to propose a complete taxonomy on FLLA with its anxiety provoking factors in the light of literature review?

The literature has revealed a great quantity of foreign language anxiety provoking factors which are categorized into cognitive, affective and socio-cultural factors. This thesis tries to create taxonomy on these factors and the factors in the taxonomy are listed in chronological order. According to the taxonomy on anxiety-provoking factors in FLL process, cognitive factors are determined as foreign language learning itself (because of encoding / storage and retrieval processes) (Foss and Reitzel, 1988; MacIntyre, 1995), language learning difficulties (Ganschow, Sparks, Anderson, Javorshy, Skinner and Patton, 1994; Elkhafaifi, 2005; Azher, Anwar and Naz, 2010), language learning performance (Foss and Reitzel, 1988; Yang and Quadir, 2018), non-comprehension (Worde, 1998; Gönen, 2017), listening and speaking activities (Worde, 1998), non-comprehensible listening records (Worde, 1998), immature vocabulary (Worde, 1998), limited grammatical knowledge (Worde, 1998), methodology (Worde, 1998), the phonological and orthographic aspects of foreign language learning process (Ganschow, Sparks and Javorsky, 1998; Mohamadpur and Ghafournia, 2015), unfamiliar scripts (Saito, Garza and Horwitz ,1999; Casado and Dereshiwsky, 2001; Al-Shboul, Ahmad, Nordin and Rahman, 2013), difficulties in hearing, unfamiliar accent, lack of clarity and proper enunciation (Arnold, 2000), listening comprehension (Arnold, 2000; Tosun, 2018), the students' inability to express themselves (Horwitz and Gregersen, 2000), Writing competence (Cheng, 2002; Little and Wuensch, 2015), unfamiliar phonological system (Elkhafaifi, 2005), having difficulty in remembering what have been taught (Woodrow, 2006), lack of practice (Woodrow, 2006), target language proficiency (Toth, 2011), lack of fluency (Yaman, 2016), the aspects of fluency, accuracy, pronunciation, appropriacy, intelligibility in speaking skill (Yaman, 2016), having difficulty in discriminating in sounds and word structures (Sajedi, 2017), unknown words and topics (Gönen ,2017; Altunkaya and Ateş, 2018), language

ability of the learners (Yang and Quadir, 2018), tonal attributes and pronunciation (Altunkaya and Ateş, 2018), L1 Skill, L2 aptitude (Sparks, Luebbers, Castaneda and Patton, 2018).

Affective factors are self-perception of the learners, self-beliefs (Mealey and Host, 1992; Kitano ,2001; Young, 1991; Zin,2010), self-image (Mealey and Host, 1992), speaking in front of a group (Young, 1991; Azher, Anwar and Naz, 2010), self-esteem, inhibition and risk-taking (Young, 1991; Worde, 1998; Bekleyen, 2004; Zin, 2010), the students' feeling bored because of the activities applied in the class (Foss and Reitzel, 1988), lack of motivation (Spithill, 1980; Yashima, 2002; Rodriguez and Abreu, 2003; Bekleyen, 2004; Tufekci Can, 2017; Gönen, 2017), motivation and attitudes (Aida, 1994; Zin, 2010), fear of negative evaluation (Aida, 1994; Worde, 1998; Kitano, 2001; Horwitz and Gregersen, 2002; Liu and Jackson, 2008; Liu and Huang, 2011; Negari and Rezaabadi ,2012; Mohamadpur and Ghafournia, 2015), speech anxiety (Aida, 1994), negative attitudes towards the target language (Aida, 1994), fear of failing in the class (Aida, 1994; Tosun, 2018), low-self-esteem (Worde, 1998) Being called instantly without preparation (Worde, 1998), awareness of importance of English (Arnold, 2000), feeling uncomfortable in front of others (Gregersen and Horwitz, 2002), perfectionism (Horwitz and Gregersen, 2002), public speaking (Liu and Jackson, 2008), unwillingness to communicate (Liu and Jackson, 2008), interest in foreign language (Zin, 2010), worrying about pronunciation(Azher, Anwar and Naz, 2010), worrying about grammatical mistakes (Azher, Anwar and Naz, 2010), intrinsic and instrumental motivation (Liu and Huang, 2011), worried with academic and personal evaluations about their performance and competence (Huang, 2012), questions asked by their teachers expecting instant replies (Tosun, 2018), speaking without preparation (Tosun, 2018), lack of self-confidence (Gönen, 2017), fear of making mistakes (Al-Shboul, Ahmad, Nordin and Rahman, 2013; Altunkaya and Ateş, 2018), volition (Moni and Baldauf, 2012).

Socio-cultural factors consist of competitiveness (Young, 1991), the interaction between the instructor and the learner (Young, 1991), classroom procedure (Spithill, 1980; Young, 1991), drills, memorization activities, using the same materials in the same way (Spithill, 1980), examination anxiety, the existences of test exams, listening tests etc. (Rosenfeld, 1978; Spithill, 1980; Worde, 1998;

Yoğurtçu and Yoğurtçu, 2013), Drills, memorization activities, using the same materials in the same way (Spithill, 1980), classroom procedure (Spithill, 1980; Young, 1991), the interaction between the instructor and the learner (Young, 1991), competitiveness (Young, 1991), unfamiliar cultural materials and concepts (Vande Berg, 1993; Saito, Garza and Horwitz, 1999; Al-Shboul, Ahmad, Nordin and Rahman, 2013; Altunkaya and Ateş, 2018; Gönen, 2017), the characteristic features of the learners (Aida, 1994), pedagogical practices (Worde, 1998), negative classroom experiences (Worde, 1998), communication in a real world conversation with native speakers (Horwitz, 2000), social anxiety (Kitano, 2001), foreign language cultural context (Elkhafaifi, 2005), peer competition (Tosun, 2018).

In sum, it is viewed that FLLA comes from several cognitive, affective and socio-cultural factors which have adverse effects on language achievement, the effectiveness of learning process and language performance. The literature has revealed that anxiety occurring in the language learning process has mainly arisen from cognitive and affective factors. The studies and researches on FLLA have indicated more factors related to cognitive and affective constructs than socio-cultural factors. Therefore, it can be claimed that individual experience anxiety due to their deficiencies related to their cognition or the factors having influence on their feelings. Even if the socio-cultural background of the learners is an essential factor for their anxiety level, the literature has revealed restricted socio-cultural factors which are indicated in the previous paragraph.

2. Is it possible to propose a complete taxonomy on both FLTA with its anxiety-provoking factors in the light of literature review?

In the light of literature review, a complete taxonomy on FLTA can be proposed with the anxiety-provoking factors through a classification on cognitive, affective and socio-cultural factors.

Cognitive factors are determined as misconceptions associated with teaching skills (Senyshyn, 1999), speaking in the target language (Wood, 2000), the preparation and presentation process of lessons (Wood, 2000; Matoti and Lekhu, 2016), providing instructions via target language (Wood, 2000), lack of experience in teaching speaking in real classrooms (Wood, 2000; Tüfekçi Can, 2017), lack of guidance and support (Wood, 2000), inability to concentrate (Atay and Kurt, 2006),

teacher-focused approach and knowledge transmission in teaching (Trigwell, 2012), teaching inexperience and technical concerns (Aydın, 2016), language proficiency level (Yetis, 2017), being unable to teach the subject properly (Tüfekçi Can, 2018), using the given time inefficiently (Tüfekçi Can, 2018), using inappropriate materials (Tüfekçi Can, 2018) Being unable to use interactive boards (Tüfekçi Can, 2018), being unable to reply students' questions (Tüfekçi Can, 2018), being unable to transfer the knowledge and know the content of the course book (Tüfekçi Can, 2018)

Affective factors are revealed in the literature as the relationship between their masters and college supervisors (Coates and Thoresen, 1976; Matoti and Lekhu, 2016), fear of making pronunciation, grammar and knowledge mistakes (Senyshyn, 1999; Tüfekçi Can, 2017; Tüfekçi Can, 2018), public speaking (Bernstein, 1983; Worde, 1998; Fish, 1986; Dewaele, 2007), the fear of negative evaluation (Bernstein, 1983; Smith, 1984; Aydın, 2016), speaking in front of the groups (Gardner and Leak, 1994), feeling compulsory to improve language skills and pedagogy knowledge (Wood, 2000), negative thoughts of the students, their parents and other teachers about learning foreign languages (Wood, 2000), students' negative attitudes (Wood, 2000), desire for speaking flawlessly (Wood, 2000), worried about administrative issue (Wood, 2000), fear of getting low marks (Atay and Kurt, 2006), perceptions of low level language proficiency (Aydın, 2016), teachers' own personality (Aydın, 2016).

Socio-cultural factors are proposed as discipline problems (Preece, 1979; Hiebert and Farber, 1984), classroom management (Preece, 1979; Hiebert and Farber, 1984; Wood, 2000; Matoti and Lekhu, 2016), the limitation of the time given for exercises or due date (Atay and Kurt, 2006; Yetis, 2017) , exams (Atay and Kurt, 2006), classroom setting (Atay and Kurt, 2006), peer effect (Atay and Kurt, 2006), practicing at heterogeneous groups (Tüfekçi Can, 2018).

In sum, a taxonomy on FLTA can be proposed through categorizing anxiety-provoking factors into cognitive, affective and socio-cultural constructs. FLTA mainly comes from cognitive and affective factors similarly with FLLA. Likewise, socio-cultural factors have not been frequently studied in the literature in terms of FLTA. Thus, there have been limited factors having an influence on FLT socio-culturally.

3. Do the pre-service teachers experience FLTA?

In accordance with the qualitative data analysis, it is concluded that the pre-service teachers experience FLTA and several anxiety-provoking factors are responsible for their FLTA.

3.a. What are the anxiety provoking factors of the pre-service teachers' FLTA?

Pre-service teachers reveal many anxiety-provoking factors. According to qualitative data analysis of semi-structured interviews, open-ended questions and focus group interviews, the anxiety provoking factors of FLTA are categorized into cognitive, affective and socio-cultural factors. Most of the pre-service teachers have stated in the study that they suffer from teaching anxiety due to such cognitive factors as difficulty in applying theoretical knowledge into practice, being unable to give explicit instructions, being unable to answer students' questions, being unable to teach the subject properly. These anxiety-provoking factors are revealed through semi-structured interviews. It can be claimed that these anxiety-provoking factors are consistent with the literature. For instance, Wood (2000) clearly indicates that the teachers' lack of experience has detrimental effects on their teaching effectiveness and thus causes anxiety. Likewise, Tüfekçi Can (2017) figures out that pre-service teachers experience teaching anxiety as they are inexperienced. Because they are inexperienced, the pre-service teachers have difficulty in applying theoretical knowledge into practice and giving explicit instructions. In the data analysis of open-ended questions, it is concluded that pre-service teachers reveal such cognitive factors as difficulty in remembering the pre-planned lesson, difficulty in understanding individual differences, difficulty in practicing theoretical knowledge, difficulty in retrieving English words, being cognitively unprepared for the class and lack of English language proficiency. These indicated cognitive factors are also consistent with the body of the literature. For instance, Yetis (2017) reveals that language proficiency level is influential on FLTA. The preparation and presentation process of the lesson are anxiety-provoking situation in accordance with Wood's (2000) and Matoti and Lekhu's (2016) studies. It is clearly seen that the findings of this study are consistent with the literature. In focus group interviews, the pre-service teachers claim that they feel anxiety because of being unable to transfer the information, being cognitively ineffective as a teacher, and also being unable to remember course content. They have difficulty in employing CLT because of LGS

(central multiple-choice exam for high schools). Tüfekçi Can (2017) similarly has claimed that teachers become anxious when they are unable to transfer the knowledge and know the course content. In a later study, Tüfekçi Can (2018) also reveals that being unable to teach the subject properly is anxiety-provoking factor.

The pre-service teachers' FLTA are also revealed through affective anxiety-provoking factors in this study. In the semi-structured interviews, affective factors are determined as the fear of making mistakes, having no enthusiasm while teaching, being unable to build self-esteem, being forced to grammar-based teaching, being unable to interact with introvert students and being unable to increase students' motivation. The most frequently cited factor is the fear of making mistakes among pre-service teachers in the data analysis of semi-structured interviews. In the literature, it has been already concluded that teachers experience anxiety because of the fear making mistakes (Senyshyn, 1999; Tüfekçi Can, 2017; Tüfekçi Can, 2018). Low self-esteem is also anxiety-provoking factor in accordance with Worde's (1998) study. Thus, it is apparent that the findings obtained from the data are consistent with the literature review. In open-ended questions, it is revealed that pre-service teachers become anxious when they are a novice teacher in the eyes of the students. They also suffer from anxiety because of low self-esteem, being unresponsive the students' instant questions, teachers' personality traits, being psychologically unprepared for teaching, negative evaluation of peers and practice teachers, fear of making mistakes, negative self-image. The most frequently indicated affective factors are lack of self-esteem, being novice teachers and fear of making mistakes. The fear of making mistakes has also been focused on frequently in the literature (Al-Shbould, Ahmad, Nordin and Rahman, 2013; Altunkaya and Ateş, 2018). Aida (1994) indicates that the fear of negative evaluation is important factor for FLTA. Similarly, negative evaluation factor has been revealed through several studies in the literature (Kitano, 2001; Horwitz and Gregersen, 2002; Liu and Jackson, 2008). Focus-group interviews also reveal that losing the students' interest in the classroom, their indifference to pre-service teachers, fear of making mistakes and being unable to know what to do in a unexpected situation are also provoking factors of FLTA. Likewise, Aida (1994) and Zin (2010) have mentioned about the lack of motivation in terms of FLTA. Also, Liu and Huang (2011) have revealed that intrinsic and instrumental motivation are important to deal with FLTA.

In this study, it is figured out that the main factors of FLTA are cognitive and affective factors; however, this research also reveals that FLTA comes from some socio-cultural factors such as being unable to cope with disciplinary problems, being unable to meet the demands of the families, difficulty in managing the classroom, students' negative reflections to English teacher and to English, students' socio-cultural backgrounds, multicultural structure of the class, failing in developing empathy with the students and being in a workplace which is distant from his or her hometown. Being unable to control the crowded classes, teaching in separate classroom as boys and girls, the presence of immigrant students and being unable to know students' background are the other socio-cultural factors for FLTA. Classroom management and disciplinary problems in the classroom are the most cited anxiety-provoking factors in this study. Likewise, discipline problems have been already found as source of FLTA in the studies of Preece (1979), Hiebert and Farber (1984). Classroom management has been also revealed as anxiety-provoking in the literature (Preece, 1979; Hiebert and Farber, 1984; Wood, 2000; Matoti and Lekhu, 2016).

To summarize, the findings obtained from this research are apparently consistent with the literature on FLTA.

3.b. What are the strategies the pre-service teachers employ in order to overcome FLTA?

The pre-service teachers state that they can employ many strategies for overcoming FLTA. In the study, the strategies employed by these pre-service teachers are categorized into cognitive, affective and socio-cultural strategies. It is viewed in the tables that the main strategies are cognitive and affective strategies and there are limited socio-cultural strategies suggested by the pre-service teachers. In accordance with the qualitative data analysis, the most recommended cognitive strategies are comparing and contrasting theoretical knowledge with practice, arranging teaching procedure with B plan, using contemporary materials in class, practicing more on transferring theory into practice. However, there are some other cognitive strategies employed by these pre-service teachers. They suggest that they can overcome their FLTA through being more prepared to employ classroom discourse, learning how to improve communication skill, improving English proficiency level, improving pedagogical knowledge, preparing course content

beforehand, preparing lesson plans beforehand, recognizing the students' needs and interest through observation, attending ELT seminars, conferences, etc., evaluating effective teaching methods on time and classroom management, discriminating students in relation to their learning types, adapting to the subjects into more attractive ones, learning how to teach in a multi-cultural setting, reading and learning more on ELT, improving language proficiency.

In affective strategies, pre-service teachers mostly suggest that teachers can learn how to arouse interest among students, learn motivation techniques in teaching, arrange activities on students' needs and learning styles. These are the most cited affective strategies employed by these pre-service teachers. However, they also state that teachers can deal with FLTA through building self-esteem through articles, videos and books, informing practice teachers on the use of Communicative Language Teaching (CLT) rather than grammar-based methods, being aware that taking risks is an essential part of language learning and teaching, learning methods, strategies, techniques and activities which increase motivation, creating an anxiety-free classroom atmosphere, learning relaxation techniques in teaching, improving self-confidence through positive reinforcement, taking pre-requisite measure to alleviate anxiety, encouraging active participation of students, showing a positive face and self-image, having the role of a mediator rather than an information giver, providing students with safe setting entertaining, using psychosomatic pills, using reinforcement techniques in class and motivating students. They also recommend that teachers can motivate students through Neuro-linguistic Programming, use songs to provide a safe setting, use visual materials to motivate students.

Even if the pre-service teachers have revealed many cognitive and affective strategies for overcoming FLTA, they have also determined some socio-cultural strategies. The most indicated socio-cultural strategies are improving classroom management through observation and extracting students' profile, arranging parental meetings, arranging meetings with practice teachers. They also state that teachers can employ such socio-cultural strategies as arranging meetings with the families, informing the students on classroom rules beforehand, arranging meeting with the colleagues.

To sum up, pre-service teachers mainly suggest cognitive and affective strategies and FLTA can be overcome through several cognitive, affective and socio-cultural strategies.

3.c. What do the pre-service teachers recommend for overcoming FLTA?

These pre-service teachers suggest that teachers should prepare course contents and lesson plans beforehand, use contemporary materials in class, attend ELT seminars and conferences, evaluate the effective teaching methods on time and classroom management. Teachers need to discriminate the students in relation to their learning styles in order to provide effective learning environment. Similarly, Young (1991) suggests that teachers should arrange teaching activities in accordance with the needs of the students. Also, they should recognize the students' needs and interest through observation. For overcoming FLTA, the pre-service teachers suggest that teachers should learning relaxation techniques in teaching and learning motivation techniques in teaching. It is necessary to provide students with safe and entertaining setting. Likewise, Spithill (1980) claims that providing a friendly and, non-threatening and supportive learning setting is essential for overcoming anxiety. Larsen-Freeman(1987) have already suggested that teachers should provide motivation and encourage active participation. Teacher can also use psychosomatic pills for decreasing the anxiety level. arranging parental meetings and meetings with colleagues.

4. Do the in-service teachers experience FLTA?

The in-service teachers clearly state in the semi-structure interviews, open-ended questions and focus group interviews that they have experienced FLTA and several anxiety-provoking factors are influential on their FLTA.

4.a. What are the anxiety provoking factors of in-service teachers' FLTA?

The in-service teachers have revealed many anxiety-provoking factors which are categorized into cognitive, affective and socio-cultural constructs. In the cognitive construct, the most cited strategies are the difficulty in applying theoretical knowledge into practice, failing in employing pedagogical knowledge in class, teaching itself and being unable to transfer the information. In accordance, Wood

(2000) state that the preparation and the presentation of the lessons and thus teaching itself provokes anxiety in class. Likewise, Sensyshyn (1999) reveal that misconceptions with teaching skills is the anxiety-provoking situation. Thus, these misconceptions cause teachers to have difficulty in applying theoretical knowledge into practice. In-service teachers also determine some other cognitive factors provoking anxiety and these are difficulty in code-switching between Turkish and English, difficulty in recalling the information, difficulty in arranging the lesson procedure, difficulty in transferring the information in English, difficulty in employing appropriate method, approach and technique. In the literature, it is viewed that these anxiety-provoking factors have been also indicated by several researches. For instance, Wood (2000) claims that teachers experience anxiety when they need to provide instructions via the target language. Likewise, lack of experience in teaching speaking in real classrooms is also anxiety-provoking (Wood, 2000; Tüfekçi Can, 2017). In-service teachers have also stated in the semi-structured interviews, open-ended questions and focus group interviews that they have suffered from FLTA when they are unable to teach effectively, manage time in while-teaching process, follow lesson plan, unprepared for a new subject, remember prior course contents. The in-service teachers become anxious when they fail in recognizing the students' learning styles and employing pedagogical knowledge in class. Their FLTA also comes from such cognitive factors as being cognitively ineffective as a teacher, being unable to remember the course content, being unable to employ CLT because of central exams and being unable to manage time. Likewise, Tüfekçi Can (2018) claims that using the given time inefficiently and being unable to teach the subject properly are the anxiety-provoking factors.

Many affective factors provoking anxiety have been determined in the study by the in-service teachers and the most cited affective factors are the fear of making mistakes, the fear of being an ineffective teacher, the fear of being unable to improve students' motivation and public speaking in accordance with the qualitative data results obtained from semi-structured interviews, open-ended questions and focus group interviews. In the literature, these most cited anxiety-provoking factors have also been revealed by several researchers. For instance, lack of motivation is one of the main anxiety-provoking factor (Spithill, 1980; Yashima, 2002; Rodriguez and Abreu, 2003; Bekleyen, 2004; Tüfekçi Can, 2017; Gönen, 2017). Liu and Jackson

(2008) suggest that public speaking causes anxiety in class. In accordance, Gardner and Leak (1994) have already revealed that speaking in front of groups is the anxiety-provoking situation. The fear of making mistakes has also been revealed by many studies such as Senyshyn(1999) and Tüfekçi Can (2017). In-service teachers have also determined some other affective factors such as the fear of being ridiculed by the students, the fear of public speaking, lack of students' motivation and interest, being unable to react to unexpected situation, fear of being incomprehensible to the students, being notorious as a teacher, being unaware of his/her academic knowledge, lack of self-confidence, fear of seeming unprofessional, failing in establishing close rapport with the students, fear of being rejected as a teacher by the students and striving for perfectionism. The in-service teachers also become anxious when they are controlled and observed by the headmasters, mocked by the students and perceived as an ineffective teacher. These anxiety-provoking factors also exist in the body of the literature. For instance, the relationship between their masters and supervisors is an important factor for anxiety (Coates and Thoresen, 1976; Matoti and Lekhu, 2016). Therefore, the teachers become anxious when they are controlled by their supervisors. Similarly, negative evaluation is an anxiety-provoking factor for FLTA (Bernstein, 1983; Smith, 1984; Aydın, 2016). Wood (2000) also concludes that desire for speaking flawlessly causes anxiety in teaching process. Therefore, the affective factors determined by the in-service teachers in the study are consistent with the literature on FLTA.

The main anxiety provoking factors also come from socio-cultural factors. In the study, the most indicated socio-cultural factors are difficulty in managing the classroom, being in a workplace which is distant from his/her hometown and losing classroom management. Likewise, discipline problems and classroom management are anxiety-provoking factors in accordance with the literature (Preece, 1979; Hiebert and Farber, 1984; Wood, 2000; Matoti and Lekhu, 2016). The in-service teachers have also revealed some other socio-cultural factors such as students' negative reflections to English teacher and to English, students' socio-cultural backgrounds, being unable to meet the needs and the demands, being unable to teach in a multi-cultural class, failing in developing empathy with the students and being unable to know the students' backgrounds.

To summarize, in-service teachers in the study have experienced FLTA due to several anxiety-provoking factors categorized into cognitive, affective and socio-cultural constructs. The anxiety factors obtained from semi-structured interviews, open-ended questions and focus group interviews are apparently consistent with the literature. Differently from the literature, the in-service teachers have indicated in the study that they become anxious when they are in a workplace which is distant from the hometown and they are a novice teacher in the eyes of parents.

4.b. What are the strategies in-service teachers employ in order to overcome FLTA?

The in-service teachers have revealed quite a few strategies in order to overcome FLTA in the class and these strategies are classified into cognitive strategies, affective strategies and socio-cultural strategies. Cognitive strategies employed by the in-service teachers are determined as using interactive teaching methods, having trainings on contemporary teaching methods, using more visual and audio-lingual materials, preparing the materials beforehand, arranging lesson plans beforehand, having trainings on individual differences and learning styles and using game-focused activities in the classroom. They also indicate that teachers can be more prepared in using both Turkish and English interchangeably and be more prepared to class and update the lesson. For dealing with FLTA, teachers should revise and review the subjects taught in the class beforehand, improve English language teaching skills, develop pedagogical knowledge on ELT, learn practicing more on teaching and have in-service trainings on contemporary teaching methods. They also need to learn techniques used in controlling the classroom, practice more in the target language, plan lessons beforehand, use materials such as worksheets, use Antropi-teach. However, the most indicated strategies in the cognitive construct are improving pedagogical knowledge on ELT, using interactive teaching methods and learning techniques used in controlling classroom.

For the affective strategies, in-service teachers suggest that teachers should improve self-confidence in teaching, provide an entertaining English setting, improve speaking skills, enhance students' interest and motivation, improve students' psychological competence and mentor the students to learn language. Additionally,

teachers need to motivate students through effective teaching techniques and activities, provide a safe atmosphere for the students, have a positive face rather than a threatening one and encourage students in active participation. Teachers should also be aware of trends in order to establish a good rapport with the students. They can deal with their FLTA through believing on the contemporary aspect of anxiety in due course. They should motivate the learners and improve self-confidence. Likewise, Young (1991) states that motivation, risk-taking and self-esteem are important for overcoming anxiety. Similarly, motivation and self-confidence are also focused on to deal with anxiety (Worde, 1998; Bekleyen, 2004; Zin, 2010).

Even if cognitive and affective strategies outnumber socio-cultural strategies, the in-service teachers suggest some socio-cultural strategies. The most indicated socio-cultural strategies are to provide friendly classroom atmosphere through ice-breakers, arrange, group and organize the classroom and introduce the classroom rules beforehand. Similarly, Dolean (2016) suggests that providing relaxing learning environment is an effective strategy for overcoming anxiety. Additionally, Kitano (2001) claims that generating sense of community in the classroom is important strategy for dealing with anxiety. Friendly classroom environment can be provided through a sense of community. In-service teachers also suggest for overcoming FLTA that teachers can use settle down and stir-up activities to manage the class, improve students' socio-cultural competence, enhance personal experience in a foreign culture and introduce classroom rules definitely and group the students in the activities. Likewise, Elkhafaifi (2005) suggests that familiarizing the students with target language and its culture is useful for dealing with anxiety.

To sum up, FLTA can be overcome through several cognitive, affective and socio-cultural strategies. These strategies are apparently consistent with the literature.

4.c. What do in-service teachers recommend for overcoming FLTA?

In-service teachers recommend that teacher can use interactive and contemporary teaching methods, visual and audio-lingual materials. The materials and lessons plans should be arranged beforehand. Having training on how to manage multi-cultural class, individual differences and learning styles can be useful for alleviating FLTA in the class. Game-focused activities are offered in order to motivate the students and enable active participation. The teacher should have a positive face

rather than a threatening one. The classroom can be arranged and organized in groups to provide communicative teaching environment. Teachers can also use Antropi Teach program on interactive boards to enhance the students' learning process and thus decrease their FLTA.

5. Is the complete taxonomy proposed in literature review part consistent with the findings gathered from both pre-service teachers and in-service teachers?

The findings obtained from qualitative data analysis are apparently consistent with the indicated taxonomy on foreign language learning and teaching anxiety. The tables included in the findings part of this study reveal that the literature review share similar anxiety-provoking factors and strategies employed for overcoming both FLLA and FLTA with the findings obtained from pre-service and in-service teachers. The qualitative data analysis is coherent with the taxonomy proposed in this study which is categorized in accordance with the literature review on FLLA and FLTA.

6.4. Conclusions of the Study

This study aims to reveal taxonomy on both FLLA and FLTA through examining the body of literature related to FLLA firstly, and FLTA secondly. The construct of anxiety in both learning and teaching process is explained through four basic skills such as listening, speaking, reading, writing anxiety. Thirdly, debilitating and facilitative anxiety, anxiety-provoking factors and the strategies employed for overcoming FLLA and FLTA. According to the literature review, it is concluded that both language learners and teachers experience anxiety. It is apparent in the literature that the anxiety is frequently regarded as debilitating and has negative effects on foreign language achievement and production. Nevertheless, several studies have also revealed facilitative effects of anxiety in some certain cases. It is not possible to assert that anxiety is only debilitating because of the fact that anxiety can be somehow facilitative in some situations. Therefore, it can be stated that tolerable amount of anxiety in FLL and FLT can be necessary in some situations but the higher levels of anxiety would not result in success. In order to enable productive learning and teaching environment, the level of anxiety should be decreased in the classrooms. The complete taxonomy on FLLA and FLTA consists of the anxiety-

provoking factors and the strategies for overcoming FLLA and FLTA. The anxiety provoking factors are categorized into cognitive, affective and socio-cultural factors via the literature on FLLA and FLTA. Afterwards, the strategies employed for overcoming FLLA and FLTA are presented with the categorization of cognitive, affective and socio-cultural strategies. The taxonomy on both FLLA and FLTA is presented in the findings part of this thesis. Therefore, it is concluded that the anxiety is common in both FLL and FLT process and the anxiety-provoking factors can be dealt with several strategies.

The main purpose of this thesis is to investigate the construct of anxiety in FLT process experienced by pre-service teachers who are senior students at Balıkesir University Necatibey Education Faculty and have teaching practicum lesson and in-service teachers who have been working for several years at government schools of Ministry of National Education. This study tries to figure out whether the anxiety-provoking factors of these teachers' feeling anxiety are consistent with the literature on anxiety. It is concluded that the findings obtained from the qualitative data analysis in this study are consistent with the literature on the anxiety-provoking factors and the strategies to employ for overcoming anxiety. This study also concludes that these pre-service teachers and in-service teachers suffer from FLTA because of several cognitive, affective and socio-cultural factors. Pre-service teachers have FLTA since teaching will be a new experience for them; they state that they can have difficulty in accepting themselves as a teacher for a new identity. In-service teachers also state that they had a great amount of anxiety in their first teaching experiences and this anxiety had many negative impacts on their behaviours and cognition. The construct of anxiety has negative influence on in-service teachers and some of them in the interviews claim that they still experience in the first lessons of a new term of the year or when they meet new students or new classroom environments. These pre-service and in-service teachers determine quite a few anxiety-provoking factors and provide many strategies for overcoming teaching anxiety. It is concluded in this study that foreign language teachers experience FLTA because of several cognitive, affective and socio-cultural anxiety-provoking factors and FLTA level can be alleviated through cognitive, affective and socio-cultural strategies which are suggested and employed by the participants of the study. In accordance with the literature and the findings obtained through semi-structured

interviews, open-ended questions, the complete taxonomy is proposed on FLLA and FLTA. This taxonomy is prepared through grounded theory, descriptive labels and theoretical codings. Therefore, a common understanding and categorization is aimed to achieve. This study is different from other studies conducted on anxiety since it explores anxiety from the perspective of both the students and also teachers who are pre-service and in-service. And this study consists of anxiety related to four basic language skill such as listening, speaking, reading, writing. This categorization is a new one to the body of literature on FLLA and FLTA as it consists of cognitive, affective and socio-cultural constructs from the perspectives of both pre-service and in-service teachers.

6.5. Pedagogical Implications of the Study

This thesis provides several pedagogical implications for both language learners and teachers. It is essential to accept the fact that teachers and learners feel anxious in foreign language lessons and this type of anxiety is debilitating in many cases (Carrier, Higson, Klimoski, Peterson, 1984). The debilitating effects of anxiety have been revealed in many studies (Keavney and Sinclair, 1978; Bernstein, 1983). Therefore, it is viewed that the level of anxiety should be alleviated so as to achieve effective learning environment and enhance foreign language success in terms of both teachers and learners.

Firstly, this study enables some pedagogical implications for language learners' FLLA. According to the findings revealed in the study, teachers are at the heart of FLL process (Azher, Anwar and Naz, 2010). Teachers and instructors carry a crucial role for performing and enabling success in the classroom. Anxiety can be dealt with the role of teacher at first. Teachers should be flexible and understand the feeling of their students in the classrooms. If they understand the feelings of the learners and show the students that this feeling is normal, the learners' anxiety can be dealt with better (Phillips, 1991). Teachers should also motivate learners and they can reinforce them through some presents, stars or compliments (Spithill, 1980). In order to deal with the anxiety of learners, teachers can use visualization technique with imagery, songs, chants, some other authentic materials, concrete objects, pair-work, games etc. Several approaches such as Suggestology, Natural Approach,

Community Language Learning can be applied in the learning process. For dealing with FLA among learners, teachers' toleration for mistakes and their understanding are very important. Therefore, teachers can improve motivation among learner through providing supportive and friendly environment. Comfortable interaction in the communication between teachers and learners are essential to decrease the level of anxiety of the learners. Teachers should respond the learners' needs in non-threatening learning environment and they can leave the students free. Developing effective learning strategies, permitting learners to learn from each other, providing positive reassurance, encouragement and acceptance, improving the self-esteem and self-confidence of the learners and language achievement are suggested for the teachers if they aim to provide effective learning environment and alleviate learning anxiety. Several suggestions and implications are concluded and asserted in this study in accordance with the findings obtained from the literature review on anxiety and interviews and open-ended questions answered by pre-service and in-service teachers. These suggestions and strategies for overcoming anxiety indicated in the previous parts of the study can be applied in the classroom by the teachers.

Secondly, this thesis has some pedagogical implications for both pre-service and in-service teachers since it is concluded through the literature review and the qualitative data analysis that teachers also have FLTA. They should recognize their anxiety as it is an essential step to deal with FLTA in the classroom (Young, 1991). After they recognize and understand the symptoms of their anxiety, their anxiety sources or the anxiety-provoking factors can be determined in order to apply a strategy for overcoming FLTA (Bernstein, 1983). Teachers can deal with their FLTA through learning how to control the class, preparing lessons before the schedule, planning lessons regularly, practising in English more, using interesting activities in the classroom like group work etc., motivation, minimizing teacher talk and maximising students' talk, using different materials and different strategies, improving self-confidence, reinforcing etc. These recommendations are concluded through the data obtained from interviews and audio-recordings of the study. Accordingly, the literature review recommends that teacher training programs should be provided, comprehension and successful communication between learners and instructors should be supported, teachers need to have open discussions with other colleagues about teaching and teaching methods and have return visits from these

colleagues. It can be also suggested that teachers should focus on the anxiety-provoking factors and accept some amount of anxiety. Teachers can plan daily activities with descent time management and apply e-learning situations and environments, distance learning and computer-based texts. Moreover, experience is an important factor to cope with teaching anxiety and this factor has been stated frequently in the literature and also by the participants of this study. It is apparent that FLTA can be dealt with several strategies and implications. Foreign language teachers can get benefit from these implications so as to have a better teaching environment. The anxiety provoking factors should be determined at first, and then anxiety can be overcome better since teachers can have a chance of understanding the learners' feelings and their own anxiety as well. It can be suggested that almost all of the teachers should overcome their FLTA and despair (Senyshyn, 1999).

In conclusion, both language learners and teachers need to cope with their anxiety. This thesis concludes that their anxiety is generated from cognitive, affective and socio-cultural anxiety-provoking factors. These anxiety-provoking factors can be dealt with through some strategies which are also classified into cognitive, affective and socio-cultural strategies. Therefore, both language learners and teachers should be aware of the fact that the construct of anxiety can stem from several cognitive, affective and socio-cultural factors.

6.6. Limitations of the Study and Suggestions for Further Research

There are several limitations of this study on FLLA and FLTA. One of the limitations is that it consists of the participants as 30 in-service teachers who have been working at the governmental schools of Balıkesir and 35 pre-service teachers of Balıkesir University Necatibey Education Faculty. Thus, it is restricted with only Balıkesir context. Even if the findings from the data obtained from these participants, the results cannot be generalized from Balıkesir context to all other teachers. Therefore, it might be problematic in terms of generalizability.

The other problem of this study is that it seeks for categorizing researches and studies on FLLA and FLTA into cognitive, affective and socio-cultural structures. The taxonomy on anxiety is based on cognitive, affective and socio-cultural factors

and the strategies for overcoming anxiety in both learning and teaching process. This taxonomy or categorization can be improved through focusing on other factors such as meta-cognitive factors etc.

Some further researches can be carried on other contexts with more participants as pre-service and in-service teachers. Grammar skill can be investigated in terms of teaching and learning anxiety. Moreover, the taxonomy can be improved through focusing on other factors and aspects of anxiety.

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APPENDICES

Appendix 1. Semi-Structured Interview Questions for Pre-service Teachers

Semi-Structured Interview Questions: Pre-service Teachers

1. What is your opinion of teaching practicum courses?
2. What major changes do you experience while you are taking teaching practicum?
3. How would you describe your teaching experience?
4. How do your peers describe your teaching English in a real class setting?
5. Could you describe one of your typical teaching practicum day at practice school?
6. Could you tell me what positive/negative impacts your teaching experience has had on your teaching?

Appendix 2. Semi-Structured Interview Questions for In-service Teachers

Semi-Structured Interview Questions: In-service Teachers

1. What is your opinion of your English teaching?
2. What major changes do you experience while you are teaching?
3. How would you describe your teaching experience?
4. How do your colleagues describe your teaching English in general?
5. Could you describe one of your typical day at school?
6. Could you tell me what positive/negative impacts your experience has had on your teaching?

Appendix 3. Open-ended Questions for Pre-service Teachers

Gender:

Age:

Teaching Experience:

Background Education:

E-mail address:

Mobile phones: (optional)

Interview Questions

1. How would you describe your experience in your school experience course?
2. How did you feel in your first encounter with the students in a class?
3. Did you feel anxious while encountering with the students in a class?
4. If yes, why did you feel anxious? Please, state your reasons.
5. Do you still feel anxious while encountering with the students in a class?
6. If yes, why do you feel anxious? Please, state your reasons.
7. Have you ever employed any strategy to overcome this anxiety? If yes, what are they?
8. Do you think this anxiety will have a negative impact on your teaching? If yes, how do you think it will affect you?

9. In your school experience course, do you feel anxious while teaching in the presence of your peers and practice teachers in the class? If yes, why do you feel so?

Appendix 4. Open-ended Questions for In-service Teachers

Gender:

Age:

Teaching Experience:

Background Education:

E-mail address:

Mobile phones: (optional)

Interview Questions

1. How would you describe your first teaching experience (official) in a class setting?
2. How did you feel in your first teaching experience?
3. Did you feel anxious while teaching in class in your first teaching experience?
4. If yes, why did you feel anxious? Please, state the reasons.
5. Do you still feel anxious while teaching in class?
6. If yes, why do you feel anxious? Please, state the reasons.
7. Have you ever employed any strategy to overcome Foreign Language Teaching Anxiety (FLTA)? If yes, what are they?

8. Does FLTA have a negative effect on your teaching? If yes, how would you describe its negative effect on you?

9. Do you have pre-service teachers? Do you feel anxious while teaching in their presence in the class? If yes, why do you feel so?

Appendix 5. Sample Open-ended Questions for Pre-service Teachers

Gender: Male

Age: 21

Teaching Experience:

Background Education: Prep class

E-mail address:

Mobile phones: (optional)

Interview Questions

1. How would you describe your experience in your school experience course?

School experience course is described as a training course

2. How did you feel in your first encounter with the students in a class?

I feel nervous because I feel like a student myself

3. Did you feel anxious while encountering with the students in a class?

Yes, I did I felt anxious

4. If yes, why did you feel anxious? Please, state your reasons.

I think that I am not ready for teaching something.

5. Do you still feel anxious while encountering with the students in a class?

No, I don't feel anxious because I am trying to teach something new. I am like a friend with students.

6. If yes, why do you feel anxious? Please, state your reasons.

7. Have you ever employed any strategy to overcome this anxiety? If yes, what are they?

Yes, I have tried to search new materials for teaching lesson. I have tried to attend meeting about school.

8. Do you think this anxiety will have a negative impact on your teaching? If yes, how do you think it will affect you?

Yes, I think that this anxiety will have negative impact if it is not taken precaution.

9. In your school experience course, do you feel anxious while teaching in the presence of your peers and practice teachers in the class? If yes, why do you feel so?

No, I feel very positive while teaching in the presence of my p
I get on well with my peers.

Semi-structured Interviews

1. What is your opinion of teaching practicum courses?

I think it is useful for teacher candidates. It prepares the students to real teaching atmosphere. We learn some theories about methodology and teaching and we apply our knowledge in the practice course.

2. What major changes do you experience while you are taking teaching practicum?

I was doubtful whether I can teach or not. I had no self-confidence. In my first experience, I felt stressful and discouraged but in my second experience, I overcome my stress.

3. How would you describe your teaching experience?

Teaching new things to the new people is onerous. I was stressful but I overcome this.

4. How do your peers describe your teaching English in a real class setting?

They like my teaching method.

5. Could you describe one of your typical teaching practicum day at practice school?

When I want to teach vocabulary, I start the lesson with song. I bring some flashcards and realias to the classroom. I use the words in the sentences.

6. Could you tell me what positive/negative impacts your experience has had on your teaching?

- I saw real class setting
- I understood the needs of the students.

Appendix 7. Sample Open-ended Questions for In-service Teachers

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(45)

Gender: Female
Age: 33
Teaching Experience: 10
Background Education: Lisans
E-mail address:
Mobile phones: (optional)

Interview Questions

1. How would you describe your first teaching experience (official) in a class setting?
I was very excited and had difficulty in classroom management.
2. How did you feel in your first teaching experience?
I was very excited and anxious. I was trying not to make mistakes.
3. Did you feel anxious while teaching in class in your first teaching experience?
Yes, I did.
4. If yes, why did you feel anxious? Please, state the reasons.
I didn't know the students. I had no experience how to respond to students' problems.
5. Do you still feel anxious while teaching in class?
No.
6. If yes, why do you feel anxious? Please, state the reasons.
—

7. Have you ever employed any strategy to overcome Foreign Language Teaching Anxiety (FLTA)? If yes, what are they?
I used more ^{visual} materials to focus their attention on the materials other than me. I used technological devices.
8. Does FLTA have a negative effect on your teaching? If yes, how would you describe its negative effect on you?
No.
9. Do you have pre-service teachers? Do you feel anxious while teaching in their presence in the class? If yes, why do you feel so?
Yes, I sometimes feel anxious. Because they are there to observe you and I try not to make a mistake.

Appendix 8 Sample Open-ended Questions for In-service Teachers

Gender: Female
Age: 23
Teaching Experience: 1 year
Background Education: Gazl University (Undergraduate), Conakrole 18 Novit University (Graduate)
E-mail address: qdrn.95@gmail.com
Mobile phones: (optional)

Interview Questions

1. How would you describe your first teaching experience (official) in a class setting?
My first teaching experience was in my intern school which was a Science High School where sts are quite successful. Therefore, it was fairly easy to deal with some unexpected problems in the class. However, when they were knowledgeable of everything as a teacher, you can fear of making any mistake during lesson.
2. How did you feel in your first teaching experience?
I was pretty nervous about whether there would be a problem that I could not manage. But, when you planned what you were gonna do in your class, there would not be caveats there except for some things towards classroom management.
3. Did you feel anxious while teaching in class in your first teaching experience?
Yes, it was so.
4. If yes, why did you feel anxious? Please, state the reasons.
Cause I thought that I could be not sufficient about the case of classroom management or administrating classroom activities.
5. Do you still feel anxious while teaching in class?
As long as I'm prepared for the class with materials, I don't feel so.
6. If yes, why do you feel anxious? Please, state the reasons.
7. Have you ever employed any strategy to overcome Foreign Language Teaching Anxiety (FLTA)? If yes, what are they?
As far as I find some different kinds of materials or sources about target topics; through these materials, I try to implement different things such as pair or group works, extra worksheets, which help me so in overcoming these worries.
8. Does FLTA have a negative effect on your teaching? If yes, how would you describe its negative effect on you?
In the early years of my teaching experience, my answer is yes because I sometimes forgetting what I would do because of the mood of anxiety. But for now, there is no such kind of thing.
9. Do you have pre-service teachers? Do you feel anxious while teaching in their presence in the class? If yes, why do you feel so?

