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Department of Foreign Language Education

English Language Teaching Program

ENGLISH LANGUAGE STUDENT TEACHER ANXIETY IN ONLINE AND FACE-TO-FACE
PRACTICUM

Ramazan YETKİN

Ph.D. Dissertation

Ankara, 2023

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



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ÇEVİRİMİÇİ VE YÜZ YÜZE ÖĞRETMENLİK UYGULAMASINDA İNGİLİZCE ÖĞRETMEN
ADAYI KAYGISI

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Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

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This dissertation, prepared by **RAMAZAN YETKİN** and entitled “English Language Student Teacher Anxiety in Online and Face-To-Face Practicum “has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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Abstract

Language learning is an indispensable part of the current educational system. Researchers and educators are striving to discover the most effective methods of teaching and acquiring additional languages. In addition to studies on second language acquisition (SLA), extensive research has been conducted on various factors influencing this process, including affective factors such as anxiety. Numerous studies have explored anxiety in relation to foreign language learning, teacher and teaching anxiety, and the impact of anxiety on the teaching and learning processes. However, insufficient attention has been given to investigating EFL student teacher anxiety, necessitating further research in this area. Therefore, the present study aims to uncover EFL student teacher anxiety during their teaching practice and examine the changes in anxiety levels experienced by pre-service English teachers over time. A mixed-methods approach employing a sequential explanatory design model was adopted for this study. A total of 182 EFL student teachers participated, providing quantitative data through a 5-point Likert scale called the Foreign Language Student Teacher Anxiety (FLSTA) scale. Additionally, 14 participants were involved in qualitative data collection, which included interviews and reflective journals. The collected data were analyzed statistically to obtain descriptive and explanatory results. The findings revealed that participants in each group (junior and senior students in online practicum, and senior students in face-to-face practicum) exhibited a moderate level of anxiety. Furthermore, the sources of anxiety and the solutions to alleviate anxiety levels varied across different educational settings.

Keywords: anxiety, student teachers, English language teaching, foreign language anxiety, foreign language student teacher anxiety, teacher education.

Öz

Dil öğrenimi, mevcut eğitim sisteminin vazgeçilmez bir parçasıdır. Araştırmacılar ve eğitimciler, ek dilleri öğretmek ve edinmek için en etkili yöntemleri keşfetmeye çalışmaktadır. İkinci dil edinimi üzerine yapılan çalışmalara ek olarak, kaygı gibi duyuşsal faktörler de dahil olmak üzere bu süreci etkileyen çeşitli faktörler üzerine kapsamlı araştırmalar yapılmıştır. Çok sayıda çalışma, yabancı dil öğrenimi, öğretmen ve öğretim kaygısı ile kaygının öğretim ve öğrenme süreçleri üzerindeki etkisi ile ilgili olarak kaygıyı araştırmıştır. Ancak, yabancı dil olarak İngilizce öğrenci-öğretmen kaygısının araştırılmasına yeterince önem verilmemiştir ve bu alanda daha fazla araştırma yapılması gerekmektedir. Bu nedenle, bu çalışma, İngilizce öğretmen adaylarının öğretmenlik uygulamaları sırasında yaşadıkları kaygıyı ortaya çıkarmayı ve zaman içinde yaşadıkları kaygı düzeylerindeki değişiklikleri incelemeyi amaçlamaktadır. Bu çalışma için sıralı açıklayıcı tasarım modelini kullanan karma yöntem yaklaşımı benimsenmiştir. Toplam 182 İngilizce öğretmeni adayı çalışmaya katılmış ve Yabancı Dil Öğretmeni Adayı Kaygısı (FLSTA) ölçeği olarak adlandırılan 5'li Likert ölçeği aracılığıyla nicel veriler sağlamıştır. Ayrıca, 14 katılımcı mülakat ve yansıtıcı günlükleri içeren nitel veri toplama sürecine dahil olmuştur. Toplanan veriler, betimleyici ve açıklayıcı sonuçlar elde etmek için istatistiksel olarak analiz edilmiştir. Bulgular, her iki gruptaki katılımcıların (çevrimiçi uygulama yapan üçüncü ve son sınıf öğrencileri ile yüz yüze uygulama yapan son sınıf öğrencileri) orta düzeyde kaygı sergilediğini ortaya koymuştur. Ayrıca, kaygı kaynakları ve kaygı düzeylerini azaltmaya yönelik çözümler farklı eğitim ortamlarında değişiklik göstermiştir.

Anahtar sözcükler: kaygı, öğretmen adayları, İngilizce öğretimi, yabancı dil kaygısı, yabancı dil öğrenci öğretmen kaygısı, öğretmen eğitimi.

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To my dad, MEMET ALI

And my little son, ALI

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Symbols and Abbreviations

ANOVA: Analysis of Variance

BA: Bachelor Degree

CoHE: The Council of Higher Education

COVID-19: Corona Virus Disease-2019

EFL: English as a Foreign Language

ELT: English Language Teaching

ERT: Emergency Remote Teaching

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLSTA: Foreign Language Student Teacher Anxiety

FLSTAS: Foreign Language Student Teacher Anxiety Scale

GPA: Grade Point Average

L1: First Language

L2: Second Language

MANOVA: Multivariate Analysis of Variance

MoNE: Ministry of National Education

PIF: Personal Information Form

SLA: Second Language Acquisition

STA: Student Teacher Anxiety

STAS: Student Teacher Anxiety Scale

SPSS: Statistical Package for Social Sciences

TCHAS: Teaching Anxiety Scale

T-FLAS: Telecollaborative Foreign Language Anxiety Scale

TMC: Thesis Monitoring Committee

Chapter 1

Introduction

This chapter is the introductory chapter that provides the content of the study and its aims, and discloses the problem that the study is shaped around along with the purpose and significance of the study. The current study mainly aims to reveal foreign language student teachers' anxiety in an online and face-to-face education environment, their anxiety levels, sources of their anxiety, and anxiety-provoking factors. It also aims to reveal the effect of microteaching and practicum on their anxiety levels. Moreover, the study tries to solve anxiety problem by defining anxiety-lowering factors that alleviate EFL student teachers' anxiety.

The studies on anxiety are quite many (e.g., Gardner & Macintyre, 1993; Thompson, 1963; Young, 1991) and anxiety generally defined as a state of apprehension originating from intimidating factors (Scovel, 1991) that includes distress, worry and hope referred to future (Thompson, 1963). Language anxiety, similarly, defined as a complicated and multisided phenomenon (Young, 1991) that causes apprehension when using another language. Even though many studies conducted in anxiety literature encompassing anxiety in educational settings (e.g., Thompson, 1963), Horwitz et al., (1986) was the pioneer researchers who conceptualized anxiety in foreign language classrooms. They defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). By developing their well-known Foreign Language Classroom Anxiety Scale (FLCAS), they categorized foreign language anxiety in three dimensions: communication apprehension, fear of negative evaluation and test anxiety. However, foreign language anxiety was mostly applied to language learners. In teacher and teaching anxiety dimension, it was noted that anxiety is a reality in classroom and it impacts teachers as it did learners (Horwitz, 1996) that should be handled carefully (Merç, 2011) because it mainly deals with emotional

states of teachers (Merç, 2015) that can be distorted by disruptive students, classroom management problems, strict performance standards, and many other factors (Horwitz, 1996).

Student teacher anxiety, on the other hand, mainly attributed to tension during teaching practice. Teaching practice can be defined as “the period when student teachers are aided to put into practice the theories and principles of education which they have learned in the classrooms as they teach students in the partnership schools” (Ogonor & Badmus, 2014, p.1) so that practice prepares student teachers for real life (Danner, 2014). Anxiety is a concern during that process (e.g., Kokkinos et al., 2016; Alpan et al., 2014) and student teachers are observed to have anxiety during their teacher training. Thompson (1963) was one of the earlier researchers in student teacher anxiety literature and he concluded that many factors such as supervisors’ expectations, mastery of subject matter, lesson plans, pupils etc. triggered anxiety as the sources of it. In the end, he suggested that anxiety had a debilitating effect on student teachers’ mental efficiency and classroom management. Many of the following pioneering studies on student teacher anxiety (e.g., Capel, 1997; Hart, 1987; Morton et al., 1997) found that anxiety has a place in student teacher anxiety that negatively impact their practice teaching.

Foreign language student teacher anxiety (hereafter FLSTA) is a distinct and latest concept that mainly deals with the anxiety experienced by foreign language student teachers in practicum. According to Merç (2010), it differs from teacher anxiety because student teachers are not still real teachers. Even though it is not clearly defined in literature, Merç (2015) indicated FLSTA as important concept by stating that foreign language student teachers experienced highest level of anxiety among all other disciplines. El-Okda and Al-Humaidi (2003) were the leading researcher exclusively focusing on FLSTA even though Numrich (1996) focused on language teacher anxiety in an English as a Second Language (ESL) context. In their work, they revealed six causes of anxiety as follows: interaction with students, interaction with peers, interaction with other

language teachers, interaction with supervisors, planning and written work checking and classroom management. Similarly, Merç (2011) found out student and class profiles, classroom management, teaching procedures, being observed, mentors and miscellaneous as the sources of anxiety experienced by foreign language student teachers.

Up until now, many studies have been conducted on anxiety (Cheng, 2002; Horwitz et al., 1986), student teacher anxiety (Capel, 1997; Hart, 1987; Preece, 1979, Thompson, 1963), foreign language teaching anxiety (Canessa, 2006; Horwitz, 1996) and foreign language student teacher anxiety (El-Okda & Al-Humaidi, 2003; Merç, 2004; İpek, 2006). Additionally, many studies indicated that anxiety has an essential and considerable place in educational processes. Even though there is a wide range of studies on anxiety and teaching, and learning, the number of studies exclusively focusing on foreign language student teacher anxiety is very few. Moreover, those studies on foreign language student teacher anxiety (hereafter FLSTA) are about the effect of practicum on their anxiety. The evolution of FLSTA from the third grade on (this is the time when most of the student teachers begin to take content-specific courses and carry out microteaching) up until graduation has yet to be under scrutiny to date. Also, many previous studies explored student teacher anxiety in either online or face-to-face education. Therefore, comparing and contrasting two diverse educational settings will bring fruitful outcomes to anxiety literature and teacher education.

As anxiety experienced by student language teachers has not been much studied by the researchers, the present study focuses on FLSTA in Turkish EFL setting delving into the associated underlying. By doing so, this study attempts to accomplish improving the process of teaching practicing and to help student language teachers overcome their teaching anxiety by revealing anxiety factors that can be eliminated.

Statement of the Problem

“Teachers: the new generation will be your masterpiece” (Atatürk).

Becoming a teacher is a very prestigious job, but it requires a great deal of attention while conducting to meet the requirements and responsibilities set in the above famous quote. In every teacher education department, microteaching and practicum courses are required to take and pass as it is crucial to practice teaching before student teachers, and foreign language education is no exception. During this process, student teachers are observed to experience heightened anxiety due to some in and out-of-class factors such as the student teachers' responsibilities for classroom management, pupils, supervisor teacher observation, or upcoming placement exams or plans after graduation. Anxiety, as one of the inevitable affective factors, has an important place in this process of practicing teacher.

Although some anxiety is thought to support teaching quality and help improve language teachers, when it is not managed well, high levels of anxiety might prevent student language teachers from being an effective and successful teacher. Exploring the sources of anxiety and factors related may lead to finding out ways to eliminate anxiety or decrease anxiety levels of student language teachers, which also improves the quality of practicum courses.

Teaching Practice is one of the most crucial experiences for student teachers in the process of becoming a teacher (Paker, 2008). According to MoNE Legislation (1998/2498), it is a process that provides prospective teachers with teaching experience in the classroom in the field they will teach and at the relevant teaching level, and enables them to teach a specific course or lessons in a planned manner; as a result of which implementation activities are discussed and evaluated. Therefore, it is undoubtedly one of the most important experiences in pre-service teacher training (Paker, 2008) and it offers student teachers with the purposes of observing the special teaching methods and techniques in them, performing practical applications using this method and termination, planning independently from a lesson, developing lesson-related activities and materials,

preparing the appropriate learning environment, managing the classroom, distributing, evaluating, reflecting and doing (Zeybek & Karataş, 2022).

According to MoNE Legislation (2018/25172143), teaching practice courses is compulsory for all student teachers to complete and they should visit their schools six hours a week to carry out necessary practices and they are required to carry out at least four times of teaching under the supervision of their mentors. In the current study, all the participatory student teachers were required to carry out their practicum as necessitated in the aforementioned legislation. Face-to face practicum group visited their school weekly and carried out their practicum related activities in their host school. In the online practicum process, which were necessitated due to breakdown of Covid-19, student teachers were required to carry out their practicum by using online education tools similar to face-to-face practicum. Hence, student teachers in online practicum were to attend their practicum, observe their mentor's teachings, teach in the online classroom by using online conferencing tools, and prepare their portfolios. Similarly, junior students were required to carry out their microteachings in online classrooms as organized by their university teachers. Regardless of the setting, all the students carried out their duties, as enforced by the legislation, and their practicum related anxiety were measured for its level, type and intensity.

Aim and Significance of the Study

Teacher training is among the most critical parts of the education process in every country since teachers will raise the next generations. In this sense, governments and institutions organize many seminars, conferences, and plenaries to look for ways to improve teacher education. It has been a widely respected and researched study area for centuries. During the teacher training process, anxiety, as one of the most studied affective factors, significantly has been reported to affect this process. Therefore, researching anxiety in student teacher education process (e.g., Thompson, 1963) is

thought to help policymakers and teacher trainers to open a new gate to the solutions to the commonly faced problem.

In this research context, foreign language student teacher anxiety is a recent term that refers to teacher candidates' anxiety. It differs from in-service teachers since they are on the way to becoming teachers, not real teachers (Merç, 2010). Hence, anxiety studies cannot explain their anxiety concerns and require scrutiny of their unique context (e.g., Merç, 2004, 2010; İpek, 2006). Many of the previous few studies presented above have intended to reveal FLSTA during or before, and after the practicum. This study, similar but complementary, is dedicated to showing student teachers' anxiety over a course of time by adopting a cross-sectional study design.

Research Questions

As explained earlier, the primary purpose of this study is to scrutinize the types and levels of anxiety of foreign language student teachers in online and face-to-face practicum in teacher training departments of different universities. The study also aims to reveal anxiety-provoking factors concerning their in-class and out-class interactions, emotions, and experiences. To achieve this, student teachers from different universities participated in the study during their online and traditional face-to-face practicum courses process. Additionally, the sources of student teachers' anxiety and solutions to those problems are also looked into. Concerning these issues, the following research questions were formulated to seek answers to them;

1. What is the level of anxiety experienced by foreign language student teachers during their teaching practice in Turkish context?
2. What are the primary factors contributing to anxiety among student teachers during their practice teaching?
3. What are the proposed strategies to effectively manage and mitigate teaching anxiety experienced by student teachers?

4. What is the difference in the type and intensity of anxiety experienced by junior and senior students in online classrooms?
5. What is the difference in the type and intensity of anxiety experienced by male and female participants?
6. How does short-term teaching experience impact the level of anxiety experienced by student teachers?

Assumptions

The present study is built on several assumptions. The first assumption is that the current study will contribute to anxiety research literature and practicum in teacher education by combining various data collection techniques. By scrutinizing the causes of anxiety, the study outcomes are assumed to be used to upgrade the current teacher education process.

Secondly, following a mixed-methods study design on the current study will ensure the optimum reliability of the study results. By comparing the data sets (qualitative and quantitative) with each other, more valid and reliable results are assumed to be drawn.

Finally, all the participants in the study were selected based on voluntariness. Therefore, it is assumed that participants' turnouts to the data collection tools will be reliable.

Limitations

Limitations of a study or research could be defined as the boundaries of any research that limits that specific research going beyond. It could be due to the number or variety of participants, used sampling method, research design, data analysis tools and techniques, or research bias. Almost all of the studies are bound to have some limitations in social sciences, and the following limitations are the main limitations of the present study.

The number and variety of participants are major limitations in the present study. The study includes 182 EFL teachers for quantitative and 14 for qualitative data. The number and variety of the students' profiles could be diversified to generalize the study outcomes.

Also, sampling is another major constraint in the present study. Even though non-probability sampling is vastly used in social sciences research, the inclusion of probability sampling in research gives the researcher a more robust chance to generalize study outcomes to a larger population more confidently.

Then, applied statistical techniques are also another drawback of the current study. In the qualitative part, the data were analyzed for descriptive results, including comparison tests. Similarly, qualitative content analysis was used in the present study to analyze vast qualitative data. Utilizing more detailed analysis techniques such as Conversation Analysis would help the researcher to benefit both from participants' oral or written reflections and their non-verbal communication tools such as mimes and gestures.

Also, a sequential explanatory mixed-methods research design was used in the current study, and descriptive and explanatory results were sought. Using explanatory results will give the researcher more conclusive and future-oriented outcomes and explore the topic more in-depth.

Lastly, the present study was conducted in a Turkish setting. Designing a study that is comparative in nature could be more conclusive and wider in outcomes. Also, the present study makes use of online and face-to-face education. Exploring EFL student teachers' anxiety in online learning and comparing it with the face-to-face settings mentioned above could be more conclusive because blended learning is widely used today.

Definitions

Anxiety: Anxiety as an affective variable has been researched vastly; therefore, many definitions have been uttered. To give depth to its meaning as an affective variable, some of the most noticeable definitions in literature have been given below;

“subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 15).

a state of apprehension, the uneasiness of unclear distress resulting from something intimidating (Scovel, 1991).

“a complex, multidimensional phenomenon” (Young, 1991, p. 434)

Foreign language anxiety: “the worry and negative emotional reaction aroused when learning or using a second language” (MacIntyre, 1999, p. 27).

“a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986 p. 128).

Teacher Anxiety: Teacher anxiety can be defined as a teacher’s tension when they are dealing with a target language before the class that triggers their teaching anxiety and cause to refrain them from target language use to some extent.

Teaching Anxiety: conceptualize teaching anxiety as “anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities” (Gardner & Leak, 1994, p.28).

Student teacher anxiety: Student teacher anxiety is a special kind of anxiety attributed to tension and apprehension during teaching practice in real classrooms.

Practicum: “the period when student teachers are aided to put into practice the theories and principles of education which they have learned in the classrooms as they teach students in the partnership schools” (Ogonor & Badmus, 2006, p.1)

Foreign language student teacher anxiety: teacher candidates' anxiety is different from in-service teachers since they are on the way to becoming teachers, not real teachers now (Merç, 2010). Merç (2010) listed six main sources of foreign language student teacher anxiety: student and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

Chapter Summary

The introductory chapter introduces the study's content, aims, problem statement, purpose, and significance. This chapter also outlines the research questions and assumptions and explains the study's limitations. In short, the study aims to reveal foreign language student teachers' anxiety in an online and face-to-face education setting, their anxiety levels, sources of their anxiety, and anxiety-provoking factors. It also aims to find solutions to anxiety by defining anxiety-lowering factors that alleviate EFL student teachers' anxiety and how the factors are to be used to mitigate their practicum anxiety. The statement of the problem highlights the gap in the literature concerning foreign language student teacher anxiety and the lack of research into the evolution of FLSTA from the third grade up until graduation since the majority of the previous studies in literature only focuses on practicum anxiety in the last teaching year of students before graduation.

To this end, the research questions seek to determine the prevalence and severity of anxiety experienced by foreign language student teachers during their teaching practice, classify the primary factors contributing to anxiety among student teachers during their practice teaching, recommend strategies to effectively manage and mitigate teaching anxiety experienced by student teachers, and determine the difference between anxiety levels experienced by student teachers in online and face-to-face classrooms. The study is significant as it helps policymakers and teacher trainers to open a new gate to the solutions to the commonly faced problem of anxiety in teacher education and training.

Chapter 2

Theoretical Basis of Research and Literature Review

Introduction

This chapter aims to provide a theoretical framework and background for the study by referring to relevant literature. The chapter will be organized under the main chapter of this study around anxiety. At first, anxiety will be explained in detail because it is one of the most important affective factors, and the study frames it. After defining anxiety by giving definitions and examples from the anxiety research literature, foreign language anxiety will be explained in detail. The anxiety flow will follow a general view at first. Specific types of anxiety will be included until the anxiety research is down to the current studies area of research. Foreign language anxiety, teacher anxiety, teaching anxiety, language anxiety, student teacher anxiety, and foreign language student teacher anxiety will be defined, analyzed, synthesized, and explained by examples from the anxiety study literature. Then, seminal works will be presented under each subtitle. In the end, the chapter will be summarized.

Anxiety

“Stress is an ignorant state. It believes that everything is an emergency. Nothing is that important.” (Natalie Goldberg)

Anxiety, as one of the critical elements of affective variables, is defined as a state of apprehension, the uneasiness of unclear distress resulting from something intimidating (Scovel, 1991) that includes “fear, apprehension, and hope referred to the future” (Thompson, 1963, p. 435). Affective variables mean an individual's sensitively relevant personality affects how to respond to a specific situation. In the case of language learning, many factors have been included in the categorization of affective factors, such as attitude, motivation, and self-confidence, and anxiety is no exception (Gardner & Macintyre, 1993). Anxiety is one of the most researched research areas because of its

influential role in human life, which intervenes in various studies and education is no exception. Exclusively in the educational setting, language anxiety is defined as “a complex, multidimensional phenomenon” (Young, 1991, p. 434) that causes apprehension when using another language in which the user is not completely proficient. According to Horwitz et al. (1986), language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Gardner and Macintyre (1993) noted that language studies concerning anxiety revealed that anxious learners are expected to be less proficient in verbal production, be slow learners of basic learning and production, will not be willing to raise their hands and answer questions in the classroom, and will be unwilling to express personal information in a second-foreign language conversation. Moreover, it is also said that language anxiety stems directly from previous negative experiences attached exclusively to speaking. High anxiety levels at the beginning could be reduced as learners gain proficiency in the language.

Gardner and Macintyre (1993) saw anxiety as a stable personality trait attached to learners' tendency to react to a tense situation while speaking, listening, reading, and writing. Even though anxiety is mainly attributed to something negative in the language learning and teaching process, its reasons and causes cannot be attributed to one-dimensional and directional issues. Scovel (1978) mentioned that “the research into the relationship of anxiety to foreign language learning has provided mixed and confusing results immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct” (p. 132). Oxford (1999) stated that moderate anxiety could foster learners' learning process even to the peak levels, but a high level of anxiety can also hinder their learning process. This kind of anxiety also triggers worry, doubt, apprehension, insecurity, frustration, and prevention (Oxford, 1999), and it can also cause students to refrain from their studies and drop their courses entirely to ease their levels of anxiety (Horwitz et al.,1986). Yet, harmful anxiety could be quite different depending on

the learners' characteristics, such as background, personality, educational past, and classroom setting itself; that's why its circumstances and impact on learning are not easy to assess (Scovel, 1991). Like Oxford's (1999) position above, Scovel (1978) also noted a dual approach to anxiety, meaning that learning is enhanced through an individual's negative and positive feelings. The desired performance in any learning, including language learning, requires some anxiety to trigger the neuromuscular system to optimize performance levels. Yet much anxiety could disrupt complex neuromuscular systems and learning outcomes. Learners need some anxiety to facilitate their learning process and results, but much of that anxiety could hinder their performance.

MacIntyre and Gardner (1991) listed anxiety into three basic categories; trait anxiety, state anxiety, and situation-specific anxiety. According to relevant literature, trait anxiety is stable anxiety (MacIntyre, 1999); state anxiety is changing/dynamic anxiety (Spielberger, 1976), and situation-specific anxiety is a kind of anxiety attributed to a particular source (Chan & Wu, 2004). Trait anxiety can be defined as "individuals who are more anxious and more likely to become anxious regardless of the situation are referred to as having trait anxiety; that is, anxiety is a part of their character or an aspect of a more serious disorder" (Paphamihel, 2002, p. 330). State anxiety, on the other hand, can be explained as an emotion or feeling which is "experienced concerning some particular event or act" (Brown, 2000, p. 151). Situation-specific anxiety is also related to tension or apprehension resulting from a specific situation or event (Ellis, 1994). There is also another distinction of anxiety categories in the literature as facilitating anxiety and debilitating anxiety. While facilitating anxiety channels peoples' efforts in the right direction, debilitating anxiety damages performance. In this sense, "facilitating anxiety motivates learners to fight the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to flee the new task; it stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978, p. 139). Therefore, language teachers guiding students toward facilitating anxiety through

brand-new activities, positive and corrective feedback, and recommendation to adopt new situations is essential. Bringing new learning tasks and situations to the classroom and giving learners new chances and opportunities to experience these kinds of different situations, new tasks, and learning tools can divert their debilitating anxiety to facilitating anxiety for a more desired learning outcome. It can also support learners' motivation for facing and challenging new learning situations. Also, learners' facilitating anxiety could be fostered through scaffolding to motivate their learning experience for further improvements.

Foreign Language Anxiety

“Foreign language anxiety can inhibit a teacher's ability to effectively present the target language, interact with students, and serve as a positive role model as a language learner. When language teachers are not comfortable using the target language, they may unconsciously choose instructional strategies that shield them from having to use the language publicly and actively. Instead, anxious foreign language teachers may tend toward linguistic interactions that are predictable and more easily controlled. Language teachers with higher levels of language anxiety may also communicate negative messages about language learning to their students. If the teacher does not appear comfortable speaking the foreign language, how can students be expected to believe that they will be able to speak the language?” (Horwitz, 1996, p. 366)

As seen in the above paragraph by Horwitz (1996), anxiety or, more exclusively, foreign language anxiety place an essential role in the teaching and learning process in the classrooms. By definition, foreign language anxiety is a special kind of anxiety associated with foreign language classrooms. As explained by Horwitz et al. (1986) in their seminal work on foreign language anxiety, foreign language anxiety (hereafter FLA) is “a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning

process" (p. 128). According to Horwitz et al. (1986), many people see foreign language learning, exclusively in the classroom setting, specifically worrying, just like those who consider anxiety inhibiting them from performing better in science and mathematics. Many causes of foreign language anxiety have been reported so far. Young (1991) indicated six causes of language anxiety; personal and interpersonal anxiety, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing. Similarly, Young (1990) also indicated that speaking in front of the class is a source of anxiety. He proposed that teachers' comfortable and positive approach to error correction can significantly decrease language anxiety.

Similar results were also found in the Chinese Context (Liu & Jackson, 2008). The study showed that speaking is associated with the highest anxiety among anxious language students. Similarly, it is seen that participants' unwillingness to speak is positively correlated with their foreign language anxiety.

Even though foreign language anxiety is mainly attributed to language learners, it affects teachers similarly. Foreign language anxiety is a more serious problem than anticipated because it can affect teachers' high potential to teach effectively, design the amount of input students receive, and, more importantly, it affects teachers' roles as role models before the students (Horwitz, 1996).

As teachers try to reduce learners' harmful anxiety before they begin to deliver instruction, language teachers' foreign language anxiety should be considered and accepted to combat them (Horwitz, 1996). According to Horwitz (1996), teachers should be aware of their own and other language teachers' emotions and feelings of anxiety and should act accordingly to lower the level of foreign language anxiety by following these recommendations; permit to be less perfect speakers, acknowledge feelings of culture shock, take credit for language achievement, become more aware of the language learning process, imagine speaking better in the stresses of classroom teaching, plan

improvement of language proficiency, and be supportive of other teachers and students. All in all, it should be acknowledged that both anxiety and, more exclusively, foreign language anxiety are two-sided and can affect teachers and learners simultaneously and similarly. That's why the emphasis should not be only put on learners but the impact of anxiety on teachers should be concerned. As teachers try to ease students' tension before each class by including many activities, teachers' tensions should be handled and eased. Language teachers should challenge to alleviate their tensions while they are focusing on learners' tensions by collaborating, as Horwitz (1996) proposed in the preceding lines so that they can help themselves and their students most effectively.

Many previous studies included anxiety as a determinant in language learning process (e.g., Thompson, 1963; Preece, 1979), yet Horwitz et al., (1986) were the leading researchers who conceptualized foreign language anxiety studies and drew the framework of these studies utilized mainly by almost all the anxiety researchers. By forming a Foreign Language Classroom Anxiety Scale (FLCAS), they revealed that foreign language anxiety is a different syndrome from general anxiety. It mainly includes communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension is learners' apprehension and tension to communicate in a second or foreign language before the public. Refraining from using language has been explained as one of the key parts of foreign language anxiety (Horwitz et al., 1986). Many previous studies indicated that anxiety is mostly attached to speaking and communicating in another language and triggers the arousal of learners' anxiety (e.g., Horwitz, 1996). Fear of negative evaluation is the fear of making mistakes during the language learning process so that they would be evaluated negatively by their peers, pupils, or teachers. Especially in speaking parts of classroom activities, learners mainly refrain from expressing themselves in a foreign language because of the fear of making mistakes and being judged negatively by other participants in their class. In many following studies concerning classroom anxiety, fear of negative evaluation by peers, pupils, teachers, or

supervisors has been seen as one of the leading anxiety-provoking factors of learners. (e.g., Hart, 1987; Kim & Kim, 2004; Morton et al., 1997). Test anxiety, on the other hand, occurs when the learners hold tension toward academic evaluation or failure and is defined as the fear of failing in tests and experiencing unwished outcomes due to that failure, especially in the classroom setting.

In his literature review on language learning anxiety, Young (1991) found six primary sources of language anxiety that were mainly associated with learners, teachers, or instructional practice. His study identified personal and interpersonal anxiety, learners' beliefs about language learning, instructors' beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing as the main anxiety-provoking situations in language classrooms.

Saito and Samimy (1996) tried to disclose foreign language anxiety and its effect on beginning, intermediate, and advanced-level college students' language performance. They found that foreign language anxiety has a negative impact on learners' performance. It is also revealed that the effect of foreign language anxiety on learners' performance increases as their instructional levels increase. They suggested that to reduce the harmful impact of foreign language classroom anxiety over learners' language performances, teachers should be aware of these effects of affective variables and act accordingly so that learners' debilitating anxiety could be reduced and optimized.

The paper of Arnaiz and Guillen (2012) describes the relationship between foreign language anxiety and individual differences by comprising 216 English learners of Spanish origin. By utilizing Horwitz et al. (1986) FLCAS, the researcher aimed to disclose the levels of language learners' anxiety and any relation between their anxiety levels and individual differences such as grade, age, and gender. Statistical analysis indicated that participants had a moderate level of anxiety. The inclusion of individual differences in the data analysis showed that females are more prone to and have higher anxiety than males.

Moreover, age was negatively correlated with anxiety. Also, both lower-level and lower-grade students are seen to experience higher anxiety, according to the study.

In a similar study with EFL high school learners' anxiety levels and attitudes towards English based on their grade and gender differences, Özer and Yetkin (2022) found out that male students tended to hold slightly higher levels of anxiety compared to females even though grade does not make any difference on their FLCA scores opposing the results of Yetkin and Özer's (2022) results revealing that 5th grades experienced the highest levels of anxiety. The anxiety of the participants was bound to decrease as they got experienced.

Teacher and Teaching Anxiety

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

As seen in the statement above by Horwitz (1996), anxiety is a reality of the classroom and education that impacts both teachers' teaching and learners' learning process. As a special type of anxiety, teacher anxiety can be defined as teachers' tension when dealing with a target language before the class that triggers their teaching anxiety and cause them to refrain from target language use to some extent. As seen in the students of the foreign language classrooms, foreign language teachers could be hesitant about foreign language use, which could lead to teaching problems. Besides language performance, many other factors trigger teacher anxiety in today's teaching setting. Disruptive students, classroom management problems, strict performance standards, and many other factors not listed here could be sources of teacher anxiety (Horwitz, 1996). In

that sense, language teaching anxiety mainly deals with the emotional states of teachers (Merç, 2015); it is a conflict that must be considered seriously not as same but related to well-known language learning anxiety and general teaching anxiety (Merç, 2011).

Language teaching anxiety differs from language learning anxiety because teachers are active and leading participants in the course. They have to organize the entire procedure and should actively use the target language in their classroom, which is the primary source of anxiety. Yet students are only sometimes that sort of active and anxious to use the target language. Moreover, it is different from general teaching anxiety because it also includes the tension of nonnative language use activities, including speaking, writing, reading, and listening, in addition to content knowledge, classroom management, and preparedness issues, as in general teaching anxiety.

Gardner and Leak (1994) conceptualized teaching anxiety as “anxiety experienced about teaching activities that involve the preparation and execution of classroom activities” (p.28). Even though this type of anxiety had no real effect on the execution of language instruction, it deteriorated especially foreign language teachers’ psychology, well-being, and job satisfaction (Horwitz, 1996). The impact on teachers’ mental well-being could lead to an anxiety chain. If the teachers assess their performance as inadequate in a foreign language, this could trigger an anxiety reaction mainly seen in inexperienced teachers (Horwitz et al., 1986).

In one of the leading studies of teacher anxiety, Kim and Kim (2004) aimed to enclose sources and symptoms of foreign classroom teacher anxiety by applying a mixed-methods study approach. For the quantitative data, they gathered data from 147 participants and developed 30 items 5-point Likert type scale that uncovered five factors that trigger anxiety: anxiety due to limited knowledge, anxiety due to limited language skills, anxiety due to L2 teaching situation, and fear of negative evaluation. Analysis of qualitative further supported and indicated limited English proficiency and lack of confidence as the primary sources of teacher and teaching anxiety. They asserted that if

teachers cannot speak well or speak with a stammer in their classrooms, it indicates teacher anxiety symptoms. Kim and Kim (2004) offered that comprehensively preparing English classes using songs, games, and other activities could be valuable tools for teachers to reduce their anxiety while teaching foreign languages.

Student Teacher Anxiety

Student teacher anxiety is mainly attributed to tension and apprehension during teaching practice in real classrooms. Every student in a teacher education program is required to carry out teaching practice “the period when student teachers are aided to put into practice the theories and principles of education which they have learned in the classrooms as they teach students in the partnership schools” (Ogonor & Badmus, 2014, p.1) so that this practice initiates student teachers into schools and reaching in real life (Danner, 2014). Many studies and research evidence that student teachers experience anxiety during their practicum (Kokkinos et al., 2016; Alpan et al., 2014). It was stressed that this anxiety is generally observed when student teachers engage in teaching training. Even though this process has many advantages for student teachers, such as experience gathering and improving teaching skills, it also leads to stressors named student teacher anxiety.

The causes of student teacher anxiety are various, but almost all of the reasons stem mainly from student teacher teaching practice in real classrooms and their relations to students and supervisors. Hart (1987) said that there has been anxiety reported by student teachers that seem to have resulted from their role as becoming student teachers. The anxiety includes anxiety about supervisors and classroom teachers' reports about their competence in the classroom. Moreover, teaching actual students under the observation of a supervisor, lesson plan & preparation, classroom management, communication with students, school staff cooperation, unsuccessful lesson, pupils' disruptive behaviors, pupils' evaluation, and work overload (Kokkinos et al., 2016; Danner,

2014; Alpan et al., 2014) are listed as some of the sources of student teachers' anxiety. In a recent study, Bilali and Tarusha (2015) reported teaching planning, the ability to analyze learning problems, classroom management, assessment of students, and public speaking as the factors flourishing student teachers' anxiety during their practicum experience. He also asserted that the teaching observation of a mentor teacher or lecturer is the main factor that intrigued most student teachers.

Studies on Student Teacher Anxiety

As explained earlier, every student enrolled in a teacher education program is expected to take part in teaching practice so that it could serve as a gateway to their upcoming real-life school teaching (Danner, 2014). This practice, or the practicum period, lets student teachers improve their educational and teaching skills (Alpan et al., 2014). However, it also brings some burdens to students' shoulders that would further trigger their anxiety as inexperienced teachers. Many expectations and workloads from the practicum, such as classroom preparation, finding activities for effective teaching, accurate and fluent use of language skills, and establishing effective communication both with students and also with managers and supervisors, could increase their anxiety. And this can lead them to refrain from being both voluntary and effective to prepare and teach the required course. To find the sources of student teachers' anxiety-provoking issues and solutions to these issues, many studies in many diverse educational settings have been conducted so that student teachers' anxiety could be better understood and necessary precautions would be taken when and if required. In this line, some selected research studies from different cultural backgrounds were presented below to shed light on student teacher anxiety.

In his seminal paper on student teacher anxiety, Preece (1979) conducted his study to disclose 100 Postgraduate Certificate in Education (PGCE) students teaching anxiety by measuring their anxiety levels before and after the teaching practice term. Using *Myself as a Teacher* inventory, Preece (1979) aimed to disclose their

characteristics such as anxiety, uneasiness, or relatedness while considering how student teachers felt during their teaching practicum. The results indicated that regardless of gender and subgroups of participants, such as science and non-science groups, a significant decrease in the group's anxiety levels was noted. It was also seen that anxiety was the cause of class control problems that should be dealt with, especially for science students. Hence, regardless of the group differences, teaching practice anxiety concerns student teachers. Their level of anxiety could be reduced over time and gaining experience, so supervisors and all other parties, including peers, coordinators, and mentors, should try to ease student teachers' anxiety during the process of teaching experience so that they would be ready enough to teach in the real classrooms relaxed in the upcoming years.

In one of the leading studies of student teachers anxiety carried out by Capel (1997), physical education student teacher anxiety was aimed at being measured to see if any change would occur over time as they expanded their teaching experience. The student teachers' levels of anxiety, changes in anxiety, and concerns over teaching were measured at the end of their first and second teaching practice experiences using the Student Teacher Anxiety Scale and the Teachers' Concerns Questionnaire. The study results indicated that students were moderately concerned and anxious over teaching practice. The leading causes of anxiety were revealed as being observed, evaluated, and assessed. Similar results were also found years later in the Turkish Context (Alpan et al., 2014). Capel (1997) suggested that since the teaching supervisor's evaluation and observation are the most significant concern and anxiety-provoking situations for student teachers, students should be prepared to be observed, evaluated, and assessed over their practicum period. Since all the students from the Faculty of Education departments are expected to participate in teaching practice without exception to test their precedent education, improve their teaching skills, and be prepared for the real-life classroom, their observation and assessment are a must for their evaluation and improvement; student

teachers should be made aware of the process. Their anxiety and concerns should be reduced to a moderate level through experience teachings, including micro and micro-teaching, supervisor sessions, and pupil cooperation.

Hart (1987) carried out one of the most influential student teacher anxiety studies that have affected similar studies. Still, he is one of the most cited researchers in this area. In this paper, he examined sources of student teacher teaching anxiety and its relation to pupil disruption. To this end, he developed the Student Teacher Anxiety Scale (STAS) scale by collecting data from 64 student teachers. The scale included 26 items under four factors as sources of student teachers' teaching anxiety: evaluation anxiety, class control anxiety, teaching practice requirements anxiety, and pupil and professional concerns anxiety. To measure pupil disruption and examine its relation with student teacher anxiety, Hart (1987) utilized class recordings while student teachers were teaching. Noise, shouting, irrelevant and frivolous talks, but no comments or contributions were coded as disruption by different researchers. The correlation between pupil disruption and student teacher anxiety indicated that evaluation anxiety came first in correlation with pupil disruption, followed by class control and teaching practice requirements. It was also found that the greater the class control problems, the higher the pupil disruption levels. It is also noted that class control anxiety could be either the reason or the result of pupil disruption; that's why it should be taken seriously due to its harmful effect on student teachers' anxiety levels.

In his pioneering study inspecting sources of student teacher anxiety, Thompson (1963) used a checklist including twenty-five questions to define student teachers anxiety types concerning their teaching anxiety. In his instrument, he included queries such as "What will the critic teacher expect of me?, or does the critic teacher want a student teacher to work with?" to understand student teachers' concerns in detail. The analysis of vast qualitative data from 125 student teachers about to end their internship revealed that many teachers regarded supervising teachers' expectations as their primary source of

anxiety. More than half of the participants reported mastery of the subject matter in their primary teaching fields, lesson plans, pupil reaction, standards of teacher conduct, inability to answer questions, and problems of discipline as their concerns and sources of anxiety as teachers of the future. Thompson (1963) asserted that anxiety had a debilitating effect on student teachers' mental efficiency and classroom performance. Yet, it also provided student teachers, faculty members, and supervising teachers with the opportunity to be aware of problems so that all the parties involved could coordinate their efforts to reduce the student teachers' anxiety to reach desired outcomes.

In their enormous study, Morton et al. (1997) tried to reveal student teachers' anxiety related to classroom management, pedagogy, and staff relations. They included a series of four studies, including a cross-cultural study (that mainly compares Morton et al. Canadian student teachers' anxiety to Hart's (1987) student teacher anxiety results), practice effect, tracking student teacher anxiety related to differences, and predicting student teacher anxiety. They included more than 1000 student teachers speeded to four different but related studies and used a modified version of Hart's (1987) original Student Teacher Anxiety Scale (STAS), including four factors: evaluation, pedagogy, classroom management, and staff relations. Cross-cultural study outcomes indicated that Canadian and British students had similar concerns by reporting evaluation anxiety as their most significant concern. It is also said that females have higher anticipatory anxiety. For the practice effect, it was seen that even two weeks of reaching practice reduced participants' anxiety, especially for evaluation and pedagogical anxiety. Females noticeably had a more significant reduction than males. Tracking student teacher anxiety related to differences unveiled evaluation anxiety (similar to Hart's (1987) results) and classroom management anxiety as the highest sources of anxiety. It was also interesting to see that classroom management anxiety did not reduce and increased slightly after the practice teaching.

All in all, the results of this enormous series of studies suggested that evaluation anxiety had a significant effect on student teachers. It could be decreased by utilizing an evaluation model over which student teachers had some control. Strategies of allowing student teachers to reject a percentage of their non-critical evaluations, combining subjective and personal evaluations, student input while choosing focused areas of development and evaluation, and assessment of progress in specific areas rather than global competence could ease some anxiety. Like Hart's (1987) pupil disruption problem, it was understood that classroom management anxiety is an essential focal point in the teacher training process because behavior problems are the high reason new teachers are abandoning the profession. Lastly, almost all four of the study indicated higher female anxiety without any perceived cause. That's why Morton et al. (1997) said that "higher female anxiety may reflect a culturally-linked cognitive phenomenon. Females may have learned from their environment to be more anxious, and more apprehensive. Or females may display higher anxiety levels before stressful events because of a physiologically-based phenomenon" (p. 76).

Similarly, Arnaiz and Gullen (2012) underscored two perspectives of gender differences in the anxiety construct related to socialization. They asserted that there are no differences in anxiety levels between genders and that women are more willing to admit it or are more prone to devalue their achievements and feel less comfortable (Benson et al. 1994). Thompson (1963) also reported that females are more prone to communicate their anxiety to one another than males. Therefore, it is clear that gender differences could be real and result from understanding gender as a social construct. To reach a common ground for much-detailed results, further studies, including gender differences in anxiety (especially in student teacher anxiety), should be carried out in diverse settings.

In a study in The United Kingdom, Kyriacou and Stephens (1999) utilized focus group interviews to unveil student teachers' concerns during their teaching practice by

including 13 student teachers. The study mainly focused on the anxiety-provoking situations students-teachers are exposed to. Still, it tried to explain how this teaching process positively affects participatory teacher candidates. The analysis of the qualitative data showed nine main areas of concern or tension: not being regarded as a real teacher, dealing with disruptive behavior, becoming a disciplinarian, getting the teaching right, getting the planning right, teaching about sensitive issues, coping with a heavy workload, having too little preparatory teaching practice, and also being assessed. The authors also tried to reveal the student teachers' main accomplishments throughout this teaching process. The study results indicated that taking responsibility, developing confidence, and creating an orderly classroom were the main achievements that students reported after their teaching practice.

In South Africa, Ngidi and Sibava (2003) reported that their students had moderate teaching practice-related anxiety. Still, almost 1 out of 2 students reported a high level of teaching practice anxiety. They advised that teaching practice supervisors should build a relieving atmosphere for their students by giving up unnecessary and abundant negative remarks during their evaluation and feedback sessions. They should not compare students with each other to avoid creating a competing atmosphere. Instead, students should be organized into supporting groups through team works, peer teaching, and similar supporting tools for a better practicum and teaching practice experience and period. They also reported that neurotic personality does cause anxiety compared to stable students, as seen in Kokkinos et al. (2016) study in a different context. Therefore, as advised above, students' anxiety should be regulated concerning their practicum period through all the means, including feedback sessions, one-to-one or group cooperation, peer-teaching, so that both their concerns and anxiety, and neurotic sides could be regulated and moderate enough to refrain from teaching practice.

In Bhargava's (2009) study, student teachers shared their views, concerns, and reports in evaluation sessions after teaching practice to their teachers. This feedback

session identified six main categories of anxiety: lesson planning, classroom management, heavy workload, timetable, evaluation, and less time to prepare to teach sessions. Most reported that practices made them more confident, especially in speaking, and practicum should create a disposition for effective teaching.

In Alpan's et al. (2014) study in the Turkish Context, the research aimed to develop a questionnaire to measure the types and degrees of student teachers' practice teaching-related concerns. The participants were 98 student teachers from different departments of the Faculty of Education. Exploratory factor analysis revealed an 18 items reliability and validity proved questionnaire under two factors: class management and being evaluated. It is clear from the study that student teachers' concerns and tensions over the management of classrooms as inexperienced teachers are high enough to distress their teaching practice. Moreover, being evaluated in general by students, pupils, coordinating teachers, and the supervisor creates tension among student teachers.

Danner (2014) conducted his study with 277 student teachers from the Faculty of Education to examine their perceptions of the sources of practice teaching anxiety in the Nigerian context. By applying the quantitative method, the data collected by using The Student Teachers' Source of Anxiety Questionnaire (STSAQ) revealed that anxiety is a reality of student teachers being faced during the teaching practicum irrespective of their gender and experience of the year. He suggested that intervention is needed to address student teachers' teaching practice-related anxiety so that their anxiety regarding teacher education programs is more relevant to challenging but rewarding processes.

Merç (2015) conducted his research using a quantitative research design to reveal student teachers' teaching anxiety in the Turkish context. A total of 403 student teachers from different teaching departments were included in the study. Student Teacher Anxiety Scale (STAS) measured their anxiety before and after the practicum. The study results indicated no time effect on their anxiety, and both measure results indicated that student teachers were moderately anxious regardless of their teaching department.

Ekşi and Yakışık (2016) aimed to reveal anxiety-provoking situations during practicum in their studies. For this purpose, 52 pre-service teachers participated in their qualitative study organized around Student Teacher Anxiety Scale (STAS) with some revisions. Qualitative content analysis results indicated that the highest reason to provoke anxiety is the stress of being evaluated, followed by problematic behaviors in the classroom. Participants reported that a good and hospitable environment in the school decreases their anxiety. Moreover, they feel less anxious when their supervisor is the one who processes micro-teachings and methodology courses with the students earlier.

In the Greek context, The Stressors about Practicum Inventory, a self-report measure of perceived stress, was formed to measure Greek primary school student teachers perceived stress of teaching practice before and after four weeks of practicum. After all reliability and validity measures were computed, the survey revealed a four-factor solution of perceived stress: professional interactions, pupils during the practicum, student teachers' assessment, and practicum workload. The study results indicated that participants reported a moderate level of anxiety both before and after the practicum. However, all four perceived stressors were moderately correlated with neuroticism which reduced after the teaching practice. In terms of gender, no significant difference was noted. Also, a significant decline in participants' stress except for student teachers' assessment was noted (Kokkinos et al., 2016). It could be deduced from the study that, even in a short period of practicum, student teachers were inclined to decrease and stabilize both their perceived stressors and their neuroticism. Therefore, a long period of intervention and experience in teaching practice could further stabilize and optimize their stress to the wished levels.

Foreign Language Student Teacher Anxiety

Foreign language student teacher anxiety is a brand-new research area that mainly deals with student teachers' anxiety with an additional and mostly non-native

language in their classroom. It is a part of general student teacher anxiety studies. Still, it differs from them in an important point: the inclusion of a foreign language that almost none of the student teachers are of its native users. They carry all the characteristics of any student teacher anxiety, such as classroom management problems, pupil disruption, or peer assessment. Yet, they also have to deal with foreign language-specific tensions, such as correct language use, pronunciation fluency, accuracy, etc. In his study, Merç (2015) said that when compared with other disciplines of teacher education, foreign language student teachers yield the highest anxiety levels, supporting the statement above. According to Merç (2010), FLSTA differs from in-service teacher anxiety and he asserts that student teachers' anxiety differs from in-service teachers because they are still not real teachers and are still on the way to becoming teachers. Even the thought of what will happen when student teachers serve as real teachers in the real classroom could be a source of future-oriented anxiety primarily unavailable in real teachers.

Considering foreign language student teacher anxiety, several sources of anxiety-provoking situations have been listed so far. Hart (1987) induced four primary sources of anxiety in his free response-oriented study over participants' current teaching practice as listed: evaluation anxiety, pupil and professional concern anxiety, class control anxiety, and teaching practice requirements anxiety. Similarly, Merç (2010) listed six primary sources of foreign language student teacher anxiety: student and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. In his reflective paper, Bhargava (2009) also listed six main types of sources of anxiety as well: lesson planning, classroom management, heavy workload, timetable of a school, evaluation by teacher-supervisor, and less preparatory time before teaching practice. As seen above, many studies on student and foreign language student -teacher anxiety have listed similar sources of anxiety mainly resulting from student teachers' experience with teaching practice.

Teaching practice, as explained earlier, is an excellent opportunity for student teachers to rehearse their capabilities in a real school setting by preparing a lesson plan, teaching right in the class, or assessing students (Agustiana, 2014). It also provides student teachers with the environment to improve their teaching skills before teaching their classrooms. Teaching practice is also a necessity before completing any educational degree; that's why student teachers' anxiety should be reduced by taking necessary steps so that they could experience a much better practicum and follow up real-life teaching. To ease student teachers' anxiety-provoking situations, teachers should support students' confidence (Agustiana, 2014), use self-reflections (Anandari, 2015), and participate in drama programs (Kayaoğlu & Sağlamlı, 2013). Also, cooperative learning (Oxford, 1997; Duxbury & Tsai, 2010; Nejad & Keshavarzi, 2015) should be applied to teaching practice adventures of student teachers to relieve their anxiety-provoking factors to some extent. As Agustiana (2014) suggested, a lack of experience and less mastery of materials before teaching could cause anxiety. So, as teachers of a foreign language, foreign language student teachers' anxiety should be reduced through cooperative learning, more practice teachings, supervisor and peer-teaching, and individual and group sessions before any teaching practice so that the anxiety burden over student teachers' minds could be eased. They would be more focused and effective in their practicum experience.

Studies on Foreign Language Student Teacher Anxiety

Foreign language student teacher anxiety is a recent area of research from a mass anxiety research area. The purpose of the studies in this research area is to reveal, as explained earlier in the introductory chapter, foreign language student teachers' anxiety, especially during the practicum and teaching practice. The studies in this area of research specifically focused on sources and causes of anxiety and the levels and types of anxiety student teachers are exposed to. Even though it is a brand-new research field, some studies have already been conducted, as explained below. However, it still has many grounds to be further researched.

İpek (2016) conducted her study in the Turkish context to investigate foreign language teachers' anxiety-provoking factors by applying qualitative research design and procedures. Data from 32 foreign language teachers were collected using diaries and semi-structured interviews. The data analysis indicated five factors that create anxiety among teachers teaching the target language, English, in their classrooms: making mistakes, fear of failure, using the native language, teaching students at a particular language proficiency level, and teaching a particular skill. As explained earlier, foreign language teachers and student teachers' anxiety could differ from general teacher anxiety by language-specific anxiety, as described in this study.

In a similar study in Türkiye, Merç (2011) used diaries and semi-structured interviews to disclose foreign language student teachers' anxiety experienced throughout their teaching practice. The results from 150 participants revealed six factors influencing their anxiety throughout their teaching practice: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

In the Indonesian context, Agustiana (2014) directed her study to reveal anxiety-provoking factors of foreign language student teachers attending practicum as a part of their graduation completion requirement. The study data were collected by using close-ended questionnaires and semi-structured interviews with a total of 50 attendees. After the analysis of data in a qualitative manner, eight categories of anxiety-provoking factors were drawn from the study as listed by their mean rate: when the cooperative teacher and/or supervisor observe their teaching activity (3.6 mean rates), lack of teaching experience (3.4 mean rates), got stressed when they face the first day of teaching practicum (3.4 mean rates), conducting practicum assessment (3.1 mean rates), having a big class (2.9 mean rates), teaching grammar (2.8%), feeling worried if their students ask them questions (2,7 mean rate), and catching up students' attention (2.6 mean rates). It was also revealed that a lack of teaching experience and less mastery of teaching

materials cause anxiety, as indicated in earlier studies (Gardner & Macintyre, 1993; Horwitz et al., 1986; Merç, 2010).

Tüfekçi-Can (2018) took a different approach to reveal foreign language student teacher anxiety. They specifically tried to approach how to overcome anxiety-provoking factors by classifying these factors not as holistic but atomistic such as cognitive, affective, and socio-cultural resolutions. To do this, she included 25 foreign language student teachers in her study who are teaching English to young learners in real classrooms as part of their teaching practice. Data were collected through background questionnaires, interviews, and reflections. After the analysis of data and reflections of student teachers on how to overcome anxiety-promoting factors of participants while teaching in real classrooms, Tüfekçi-Can (2018) listed some general recommendations for all the parties of teaching practicum organization to reduce student teachers' anxiety as follows;

1. FLTA can be included in the curriculum by proposing concrete resolutions for overcoming anxiety-provoking factors.

2. Pre-service EFL teachers should be trained cognitively, effectively, and socio-culturally on overcoming anxiety-provoking factors.

3. Governmental precautions should be implemented urgently. Only under these circumstances, would pre-service EFL teachers be trained in teaching practicum effectively.

4. Pre-service EFL teachers should be informed on many sources of teaching aspects, as teaching practicum is the last phase of being a teacher.

5. The practice teachers should have in-service training on teaching practicum. If they do not have in-service training related to teaching practicum courses, they should not be appointed as practice teachers for pre-service EFL teachers.

In another study by Merç (2015), one of the leading researchers of (foreign language) student teacher anxiety in the Turkish context, he once again tried to study foreign language student teacher anxiety and its relation to student teachers' self-efficacy beliefs as a variation. A total of 117 pre-service English teachers participated in the study. A Foreign Language Student Teacher Anxiety Scale (FLSTAS), Self-Efficacy Questionnaire (SEQ), and semi-structured interviews were used as data collection tools. Study results indicated a low level of anxiety and a high level of perceived self-efficacy, opposing the general trend in student teacher anxiety studies, mainly moderate or high anxiety levels. Neither gender (Preece, 1979; Danner, 2014; Kokkinos et al., 2016) nor type of practicum school were predictors of anxiety and self-efficacy. There is also some meaningful correlation between anxiety and self-efficacy beliefs, which could reduce anxiety among student teachers. Students with high efficacy could hold low anxiety during their practicum experience, but this outcome requires further studies to draw clearer results. Merç (2015) included that more feedback, more practice, strategy training for self-development, and dealing with anxiety as the suggestions that student teachers could apply to reduce their anxiety. Supervisors and mentors should build a comfortable atmosphere for teaching practice, avoid negative remarks, and not compare students with each other, yet consolidate peer teaching, teamwork, and sharing of ideas among student teachers. By doing so, foreign language student teachers' harmful anxiety about practice teaching could be eased, and it would not be a drawback any longer.

In his mixed-methods study on the sources of student teacher anxiety, Tum (2015) made use of Horwitz et al. (1986) Foreign Language Classroom Anxiety Scale (FLCAS), Horwitz's (1996) Teacher Foreign Language Anxiety Scale (TFLAS) and interviews by including 12 student teachers of English. Foreign language student teachers reported that they experienced anxiety because of their fear of making mistakes and being negatively evaluated due to these errors. They also said being seen as silly by their peers, partners, or students was their source of anxiety. The study results suggested that anxious foreign

language student teachers who experience significant anxiety in their classroom tended to avoid using both foreign language and language-intensive teaching practices.

Ekşi and Yakişik (2016) said that a high level of teaching anxiety could be a source of failure, tension, and displeasure among student teachers. They also asserted that anxiety-provoking factors or reducing factors could be culture-specific. To find reasons why student teachers either experienced or unexperienced anxiety related to culture-specific causes, they carried out their research with 52 foreign language student teachers in their practicum period in a qualitative methodology. As a data collection tool, they modified Student Teachers Anxiety Scale (STAS) to 25 open-ended questions asking participants why they felt anxious or easy while teaching practice. The analysis of data indicated six main sources of anxiety for foreign language student teachers: classroom management, the mentors (teacher and supervisor), the students and class profile, teaching procedures, being observed, and miscellaneous (including other school staff, directors or luck factor). The study's main findings showed that student teachers experienced anxiety because of their tension to being evaluated (Similar to Horwitz et al., 1986 results) and problematic behavior (Similar to Hart's pupil disruption, 1987). It was seen that supporting personnel of the host school could diminish teaching anxiety. Student teachers also felt less anxiety if their teachers supervise them in their micro-teaching process.

Buyukkarci (2014) made use of video-recorded micro teachings as a tool of formative assessment and would like to see how this process impacted student teachers' teaching and foreign language anxiety by using the Student Teacher Anxiety Scale (STAS) and Foreign Language Classroom Anxiety Scale (FLCAS) as the primary tools for data collection. His data from 23 foreign language student teachers indicated that even though they experienced higher anxiety levels before and during the micro-teaching sessions, their anxiety began to reduce to a moderate level after using formative assessment. Buyukkarci (2014) suggested that evaluating their teachings, peer

assessment, and teachers' corrective feedback significantly impacted student teachers' anxiety levels.

In the Palestinian context, Mosaddaq (2016), similar to many studies above, tried to explore various sources of foreign language student teachers' anxiety while conducting their teaching practice&practicum. Data were collected through dairies and weekly discussions between students and supervisors over practicum. Study results disclosed that classroom management, time management, lesson planning, being observed, and language fluency were the primary sources of anxiety uttered by participants. To reduce student teachers' anxiety, some practical recommendations were given by the researcher as follows;

1. More cooperation between the university and the cooperating schools should be made.

2. Training mentors and principals in the criteria needed for a more successful and effective evaluation.

3. Discuss thoroughly the criteria employed in evaluating student teachers before starting their practicum period.

4. It is vital for teacher education programs to make connections between theoretical and methodological issues.

5. Emphasize the reflection component of the teaching practicum.

In a recent study in the Turkish context, Han and Tulgar (2019) set out to disclose EFL student teachers' teaching anxiety and coping strategies during their practicum. Originating from a qualitative perspective, 32 EFL student teachers participated in the study, and the data were collected using open-ended questions and diaries. The study results uncovered that classroom management was the participants' primary source of anxiety before the practicum. They mainly consulted with mentors and cooperating teachers' strategies to cope with this anxiety. During the practicum, being observed by the

mentor was the primary cause of anxiety among participants, and each participant developed many different mechanisms to deal with that anxiety. After the practicum, receiving negative feedback from mentors was the primary reason for triggering anxiety and decreasing self-confidence. Student teachers asked for further advice to regulate their anxiety in post-practicum phase. It was implied that teacher education programs raise participants' awareness about the probable confronts during practicum and try to provide them with the necessary strategies to deal with them.

In a study in the Iranian context, Aslrasouli and Vahid (2014) tried to reveal practicing EFL teacher anxiety regarding their gender and experience differences. 114 EFL teachers participated in the study by filling out a self-report questionnaire. The study results indicated that almost 60% of the participants felt anxiety during their teaching. Observing gender and experience differences among participants yielded no meaningful difference impacting teaching anxiety.

In a not similar but related study, Kumar and Doe (2011) set forward to discover differences in the perception of male and female and junior and senior teachers about their responses to different aspects of work life that create anxiety. One hundred teachers have interviewed the questions including time management, values, spiritual orientations, stress, and overall life and job satisfaction. The study findings bared those junior teachers experienced significantly higher stress than senior teachers. In the course of gender difference, female teachers seemed to have more anxiety in role overload and inter-role distance factors than male teachers.

In another study trying to discover EFL teachers' concerns and stress for practicum, Çelik (2008) used a questionnaire from 133 Turkish EFL student teachers to disclose their concerns during practicum. The data analysis indicated six potential areas of stress: personal, communication-centered, evaluation-based, external, lesson preparation, and teaching-related. It was also seen that personal concerns cause the most

significant level of anxiety among all, and half of the categories created a medium level of anxiety among student teachers.

In a similar study, Paker (2011) examined EFL student teachers' anxiety regarding their teaching practice, their main anxiety sources during practicum, and how gender difference affects participants' anxiety. To this end, an interview and a scale were utilized as data collection tools, and 101 EFL student teachers participated in the study. The careful analysis and examination of study outcomes revealed that EFL student teachers were anxious about evaluation, classroom management, pedagogy, and staff relations. Also, evaluation and classroom management created a higher anxiety level than other factors. In the course of gender, female participants seem to exert higher anxiety levels than their male counterparts.

Foreign Language Student Teacher Anxiety in Online Education

Online learning is an educational process in which teaching and learning occur over the Internet. It is a dimension of distance education to provide students who do not have the chance to access face-to-face education for different reasons and learn at a distance (Kim, 2020). Distance education is also associated with distance preventing learners from attending the in-class education process (Watts, 2016; Yilmaz, 2019). According to Kim (2020), online learning has some advantages over face-to-face education such as it is not necessary to be in the same place, so it increases participation rates, it is cost-effective because it eliminates outsider costs such as travel, provides learners who work outside with learning opportunities and it also gives opportunity for students and teachers to communicate easily because they do not have to meet in person.

Similar to practicum happening face to face in real classrooms, there is an inclination to organize practicum in both online and distance education, primarily due to the effect of the Covid-19 pandemic. Due to the shutdowns, many countries felt it

compulsory to move practicum teaching to an online setting. This new paradigm brings both opportunities and challenges for student teachers, mentors, supervisors, and other policymakers interested in education. Inclusively during and after the pandemic, many studies have been designed to search for the impact of online or distance practicum and how this process triggers anxiety among student teachers.

In his study, Kim (2020) tried to find out student teachers' experiences during their practicum experience in three phases: preparation, implementation, and reflections. It was reported that online education experiences offered student teachers the opportunity to interact with students and encourage them to reflect upon their experiences to find the best way to promote students learning through online communication tools.

In a related study in the Philippines, Albasin-Lacaba et al. (2022) tried to reveal student teachers' anxiety during their final practice teaching practicum. To this end, 34 participants participated in the study using a total enumeration sampling, and the data were collected using an adapted version of Hart's (1987) well-known Student Teacher Anxiety Scale (STAS). The study's findings indicated that student teachers had a normal-moderate level of anxiety for lesson planning and classroom management and an acceptable level of anxiety for being evaluated. It was suggested that student teachers improve skills related to using different teaching strategies, and more training sessions should be designed for lesson planning. Also, student teachers should experience more practice teaching so that their anxiety during their final teaching can be regulated and managed.

In the Ecuadorian context, similar to Paker's (2011) study, Estrella (2022) tried to uncover student teachers' anxiety levels, sources of anxiety, and the relationship between anxiety level and gender. Originating from a mixed-methods design, the data were collected from 86 English undergraduate students using online interviews and the Telecollaborative Foreign Language Anxiety Scale (hereafter T-FLAS). The study outcomes identified four types of anxiety regarding Emergency Remote Teaching

(hereafter ERT): communication anxiety, online interaction anxiety, ERT anxiety, and technology anxiety. Also, according to study results, females seem to exert more anxiety than men. It was also revealed that students seem more anxious when communicating with their peers in a foreign language. To decrease or regulate their anxiety and let them perform better, it was proposed that students should be provided with a practice including guided discussion, and role plays should be used.

In the Indonesian university context, Sadapotto et al. (2022) investigated teachers' and students' anxiety during online interaction. 21 EFL student teachers and five lecturers participated in this qualitative study, in which questionnaires and interviews were used to collect data. The data analysis indicated three types of anxiety for EFL student teachers: explicitly test anxiety, communication apprehension, and fear of negative evaluation, similar to Horwitz et al. (1986) anxiety factors. An examination of data from lecturers indicated several problems faced by lecturers during online teaching as follows;

1. Limitations of teacher competence in the use of learning applications.
2. Limited resources for the use of educational technology such as the internet and quotas.
3. The relationship between teachers and students in online learning is not yet integral.
4. The number of tasks given by the teacher makes students burdened.
5. Lack of student focus in learning.
6. Unstable network problems.
7. Other technical constraints.

In their study in a Greece setting, Brinia and Psoni (2021) investigated whether online practicum is effective and whether student teachers have developed skills to deal with online practicum teaching, especially during the pandemic. Data were collected from 45 student teachers by utilizing journals and semi-structured interviews. The in-depth

analysis of the qualitative data indicated that most of the student teachers become familiar with the educational technologies and skills, including adaptability, flexibility, and handling of students' interaction in online learning to process their practicum effectively. Student teachers also stressed that they should develop skills to use in an online practicum setting since that would be a reality soon. Yet, they also emphasized that face-to-face practicum cannot be replaced with online practicum because an online setting hinders student teachers from catching live interaction with students and detecting students' feelings and body language. Similarly, Baytiyeh (2018) also stressed that student teachers should be well-equipped and proficient with new technologies to process online learning effectively during a disaster that leads to the closure of schools.

In the Indonesian setting, 202 EFL student teachers participated in an online survey to indicate their anxiety levels and factors leading to anxiety during their teaching practicum. (Permatasari et al., 2019). The data analysis revealed that most EFL student teachers felt anxious while teaching at practicum schools. When the factors provoking anxiety were analyzed, it was found that being incompetent in the classroom, disliking teaching, career uncertainty, unexpected student questions, and students' negative attitudes seemed to be major causes of anxiety among EFL student teachers. An inspection of gender differences indicated that the only difference arose from being unable to answer students' question factor.

In another study in an Indonesian setting, Safira (2021), in their qualitative study, investigated sources of teaching anxiety among student teachers and strategies employed by student teachers to regulate their anxiety during practicum. The study results indicated that student teachers were anxious during teaching practice. Their main sources were classroom management, fear of making mistakes, lack of teaching experience, unmet expectations, communication with supervisors, and good relationship with students. The study results also indicated that student teachers employed modifying course content and had high self-motivation to tackle anxiety during teaching practice. Safira (2021) implied

that teacher training should enhance student teachers' readiness and improve confidence to adapt lesson plans to learners' needs, including technical difficulties that arise from online learning.

In the Chilean context, Almonacid-Fierro et al. (2021) investigated student teachers' practicum training considering their knowledge and experiences in virtual classrooms during the Covid-19 pandemic. The data were collected using focus groups and semi-structured interviews and analyzed using qualitative content analysis. The study results indicated that student teachers indicated many diverse experiences during their practicum. Difficulties attached to remote working conditions, such as difficulty in communication with students and school teachers, didactic and evaluation problems, and adaptation to the context, were the main concerns of difficulties among student teachers during their practicum teaching. It was implied that it is required to provide students and teachers with accessing technologies and train student teachers in the issues of didactic and assessment in settings where face-to-face education is challenging.

In another study in the Ukrainian context, Trotsenko et al. (2020) tried to explore foreign language student teachers' anxiety and how ICT plays a role in reducing or regulating anxiety during their practicum teaching. A total of 120 student teachers participated in the study. Close-ended questionnaires were used as the primary data collection instrument. The data analysis indicated that almost 70% of the participants held an intermediate level of anxiety during their practicum. Considering the impact of ICT, it was revealed that ICT seems to reduce student teachers' level of anxiety positively and significantly during their practicum. The study suggested that student teachers who have taken ICT-related courses and used modern information technologies in their classes will likely have reduced anxiety while conducting their practicum. Therefore, they should use ICT in their practicum to feel more confident and have a reduced level of anxiety.

Liu (2008) used blackboard discussion by using discussion topics in an online setting to measure how online discussion impacts student teachers' teaching anxiety. A

total of 39 student teachers participated in the study, and the data were collected using a questionnaire. The data analysis indicated that online discussion significantly reduced participants' self-reported anxiety inclusively towards teaching in general. It was suggested that elements aimed at reducing anxiety should be included in methods courses.

Kidd and Muray (2020) also tried to find out how the Covid-19 pandemic impacted teacher education and how online practicum impacted teachers during that emergency period when practicum forcibly moved to online informal spaces. These spaces became new learning sites. A total of 14 educators participated in the study. Questionnaires, including demographic information, open-ended questions, and a summary of main experiences during the practicum timeframe, collected the data. The data analysis indicated that the educators started with initial fear, followed by increasing confidence, competence, and innovation among educators. It was reported that educators got used to new spaces and maintained meaningful and innovative practices in online learning. Kidd and Muray (2020) also asked what will happen to these new spaces and pedagogical innovations. Will they fade away or develop over time and radically change teacher education?

Ardiyansah (2021) also tried to reveal EFL student teachers' readiness to teach online in an international internship program. Questionnaires and semi-structured interviews were used as data collection tools, and nine EFL student teachers participated in the study. The data analysis indicated that EFL student teachers were ready to teach online. The study suggested that there were indicators or factors ascribed to student teachers' perceived readiness, including technical equipment and skills, experiences in teaching online and online learning, attitudes toward online learning, and time management. It was also reported that EFL student teachers' perceived readiness to teach online was a fundamental aspect of the teaching-learning process.

Subekti's (2021) research explored EFL student teachers' beliefs on applying online learning during the pandemic. Qualitative document analysis from nine EFL student teachers' reflections specified that three main factors were intervening in effective online learning: inadequate supporting resources and infrastructures, teachers limited pedagogical skills to maintain effective online learning, and the lack of teacher-student and student-student interaction-connection during the process. It was also reported that using synchronous and asynchronous learning modes could ease learners' burden in the learning process and increase the effectiveness of their learning as well as help teachers understand learners' struggles during learning so that they could take facilitating actions.

Yaniafari and Rihardini (2021) launched their research to see the impact of face-to-face or online speaking practice on students' level of foreign language classroom anxiety. Arising from the survey study design, 120 students experienced in online and face-to-face speaking practice participated. The study results showed that online learning made students less anxious than face-to-face speaking practices. This study's results were also in line with Bakar et al. (2013) and Rodrigues and Vethamani's (2015) results indicating that online learning could ease anxiety even though in a later study, Agulera-Hermida (2020) found that students preferred face-to-face learning over online learning.

In their study sharing the results of a national survey pointing to teacher education programs, Kennedy and Archambault (2012) put forward that only 1.3% of teacher education programs focused on the need to raise teachers for settings other than traditional classrooms. Even though almost half of the teacher education programs were willing to offer field experience for their student teachers in virtual schools, only 13% had some preparation to do so. The study results indicated an alarming situation for teacher education programs even though the results published the problem as of 2012. To assess the current situation inclusively in Türkiye, similar survey studies should be designed and implemented to ensure that most teacher education programs devise applications to prepare their students for virtual classrooms.

In a similar study, Kennedy et al. (2013) used phenomenological interviews of three student teachers to understand their experience in a virtual school. The study paired three student teachers with online teachers for four weeks. The analysis of the interviews by using the theoretical perspective of phenomenology indicated six shared horizons during the experience in virtual school:

1. Communication with the supervising teacher: It was seen that communication with the supervising teacher was key to student teachers' experience in virtual school. It was important to keep communication constant and deepen it so that they could advance their professional development with the help of supervising teachers as future educators.
2. Information systems used in virtual school: With the help of experience in virtual school, student teachers were able to see and understand how these systems and tools used in virtual school worked in detail.
3. Modification of course content: During the virtual experience, student teachers were able to understand how different format of teaching was in virtual environments.
4. Exposure to new technologies: Student teachers were able to see many new technologies used in virtual school and virtual learning during their experience.
5. Balancing act: During the experience in virtual school, student teachers tried to keep up with the field placement despite their busy timetables.
6. Unmet expectations: During the virtual school experience, student teachers felt missing some activities such as grading students' work or interacting with students.

Chapter Summary

Anxiety studies are vast in the literature, and many researchers have studied the effect of anxiety on learning, how anxiety impacts learners or the education process, what are the sources of anxiety, and whether anxiety is facilitating or harmful (e.g., Gardner & Macintyre, 1993; Oxford, 1999; Scovel, 1991; Young, 1991). However, many studies focusing on anxiety about learning were diverse and not purely based on the classroom anxiety of foreign language teachers and students. Horwitz et al. (1986) were the leading scholars who framed studies of anxiety in foreign language learners' context in their seminal work by conceptualizing anxiety as factors such as communication apprehension, fear of negative feedback, and test anxiety, as well as developing a Foreign Language Classroom Anxiety Scale. Many following researchers have utilized their frames in their studies by including their factors and questionnaire.

Then, some scholars narrowed down anxiety and foreign language classroom anxiety studies to student teacher anxiety. Starting as early as 1963 by Thompson, both Parsons (1973) and Preece (1979) pioneered student teacher anxiety by developing scales to measure their unique anxiety. Student teacher anxiety study literature, is widened by the studies of Hart (1987), Capel (1997), and Morton et al. (1997), and many of the subsequent studies made use of their sources of anxiety factors and their questionnaires.

Foreign language student teacher anxiety studies are brand new in the anxiety literature pioneered by Merç (2010, 2011, 2015), dealing with foreign language (English, French, German, or other languages) student teachers' anxiety, especially during teaching practice- practicum periods in real classrooms. There are some other studies in the literature (such as İpek, 2006; Yüksel, 2008) exclusively in the Turkish EFL context, but there is still room for many other studies to reveal the student teacher anxiety, sources of their anxiety, symptoms, and proposed solutions to regulate this anxiety.

Chapter 3

Methodology

Introduction

This chapter deals with methodology in which the researcher presents an account of how the research is carried out. At first, the research design is explained in detail. Then, the research setting and participants with the data collection tools and data analysis methods of the study are introduced. Finally, the techniques to handle and precisely analyze obtained qualitative and quantitative data are explicated.

Research Design

As the critical part of the research, the research design is a strategy for answering the research questions. It determines how the researcher collects and analyzes his data. In the related literature, there are mainly three research paradigms: qualitative, quantitative, and mixed methods. Quantitative research mainly deals with numerical data (Dörnyei, 2007) primarily obtained from surveys, questionnaires, and qualitative data converted into numerical values. According to Pekrun et al. (2002), we need quantitative research to test our hypotheses thoroughly and understand cause and effect relations in detail. In that regard, all the phenomena can be reduced to truthful results which indicate reality (Sale et al., 2002). According to Dörnyei (2007), quantitative research has some characteristics. At first, quantitative data is numerical, and the researcher analyzes the obtained data statistically. Before the study, the researcher has some hypothesis in mind, the data set is generally large, and the outcomes are more generalizable and objective. Quantitative studies are replicable and easy to conduct and analyze though it requires a longer time to prepare (Dörnyei, 2007).

Qualitative research, on the other hand, is mainly used for “exploring and understanding the meaning of individuals or groups ascribe to a social or human problem” (Creswell, 2002, p. 4). The obtained data included themes and contents as opposed to

numbers. Instead of presupposed hypotheses, qualitative research is primarily exploratory in nature (Heigham & Croker, 2009). As Dörnyei (2007) presented, qualitative research is emergent with almost no predetermined hypothesis by the researcher in mind. The sample size is generally small, the setting is natural, and the research questions can change since qualitative research is dynamic. According to Dörnyei (2007), qualitative search helps the researcher to understand a phenomenon deeply by asking many why questions in the dynamic setting. However, it burdens a heavy workload to the researcher, and its small sample size and interpretive nature make it more subjective and less generalizable.

A mixed-methods approach is a well-known phenomenon in the research methodology, which is, according to Creswell (2002), “new and still developing in form and substance” (p.3) Mixed-methods approach is a formation that uses both qualitative and quantitative data in the same research because “to include only qualitative and quantitative methods falls short of major approaches being used today in the social and human science” (Creswell, 2002, p. 4). As Bryman (2008, p.606) states: “the technical version of qualitative and quantitative research essentially views the two strategies as compatible. As a result, mixed-methods research becomes both feasible and desirable.” Creswell (Ibid). has identified six major strategies/types of mixed-methods approach; sequential explanatory strategy, sequential exploratory strategy, sequential transformative strategy, concurrent triangulation strategy, concurrent nested strategy, and concurrent transformative strategy according to how data is collected, used, and utilized.

In the present study, the sequential explanatory strategy has been adopted. In this model, quantitative data collection is followed by qualitative data collection, and the prior importance is in quantitative data. Qualitative data results are used to help explain and interpret the study's quantitative results (Creswell, 2002).

Setting and Participants

The present study utilizes a mixed-methods approach that includes both qualitative and quantitative data simultaneously, including questionnaire results, interviews, and reflective journals, and anxiety graph scores. The focus of the study is the anxiety levels of the student teachers who are currently underway their teaching practicum as their graduation requirement and the sources of foreign language anxiety during their teaching practice. A total of 182 voluntary EFL student teachers for the questionnaires and 14 EFL student teachers for the collection of qualitative data for a period of a semester participated in the study during their teaching practice in both online and face-to-face settings so that their levels and sources of foreign language student teacher anxiety could be revealed. In a sense, this study included EFL student teachers' perceived classroom anxiety while teaching in different settings with real pupils and supervisors attended to. A piece of much-detailed information on setting and participants was presented below under setting and participants subheadings.

Setting

The setting for the current study was several state universities, including English Language Teaching Departments in their Faculties of Education. It also included many secondary schools in various cities that cooperated with these ELT departments as a part of state-supported teaching practicum. As a part of the practicum, all of the students in the Faculty of Education departments should undergo their internships in pre-arranged public schools, and participants of the current study were no exception. In the study, data were collected from two settings: online and face-to-face environments.

In the first phase of the data collection, due to the break out of the Covid- 19 pandemic, all the educational activities were conducted in virtual learning environments, and teaching practicum courses followed the same procedure. In such a case, each

participant attended their pre-arranged online courses each week at different intervals to carry out either their teaching practice or observation and get feedback.

They attended their weekly feedback sessions with their supervisors online as a requirement of the teaching practice course. In this setting, data collection tools such as questionnaires, interviews, or reflective journals were arranged and conducted online using online surveying tool (Google Forms) and virtual learning-conferencing tool (Zoom).

In the second data collection phase, the student teachers again had to complete their practicum in real schools but in a face-to-face school setting. Like an online setting, student teachers undergoing face-to-face practicum must visit their host schools for observation, practice teaching, or feedback. They were also required to meet with their university supervisor each week to discuss their weekly school experience and get feedback. Data collection was performed through questionnaires, interviews, and reflections.

To define the setting with more details, it is necessary to describe foreign language teacher education programs and the place of practicum courses in these programs in Türkiye. Language Teacher Education programs in Türkiye last four years. These programs follow a similar pre-established curriculum set by the Council of Higher Education of Türkiye. In this curriculum, students must complete teaching methodology courses such as Approaches to English Language Teaching, Instructional Principles and Methods, Special Teaching Methods, Teaching English to Young Learners, Literature and Language Teaching, Instructional Technology and Material Teaching, Special Education, Foreign Language Materials Evaluation and Development, Teaching Practicum I, and Teaching Practicum II. These courses require the students to get ready for teaching. they are expected to create lesson plans, develop classroom activities and, more importantly, carry out many microteachings in their classrooms. It is aimed that all the student teachers experience teaching practice before they start teaching in real the classrooms.

Each student must complete a two-part Teaching Practicum course (I and II) as a part of their graduation requirement. Student teachers must complete their Teaching Practicum I course in the seventh semester of their education. The Teaching Practicum I course requires each student to visit their host practice schools. Student teachers must perform six hours of observation per week and create a portfolio that includes a scheduled focused observation of mentor teacher micro-teaching and the assignments, which later included practicing in the classroom.

In the Teaching Practicum II course, which is obligatory in the eighth semester, each student teacher must attend classes for at least six hours a week under the supervision of their university supervisors and mentors at the host school in line with the ELT curriculum. Student teachers must prepare their lesson plans, carry out these lesson plans in the real classrooms in the host school and assess both of these processes by their mentors and supervisors. In short, student teachers are expected to carry out their teaching practices in real classrooms, according to the rubric syllabus, including all the details of the execution of the course, so that they can experience real-life professional experience teaching settings. They also have the chance to execute the theoretical knowledge they acquired through their compulsory theoretical courses such as given above in detail and to see and experience how they bridge their theoretical knowledge with practical knowledge. As they become teachers of English when they complete their education, teaching practice courses are thought to allow student teachers to evaluate their teaching knowledge, competence and qualifications before they begin to teach in a real classroom.

Participants

There are two major groups in this research: online practicum group and face-to-face practicum group. The participants of each group are foreign language student teachers in English Language Teaching departments in various private and state universities in Türkiye. All of these student teachers are enrolled in a four-year English

language teacher education program so that they can serve as English language teachers in the future. The target population in the study comprised all the student teachers enrolled in English Teacher Education and was as large as almost 5000 student teachers. Sampling was done in two phases: for the qualitative data and for the quantitative data. The participants for collecting the qualitative data (14 foreign language student teachers) were selected through convenience sampling from the population. The convenience sampling method was used because it allowed the researcher to access them at an appropriate time and place and their willingness to participate (Etikan, Musa, & Alkassim, 2016; Marshall 1996). The quantitative data (82 foreign language student teachers) were collected using snowball sampling. Snowball sampling “is a well-known, non-probability method of survey sample selection commonly used to locate hidden populations. This method relies on referrals from initially sampled respondents to other persons believed to have the characteristic of interest” (Johnson, 2014, p.1).

Student teachers’ anxiety can be defined as a special kind of anxiety attributed to their tension and apprehension during their teaching practice in a real classroom which is “the period when student teachers are aided to put into practice the theories and principles of education which they have learned in the classrooms as they teach students in the partnership schools” (Ogonor & Badmus, 2006, p.1).

In the current study, third and fourth grade EFL student teachers are involved so that their anxiety levels can be measured. In the third year of their education, student teachers take theoretical courses such as Methodology, Teaching Skills, Teaching English to Young Learners, Approaches to Language Teaching, and Second Language Acquisition. They are also required to carry out microteaching. Therefore, these students are familiar with classroom teachings and exposed to anxiety even though they did not experience practicum yet. Senior student teachers participate in their practicum experience in state schools of the city center. Schools, supervisors, and mentors may differ, however they all have to follow similar procedure enforced by the English Language

Curriculum. According to the official regulations of teaching practicum, each academic supervisor is allowed to supervise only twelve student teachers. In the host schools, mentors become responsible for four student teachers to monitor them. Each student is expected to visit their practicum schools twice weekly to organize their teachings and activities through meetings and get feedback. Even though the number of their teaching practices can differ according to their host schools and their mentors, each student teacher must conduct at least four teaching practice sessions before real classroom and students.

The age range of the participants is between 20-24, and participating student teachers have a GPA value higher than 3.0. In data coding, student teachers are coded as Student Teacher 1 (ST 1), ST 2 to ST 14 (ST1-8 for online participants and ST9-14 for face-to-face participants) so that their confidentiality would be guaranteed during the analysis and presentation of data. A much-detailed presentation of participants' demographic features is given in the following tables.

Table 1

Demographics of the Participants in Online Teaching& Practicum

Demographics		<i>n</i>	%
Gender	Male	8	6.5
	Female	115	93.5
Grade	Junior	26	21.1
	Senior	97	78.9
Total		123	100

Table 2

Demographics of the Participants in Face-to-face Practicum

Demographics		<i>n</i>	%
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Gender	Male	10	16.9
	Female	49	83.1
Total		59	100

Instruments

In the present study, the quantitative data were collected through 1) a personal information form (PIF), 2) the Foreign Language Student Teacher Anxiety Scale (hereafter FLSTAS), 3) an Adapted Foreign Language Student Teacher Anxiety Scale (hereafter aFLSTAS), and the qualitative data was obtained using reflective journals, semi-structured interviews, and an anxiety graph, which are explained below in detail.

The Personal Information Form (PIF) was constructed aimed to explore necessary demographic information. The questionnaire includes basic information about the participants, such as age, gender, grade, Grade Point Average (GPA), and type of practicum school. The questionnaire was constructed to see individual differences which are crucially important in second language studies, which could impact individuals' reactions to situations entirely differently. In student teacher anxiety studies, many researchers also investigated how student- teachers' individual differences such as years of education, the impact of experience, age, or gender affected their anxiety levels, sources of anxiety, and also how individual differences helped learners to reduce their anxiety to a moderate level. To this end, by including individual differences in this study's equation, the researcher aimed to disclose how foreign language student teachers teaching practice anxiety could differ, be impacted, and experienced by the aforementioned individual differences. Therefore, their age, gender, success, and school differences were included in the study through the use of a personal information questionnaire.

Foreign Language Student Teacher Anxiety Scale (FLSTAS) is a questionnaire developed by Merç (2010) to measure exclusively foreign language student teachers'

anxiety during their teaching practice in their classrooms. Merç (2020) constructed the scale to measure foreign language (English, German, or French) teachers teaching practice anxiety. Therefore, it could be seen as the pioneering research tool in Turkish setting. Studies of student teaching anxiety are vast and diverse; many previous tools to measure student teachers' anxiety were developed in the anxiety literature (e.g., Thompson, 1963; Hart, 1987; Capel, 1997). Yet, measuring solely foreign language student teachers' sources of anxiety is not common in the literature, and Merç (2010) is one of the leading researchers in this study area. To fill this study gap in the literature, Merç (2010), adapted to Turkish context, developed the scale with 48 items constructed in a 5-point Likert-type scale ranging from strongly disagree to strongly agree. The higher mark (5) the participants were marked to any individual statement in the scale indicated the higher their agreement level with that specific statement.

In the factor analysis, six factors were loaded as subscales; relationship with the mentors, language proficiency, feelings about academic incompetence, fear of being criticized by peers, fear of what others think, and student effects. These factors were explained as the main source of student teachers' anxiety during their practicum experience. The reliability of the scale was calculated as .94.

Table 3

Reliability Results for FLSTAS

Factors	Number of items	α
Relationship with the mentors	5	.85
Language proficiency	7	.83
Feeling about academic incompetence	4	.79
Fear of being criticized by peers	4	.91
Fear of what others think	4	.77
Student effects	3	.57
FLSTA total	27	.94

Table 4

Normality Check for aFLSTA and FLSTAS

	\bar{x}	%5 Trimmed \bar{x}	Median	Skewness	Kurtosis
aFLSTA	3.517	3.518	3.522	.259	-.711
FLSTA	2.796	2.408	2.400	.208	-.860

Table 5

Test of Normality for aFLSTA and FLSTAS

	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
	<i>df</i>	<i>p</i>	<i>Df</i>	<i>p</i>
aFLSTA	123	.200*	123	.011
FLSTA	59	.094*	59	.092

*. This is a lower bound of the true significance.

Adapted Foreign Language Student Teacher Anxiety Scale (aFLSTAS) is used as the adapted or modified instrument to meet the needs of the current study. In the first phase of the data collection in the current study, the data were collected from student teachers during their online practicum courses due to Covid 2019 pandemic. Moreover, the participants conducted their teaching practice in real classrooms under the observation of their mentors. In the second part of the current study, the data was collected from face-to-face practicum courses and these students were under the observations of their mentors and peers.

In online setting, factors like fear of being criticized by peers and fear of what other thinks were expected to be insignificant by the researcher. Upon expert opinion, these two factors were omitted from the original questionnaire, and the current study was conducted

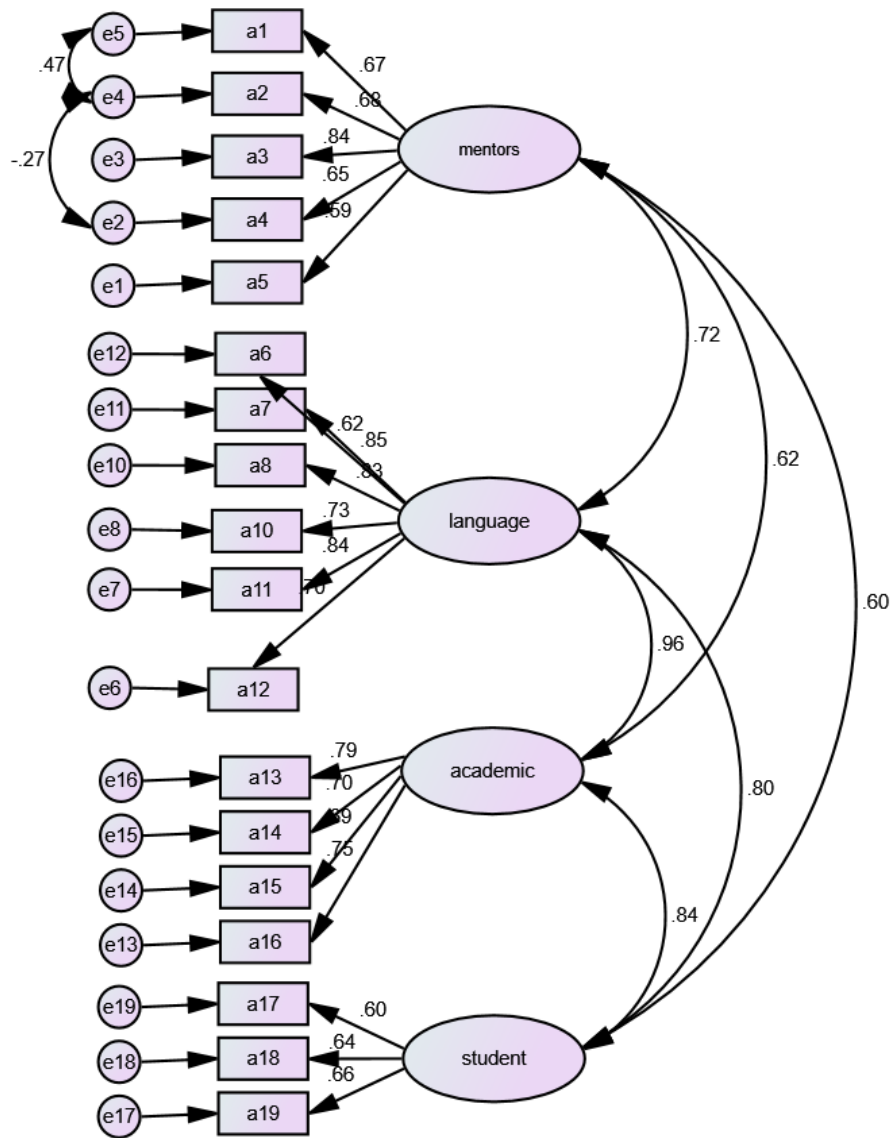
under four factors. During this process of adaptation, the obtained data were subjected to Confirmatory Factor Analysis (CFA) for the validity of the data. Confirmatory factor analysis, in this sense, “permits an actual statistical test by means of chi-square to determine how good the fit is, provided that certain assumptions about the data can be met” (Comrey & Lee, 2013, p.300).

In the CFA, “the researcher can specify in advance which factors are correlated and which are uncorrelated” (Comrey & Lee, 2013, p.325), and “the existence of previously proven structure is investigated with a new data set... when there is a strong model assumption” (Orçan, 2018, p. 415). For the sample size, 123 EFL student teachers’ data were used during factor analysis. Concerning the sample size, Gorsuch (1983) and Kline (1994) recommended a minimum sample size of 100 for factor analysis (as cited in Mundfrom et al., 2005), indicating that the current study meets the sample size criteria as well. During the CFA model fit, a conservative value of .6 and above was set to include an item in the new model. According to Ximenez (2006), previous studies defined weak factors ranging between .40 to .60, and they proposed that below .50 as weak factors and above .70 as major factors. Some items were grouped as covariances concerning the variances, correlations among individual items, and factors loadings. In the final model, two factors were omitted from the original scale and item 9 due to its low factor loading. This was done mainly for two purposes: reducing irrelevant and missing data to the optimum level and increasing the robustness of the data, especially for total variance. As seen in the original scale, all other factors and underlying statements were preserved in the current study. The reliability of the scale was calculated as .93.

Table 6

Summary of Model Fit for FLSTAS

	CMIN/DF	GFI	TLI	CFI	RMSEA	Sig.
Default model	2.167	.815	.857	.881	.098	.000

Figure 1*Final Model Fit for aFLSTAS***Table 7**

Reliability Results for FLSTAS

Factors	Number of items	α
Relationship with the mentors	5	.81
Language proficiency	6	.89
Feeling about academic incompetence	4	.82

Student effects	3	.67
FLSTA total	18	.93

Reflective journals are journals used to collect in-depth information from student teachers on their experience in teaching practice. It is an essential source of information because it allows student teachers to reflect upon their experiences and suggest their own practices. It is also an important data collection tool for the researchers because it lets them acquire data from the primary source. In the current study, reflective journals were utilized to gather valuable primary data from foreign language student teachers on their biweekly practice teachings in real classrooms. They were used to collect data detailed information in them. Reflective journals are free writing tools that do not bind writers into strict lines. In addition to the questionnaires which limit participants' answers to their grading in a scaled format, reflective journals gave them an extensive free space to share their feelings without boundaries.

In the reflective journals, student teachers were asked to write their evaluations and observations biweekly, preferably after their microteaching or practicum. Participants were free to write as they wished without a single focus, yet they were asked to write about their feelings, emotions, and experiences in their teaching practice. Before participants were asked to write their reflective journals, the researcher prepared a template with their personal information, including their names, experiences, practice date, and teaching class levels.

Followingly, there was a short explanation suggesting the process of writing reflective journals to lead participants and draw the boundaries so that an abundance of irrelevant information could be avoided. During the creation of a reflective journal template, the ideas of an expert specialist in qualitative data collection and analysis were noted. The template was also presented to the participants before the data collection to indicate the process of writing their reflective journals. During the practicum, each

participant was expected to write at least four reflective entries in their journals, which were no less than a paragraph. To obtain more relevant information, they were told to include their current anxiety levels and emotional change mainly triggered by their teaching experience. They were asked to explain their feeling and emotions during their teaching practice regarding anxiety levels and the sources of their anxiety such as the situation that could trigger or lower their anxiety levels.

Semi-structured interviews were the basic building blocks of the qualitative data. Together with anxiety graphs and reflective journals, the outcomes of semi-structured interviews were utilized to investigate student teachers' views of anxiety in their teaching classroom. The findings were also used to triangulate data. As Foss and Kleinsasser (2001) state that including multiple types of inquiry or triangulation is significant for discovering difficulties in a comprehensive study of teacher education.

The questions of the interviews were constructed by the researcher and elaborated by the two experts in the field. The questions were constructed after an extensive review of anxiety studies, exclusively student teacher anxiety studies (e.g., Thompson, 1963; Hart, 1987; Capel, 1997; Morton et al., 1997; Merç, 2010). A review of studies above focused mainly on either student teacher anxiety or, more exclusively, foreign language student teacher anxiety gave the researcher a paved a way for the researcher to decide what factors should be included in the interview questions, what direct or indirect questions could cause students to answer them accordingly and also how the questions could let participants provide detailed information about their views of anxiety in their classrooms and during their teaching practice. The questions of the interviews are shaped according to student teachers' approaches to language, including whether they like it or not and how their view of language has changed since they began teaching education. To understand the driving force of participants choosing teaching as a profession, the good and bad sides of their choice now, and how they see teaching as a career was included in the interview. The direct and indirect questions related to student teachers' main concerns

as future teachers, their concerns in the classroom, and their concerns about undergoing teaching practice were included in the interview.

All in all, to support the quantitative data for the foreign language student teacher anxiety, quantitative data were included in the study so that current student teachers' concerns and differences could be further explained in detail.

The researcher conducted the interviews on a one-to-one basis with the participants using virtual conferencing tools such as Zoom. Virtual conferencing tools allow users to record their meetings, share their screens. These video conferencing tools helped the researcher see participants face to face so that he could observe participants' reactions to questions and take observation notes if necessary. Also, they allowed the recording of the meeting, which is why the researcher did not require an alternative voice recorder and had the chance to watch their sessions repeatedly.

Semi-structured interviews were constructed to guide the researcher and the participants. Each interview meeting was planned to be around 45 minutes. Even though the researcher tried to obey the timing, because the initial introductory part and concluding remarks were time-consuming, it was optional to be strictly 45 minutes for each participant. Instead, if any student teacher was willing to share more of his-her ideas, they were encouraged to talk so that obtained data would include richer data for analysis. A total of 14 students participated in the interviews. The interviews were conducted during student teachers' teaching practice period. The researcher-initiated interviews toward the middle of the semester to ensure that each student had experienced teaching practice. Each student teacher who participated in the study conducted at least one of their teaching practices in their real classrooms. Therefore, they are experienced in practicum beyond their micro-teaching in their undergraduate courses such as Teaching Skills. In short, the researcher tried to organize every dimension of the study, including time, place, and questions, so that the study can bear fruitful outcomes regarding teaching anxiety of foreign language student teachers and the sources and levels of that anxiety.

Miles and Huberman's (1994) formula (reliability = the number of agreements/number of agreements + the number of disagreements) has been utilized for the reliability of the qualitative data. The codes were shared with two experts in the field, and their returns were calculated with the researchers' codes separately. The raters reached more than 80% of agreement during the coding of the data to codes and categories, indicating a higher level of consistency.

Anxiety graph is a simple graph developed by the researcher, similar to Chan et al. (2014) motivation graph. By this graph, students will mark their weekly anxiety levels from 1-the lowest, to the 10-the highest level. Student teachers were asked to put concise notes attached to their anxiety scores about the underlying reason for their anxiety level. The anxiety graph aims to track student teachers' anxiety levels throughout their teaching practice experiences. Starting from their initial teaching experience, they will mark their anxiety levels on their graph biweekly. Before asking students to complete their anxiety graph, the instrument was analyzed by two experts in the field of teacher education who were also experts in assessment and evaluation. After necessary modifications were made per experts' opinions, the instrument was piloted by using two student teachers. Two student teachers were asked separately to judge the anxiety graph as a data collection tool; they were asked what they understood of the tools required and how they would complete it when asked to fill it out during their practicum period. When all the modifications to the device were made, such as wording, explanation, etc., the tool was introduced to the participants before they were required to complete it just after their teaching practice experience.

Together with the reflective journals, the researcher has asked student teachers to mark their anxiety levels after they undergo their teaching practice experience. The aim of asking them to record their anxiety levels on a graph just after teaching practice is to let students indicate their anxiety-provoking situations in the classroom when their memories are still fresh. Beyond marking their anxiety levels, student teachers were also asked to

explain their anxiety levels through no more than a couple of sentences. In other words, mentors asked them to indicate why their anxiety level is so high, moderate, or low and what causes their anxiety, such as language use anxiety or observation anxiety. Collecting data through anxiety graphs from student teachers throughout their practicum experience made the researcher see the flow of participants' anxiety levels and sources of their anxiety. It gave the researcher a chance to see their anxiety levels at the beginning of their teaching practice and their anxiety levels at the end of the practicum. By doing so, the researcher could see the impact of teaching practice and experience on student teachers' sources of anxiety in real classrooms and their anxiety levels.

Data Collection

As mentioned in the instruments section, the data were collected from a variety of sources in different intervals for the present study. Questionnaires collected quantitative data from the participants during their teaching practice period. This period of data collection time was chosen as the middle of the practicum semester so that they would experience teaching in the classroom. The questionnaires were delivered using an online surveying tool because of the effect of the pandemic. Before each administration, the participants were informed about the aim of the study, the administration of the questionnaires, and confidentiality, and they were asked for their voluntary participation through a consent form. It is estimated that the administration of the questionnaires will last for 30 minutes on average.

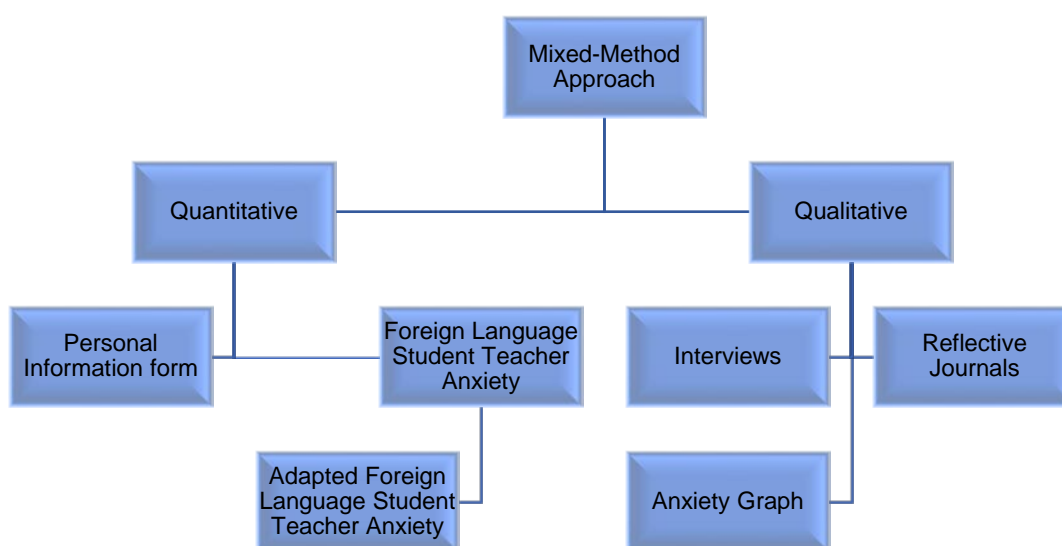
The reflective journals were collected from student teachers biweekly. They were asked to write a feeling-based journal, preferably after their micro-teaching or practicum experience. They were asked to include any classroom-based details making them happy or anxious. Participants also were provided with a basic/straightforward anxiety graph from 1 to 10, similar to Chan et al. (2014) graph and requested to grade their anxiety

accordingly. They were encouraged to add as much information as possible about their anxiety provokers.

The researcher formed the semi-structured interviews with powerful, facilitating, and context-relevant questions that could divert expected interview results into different dimensions so that in-depth information could be obtained. Before the implementation, the interview questions were checked by two experts who specialized in qualitative research. After all the processes were completed, the researcher interviewed seven student teachers through a period almost equal to 45 minutes per session. All the data were recorded with the help of virtual conferencing tools, and the researcher took necessary notes that presented the immediate context in more detail.

Figure 2

Data Collection Tools



In summary, the data in the current study were collected using qualitative and quantitative data collection tools, including questionnaires, semi-structured interviews, and reflective journals as the primary data collection instruments. A detailed analysis of the data collection process for each separate device is described below.

Questionnaires were the main tools for collecting quantitative data in the present study. Brown (2001, p. 6) defines questionnaires as “written instruments that present respondents with a series of questions or statements to which they react by writing their answers or selecting from the given answers.” They were mainly used for the collection of data from a large population. Also, they were valid and reliable data collection tools so that obtained data could be generalizable to larger populations. Questionnaires also provided researchers with objective data; therefore, study outcomes could be reliable and generalizable. They also provide researchers and studies with “unprecedented efficiency in terms of researcher time, researcher effort and financial resources” (Dörnyei & Taguchi, 2009, p.9). In that sense, three questionnaires were used in this study. The researcher created the Personal Information Questionnaire (PIQ) to collect individual data from the participants. It included questions asking for participants' personal information such as age, gender, and experience so that the researcher could further analyze these individual differences through other dependent and independent variables. The Foreign Language Student Anxiety Scale (FLSTAS) was another data collection tool developed by Merç (2010) to measure exclusively foreign language (English, French, German, etc.) student teachers' anxiety during their teaching practice. It is on a 5-point Likert-type scale including a total of 48 items under six factors: relationship with the mentors, language proficiency, feelings about academic incompetence, fear of being criticized by peers, fear of what others think, and student effects. The scale ranged from strongly disagree to strongly agree, and its reliability was checked as .89. in the original study.

For the quantitative data collection, an online surveying tool (Google Forms) was utilized for two purposes; its easiness of forming questionnaires and collecting data during the pandemic. Especially Covid-19 pandemic forced researchers to collect all data online since all the educational activities were made online by the Ministry of National Education (MoNE) and The Council of Higher Education (CoHE). In such a difficult time, all three questionnaires were entered into Google Forms, as presented above. An explanation

concerning how participants were able to fill out the questionnaires, the purpose of the study and expected outcomes, and the confidentiality of their returns were included in this explanatory part. After this explanation, a Consent Form was also attached to the form, asking voluntary participation of each student teacher and comprising detailed information about the study's purpose, results, and confidentiality. All of these forms mentioned above and questionnaires were converted into a single online form, and the link to this form was sent to participants. The link to this form was sent to students in various ELT departments all over Türkiye. Since the return rate is low, especially for the online questionnaires, the population of the participants was selected as large as possible. The participants were among student teachers of English from various ELT departments who were in either their third or fourth grade carrying out their teaching practicum. Student teachers in their first and second years were excluded from the study to obtain more detailed and pure data to meet the requirements of this study.

Semi-structured interviews and *reflective journals* were utilized as the study's primary qualitative data collection tool. They are one of the most used qualitative data collection instruments (Saldana & Omasta, 2018). They are an interview technique "where the interviewer has a clear picture of the topics that need to be covered but is prepared to allow the interview to develop in unexpected directions where these open up important areas" (Heigham & Croker, 2009, p. 186). In the current study, they were used as one of the main data collection tools since semi-structured interview "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and new ideas on the topic" (Merriam, 1998, p. 74). Therefore, they were used to gather information from student teachers so that the researcher could obtain primary source data directly from the participants. It was also used because a semi-structured interview gives the researcher an open room for making modifications through diverse questions upon respondents' responses (Saldana & Omasta, 2018). Since the practicum was happening during the Covid-19 pandemic and all the schools were closed down for the benefit of

distance learning, the interviews were done using a virtual conferencing tool, Zoom. A total of 14 foreign language student teachers participated in the semi-structured interview sessions. Initially, the researcher created an eight interview questions with the help of two experts in the field and used these interview questions as a guide and framework for these semi-structured interviews, as seen in Appendix B. During the semi-structured interview sessions happening online, participants were directed to aforementioned predetermined interview questions, but they were not solely bound to answer these questions.

Moreover, they were encouraged to reflect upon their thoughts, experiences, and feelings, mainly covering their practicum period. Initially, each session was planned to last around 45 minutes, yet students were not forced to this strict timing as long as they provided relevant information. All the interview sessions were recorded as videotaped as both virtual conferencing tools' interfaces enabled us to do so.

Reflective Journals were used as one of the two main qualitative data collection tools for the current study. They were described as practical data collection tools letting teachers reflect their beliefs, thoughts, and attitudes upon particular points or experiences (Borg, 2015). Researchers commonly used them to support and work out teachers' beliefs on their learning and teacher education experiences (Murray, 2009). In the current study, the main aim of using them was to investigate foreign language student teachers' classroom anxiety based on their own teaching experiences. As Wagner (1999) stated, reflective journals provide researchers with content-rich and valuable data when used as a data collection tool. Therefore, they were used as the primary source data of the study. They were used to collect data such as tracking teacher development, reflections, and feedback collection out of teacher education courses (e.g., Bigelow & Ranney, 2005; Numrich, 1996; Sakui & Gaies, 2003). The procedure of reflective journals was as follows: each of the student teachers was asked to reflect on their experiences, feelings, and emotions upon their teaching practice. As Hubbs and Brand (2005, p. 65) mentioned,

“instructors using reflective journals can clarify their expectations by initially providing students with guidance, explaining that the purposes of journals are self-reflection and professional development.” Therefore, they were asked to write their reflections after their teaching practice. They were asked to write four reflective journals since each student was to carry out at least four teaching practice sessions over their practicum as a course requirement. They were asked to write at least a paragraph so that their classroom experiences could be revealed and analyzed in detail. Before the data collection, all the participants were mentioned about the tool and instructed on how to use the reflective journals. To provide participants with a template, the researcher created a reflective journal sample template including participants' personal information and a short explanation of how to write a reflective journal, as seen in Appendix C. They were not bound to any limitations while writing their reflections except for the request to include their feelings and emotions during their teaching practice.

Anxiety Graph is a simple graph design used to track student teachers' anxiety levels just after their teaching practice. It is a simple graph numbered from 1 to 10, and each student should be asked to grade their teaching practice anxiety just after their practice teaching is over. The researcher initially developed it, and this tool's primary purpose was to measure student teachers' anxiety with a to-the-point tool. Apart from marking their grades on this numerical graph, it also required students to explain their anxiety levels by including short statements no more than several sentences. By doing so, anxiety-provoking factors of student teachers and their anxiety levels could be understood through concise and relevant notices.

Data Analysis

After data collection process, the obtained data were analyzed according to qualitative and quantitative data analysis procedures. The data from the surveys/questionnaires were entered into Statistical Package for Social Sciences

(hereafter SPSS) 25 software. After reversed items were converted and mean values were calculated, the data were tested for normality and inter-item reliability. Regarding the normal distribution of the data concerning the sample size and test of normality outcomes as presented in Tables 4 and 5, parametric tests with descriptive and inferential statistics were applied to analyze the data.

For quantitative data analysis, data is first subjected to a normality test. Then, each of the scales and underlying factors was analyzed through descriptive statistics to see their mean values and deviations. To compare groups, a group of ANOVA's MANOVA's were conducted instead of multiple t-tests to refrain from Type 1 error.

For the qualitative data for reflective journals and interview results, the entire data were analyzed using qualitative content/thematic analysis and grounded theory. After the transcription, the data would be sought for codes and themes. Codes are the key factors in content analysis since codes are "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (Miles & Huberman, 1994, p. 56). After all the codes/themes were created, reduced, and organized under common titles, a copy of the qualitative data would be sent to an expert in the area for coding so that the intercoder reliability of the study should be met. After all the process and elaborations, qualitative and quantitative data results were compared and contrasted to see the differences and commonalities to understand the outcomes more in detail, which opened new ways to our understanding of the data and helped to meet mix-method methodologies criteria.

In summary, a general view of the analysis of the data was presented above in two paragraphs, each dedicated to explaining how obtained data by using different data collection methods and tools was explained shortly. Detailed analysis of data for each device will be made described separately below.

Questionnaires were the primary data collection tools for quantitative data, and they also formed the first part of data collection and analysis. As mentioned in the

instruments section above, there were mainly three questionnaires as data collection tools. The obtained data were entered into Statistical Package for the Social Sciences (SPSS 25). After all the labels and codes were created, reverse items were converted, and mean values were computed for each factor and total scores of scales. In the first step, the data was subjected to a normality test to see if the data were normally distributed. This is essential before analyzing because it shapes and changes all the analysis processes and tools. Normal distribution requires parametric tests such as Pearson's correlation, whereas the non-normal distribution of data requires non-parametric tests such as Spearman's correlation. Therefore, deciding on data distribution is highly important for the entire analysis process. In the current study's data, as seen in Tables 4 and 5, the scrutiny of data indicated that it is normally distributed. Thus, parametric tests were applied in the further analysis.

Firstly, descriptive statistics (means and standard deviations) were used to see participants' agreement levels. Therefore, descriptive statistics were run for total scores of aFLSTAS and FLSTA and their underlying factors. In this part, means and standard deviations were inspected for factors and individual items constructing each scale to see participants' agreement levels to anxiety. Then, comparison tests were used to reveal group differences in their foreign language student teacher anxiety types and levels. Third graders were labeled as non-practice and fourth graders as a practice group and were compared based on this practice difference.

Moreover, groups were also compared based on their gender to see whether any difference occurred due to their gender difference. Initially, multiple independent samples t-tests were used to inspect the differences above. Then, to avoid Type 1 error, meaning finding a significant result due to multiple comparisons even if there is no real significance, a group of MANOVA's was utilized. Before each analysis, data were screened for missing values, Mahalanobis and Cook's distance values, singularity and multicollinearity, homoscedasticity, and multivariate normality. When inspection of Wilk's Lambda values

reached statistical significance, a further analysis based on individual items was carried out using Bonferroni corrected alpha levels.

Semi-structured interviews: the analysis of data collected through semi-structured interviews was analyzed using the Content Analysis method. Firstly, all the obtained data through videotaped recordings using a virtual conferencing tool (Zoom) were transcribed. Transcribing such big data that includes almost six hours of speech, including irrelevant data such as greetings and wishes, or sliding to frivolous issues that are entirely unrelated to the study data was a tremendous job and hard to do hand alone. Therefore, transcription tools such as Zoom and YouTube were used, and these transcriptions were copied separately to the Microsoft Word documents. Then, by considering the probability of errors, the videos of interviews were watched as the software mentioned above made the transcription, and critical errors and corrections were made. After collecting the whole data, tags, labels, themes, and codes were used to group information under general factors. Firstly, many codes were created, and statements related to these themes were grouped. Then, these many themes were grouped under common codes by eliminating similar codes, like undergoing a pyramid discussion. The number of codes was reduced to as many as possible until any of these codes had common grounds. After the completion of the data, these themes and codes were sent to an expert for the reliability of the data. Any suggestion from that expert was considered, and necessary changes were made to these codes.

Reflective Journals: written documents are scrutinized through the use of the Content analysis technique, which is one of the highly used methods of qualitative data analysis in literature. The researcher investigated this vast amount of data, including at least four reflective journals per student teacher, and an expert intervened after creating all common themes-codes to check the data analysis process for data reliability. At first, all factors derived from student teacher anxiety studies were used as codes of sources of anxiety. Then, all the reflective journals were scrutinized separately, and any statement

evoking anxiety was grouped under relevant codes. The researcher creates a new relevant code if any information does not fit into these codes. After the analysis of all reflective journals and codes was completed, applicable codes were recoded under another general code. This step was repeated until all the related codes were grouped under a standard code, and the final codes were diverse. These codes were used as the basis of the current study's qualitative data and semi-structured interviews.

Anxiety Graph results were analyzed by using a binary approach. The outcomes of the anxiety graph's numerical data were first analyzed through their numerical size to see if any decreases were noted throughout the teaching process. Even though each student was expected to indicate their anxiety levels on a 1 to 10 scale, only those who reported their anxiety scores at least were included in the analysis. Then, each student's anxiety marks were computed biweekly for their means and standard deviations. Their mean scores and change of mean scores over the teaching practices were interpreted and compared to their anxiety outcomes unveiled through their responses to reflective journals and semi-structured interviews. Combining them, the researcher tried to reveal and understand the primary and underlying sources of participants' anxiety in more detail.

The analysis of the sentence level data of the anxiety graph, where student teachers were asked to explain their anxiety marks by no more than a couple of sentences, if not words, was done through content analysis. Each statement was categorized under codes from student teacher anxiety literature. After all the analyses were completed for each student, these too many codes were re-coded under the main relevant code to avoid having many codes with similar connotations and sources of anxiety.

Chapter 4

Findings

Introduction

The results of the present study are expected to contribute significantly to the literature on language learning and teaching and exclusively to its relationship to anxiety. Secondly, the results of the study will contribute to the teacher education process in such a way that not only the supervisor but also the hosting school and as well as the student teachers themselves will be aware of their potential anxiety related to in-class teachings such as micro teachings and practicum process, and necessary precautions will be taken earlier by the related parties such as administrators, teachers or supervisors and hosting school staff.

The present study mainly aims to reveal foreign language student teachers' anxiety and the flow of their anxiety through the third grade to the end of the practicum. The study results are expected to reveal a moderate level of anxiety among student teachers in general. The study results will also show whether anxiety has a facilitating or debilitating role in their performance. It is expected that some anxiety is required for improved performance by the student teachers, especially after analyzing qualitative data through content analysis.

Another expected result is that the average anxiety of students' teachers will decrease in time through their reconciliation with their supervisors, hosting school staff, classrooms, and students. A warm and positive relationship with the parties above will lower student teachers' anxiety and improve their performance.

FLSTA in Online Practicum

Quantitative Study Results

Participants' levels of agreement over factors of FLSTA were revealed using descriptive results. Descriptive statistics were run to indicate each factor's mean and standard deviations and combined total factors, as seen in Table 8.

Table 8

Descriptive Results for FLSTA Factors

Factors- Sources of FLSTA	\bar{x}	<i>SD</i>
Student effects	2.89	1.01
FLSTA total	2.79	1.01
Relationship with the mentors	2.65	1.01
Language proficiency	2.62	1.05
Feeling about academic incompetence	2.35	1.05

As seen in Table 8, participants held moderate anxiety towards their teaching practicum experience ($\bar{x} = 2.79$, $SD = 1.01$). Among the individual factors seen as sources of anxiety during teaching practicum, the impacts of students held the highest position and agreement level among participants ($\bar{x} = 2.89$, $SD = 1.01$), followed by relationship with mentors ($\bar{x} = 2.65$, $SD = 1.01$). Feeling about academic incompetence was the factor that got the lowest agreement level among participants ($\bar{x} = 2.35$, $SD = 1.05$), indicating that student teachers did not feel anxious about their academic capabilities to teach in real classrooms.

Table 9

Descriptive Results for FLSTA Items

FLSTA items	\bar{x}	<i>SD</i>
2. I am ashamed when my cooperating teacher makes a negative comment about my English.	3.74	1.179
3. I am afraid of my university supervisor's negative comments about my teaching.	3.71	1.266

1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.	3.56	1.181
6. I feel uneasy when I have to teach English to high proficient learners.	3.44	1.249
5. I am so excited when my university supervisor is in the class, I teach that I forget about anything I know.	3.31	1.275
19. I feel uneasy when I teach a class that I never taught before.	3.22	1.258
17. I am anxious about my students' failing in English exams.	2.86	1.339
16. I never feel comfortable however well-prepared I am.	2.85	1.475
8. I feel anxious when I speak English in the class.	2.66	1.431
12. I feel nervous when I correct my students' mistakes with the feeling that I will also make mistakes.	2.64	1.374
18. I feel nervous if students make a mistake when a visitor is present in the class.	2.60	1.304
11. I feel anxious when I teach speaking.	2.59	1.402
15. I hesitate to discuss a point related to language teaching with a teacher in the practicum school.	2.53	1.282
7. I am never sure of myself when I need to manage the class in English.	2.50	1.345
4. I feel helpless when my university supervisor reads my lesson plan.	2.15	1.167
13. I feel anxious when I teach reading.	2.02	1.218
14. I am nervous when I need to organize pair or group work.	2.02	1.235
10. I try not to teach when there is a foreigner in the class.	1.93	1.046

When the descriptive results were inspected on an item basis separately, it is clear from the table that, as ranked by their mean values, items refer to relationship with mentors, such as "I am ashamed when my cooperating teacher makes a negative comment about my English" or "I am afraid of my university supervisor's negative comments about my teaching" were the primary sources of anxiety during teaching

practice. Items that refer to academic incompetence, such as “I am nervous when I need to organize pair or group work” or “I am nervous when I need to organize pair or group work” were the items that call for lesser anxiety among student teachers.

Table 10

Descriptive Results for Relationship with the Mentors

FLSTA items	\bar{x}	SD
2. I am ashamed when my cooperating teacher makes a negative comment about my English.	3.74	1.179
3. I am afraid of my university supervisor's negative comments about my teaching.	3.71	1.266
1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.	3.56	1.181
5. I am so excited when my university supervisor is in the class, I teach that I forget about anything I know.	3.31	1.275
1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.	3.56	1.181

Among all the factors of FLSTA, relationship with the mentors was the only source of anxiety that each of its items triggered at least a moderate level of anxiety among participants. It is clear from the descriptive results that student teachers were anxious about both their cooperating teachers in the school where they undergo their practicum and their supervisor teacher in their university. Especially having a negative remark on their teaching performance seems to be the primary source of anxiety among all.

Table 11

Descriptive Results for Language Proficiency

FLSTA items	\bar{x}	SD
6. I feel uneasy when I have to teach English to high proficient	3.44	1.249

learners.		
8. I feel anxious when I speak English in the class.	2.66	1.431
12. I feel nervous when I correct my students' mistakes with the feeling that I will also make mistakes.	2.64	1.374
11. I feel anxious when I teach speaking.	2.59	1.402
7. I am never sure of myself when I need to manage the class in English.	2.50	1.345
10. I try not to teach when there is a foreigner in the class.	1.93	1.046

When language proficiency anxiety was considered, only teaching highly proficient learners was reported to be the source of anxiety. Others, including teaching speaking, speaking in L2, or L2 mistakes, were not seen as sources of anxiety among student teachers during their teaching practice.

Table 12

Descriptive Results for Academic Incompetence

FLSTA items	\bar{x}	SD
16. I never feel comfortable however well-prepared I am.	2.85	1.475
15. I hesitate to discuss a point related to language teaching with a teacher in the practicum school.	2.53	1.282
13. I feel anxious when I teach reading.	2.02	1.218
14. I am nervous when I need to organize pair or group work.	2.02	1.235

When student teachers' anxiety about their academic incompetence is scrutinized uniquely, it seems that they are ready to teach, and this organization process does not trigger their anxiety. Yet, the anxiety mainly derives from their self-reflections.

Table 13

Descriptive Results for the Student Effect

FLSTA items	\bar{x}	<i>SD</i>
19. I feel uneasy when I teach a class that I never taught before.	3.22	1.258
17. I am anxious about my students' failing in English exams.	2.86	1.339
18. I feel nervous if students make a mistake when a visitor is present in the class.	2.60	1.304

When the student effect factor was inspected separately, it was seen that student teachers moderately agreed with the statement "I feel uneasy when I teach a class that I never taught before," indicating that an unknown situation triggers student teachers' anxiety. They mostly disagree with the statements calling for students' failure, such as "I am anxious about my students' failing in English exams."

Participants' agreement levels over FLSTA factors were inspected after they were grouped as junior and senior students by their grade levels. Descriptive analysis was used to show how junior students conceive anxiety-provoking factors during their teaching experience. Descriptive results were presented in Table 13 for junior students.

Table 14

Descriptive Results for Junior Group

Factors- Sources of FLSTA	\bar{x}	<i>SD</i>
FLSTA total	3.22	1.11
Language proficiency	3.15	1.39
Relationship with the mentors	3.12	1.35
Student effects	3.11	.98
Feeling about academic incompetence	2.94	1.50

As seen in Table 14, junior student teachers held a moderate agreement toward foreign language student anxiety factors on the combined dependent variables ($\bar{x} = 3.22$,

$SD= 1.11$). Among individual factors, language proficiency was the highest graded factor ($\bar{x} = 3.15$, $SD= 1.39$), whereas feeling about academic incompetence was the lowest ($\bar{x} = 2.94$, $SD= 1.50$).

Opposing junior student teachers' anxiety conceptions, senior students held moderate agreement &disagreement towards foreign language student teacher anxiety factors on the combined variables ($\bar{x} = 2.68$, $SD= .99$). Unlike junior student teachers, student effects ($\bar{x} = 2.85$, $SD= .99$) factor was the highest graded factor by senior student teachers. Feeling about academic incompetence was the lowest graded factor ($\bar{x} = 2.18$, $SD= .89$), indicating that senior students are well equipped in language skills and theoretical knowledge, yet dealing with students in real classrooms, such as the issue of classroom management, is a crucial matter for anxiety. Detailed results for senior students are presented in Table 15.

Table 15

Descriptive Results for Senior Group

Factors- Sources of FLSTA	\bar{x}	SD
Student effects	2.85	.99
FLSTA total	2.68	.77
Relationship with the mentors	2.53	.90
Language proficiency	2.48	.93
Feeling about academic incompetence	2.18	.89

To measure any difference among participants' approaches to factors of FLSTA considering their grade difference was scrutinized by using a one-way between groups MANOVA. Four factors of relationship with mentors, language proficiency, feeling about academic incompetence, and student effects were entered into the equation as dependent variables. Preliminary analysis was conducted to check assumptions of MANOVA, including normality, linearity, outliers, homogeneity of variance-covariance matrices, and

multicollinearity. The assumption testing indicated no serious violations for further analysis.

Table 16

Wilks' Λ for Differences in FLSTA between Junior and Senior EFL Student Teachers

	<i>Wilks' Λ</i>	<i>F (4, 110)</i>	<i>p</i>	<i>Partial eta²</i>
Grades	.903	2.96	.02	.09

p = .05

Table 16 shows a statistically significant difference between juniors and seniors on the combined dependent variables, $F(4, 110) = 2.961$, $p = .023$; Wilks' $\Lambda = .903$; partial $\eta^2 = .097$. A further inspection of group differences on individual factors indicated that two of the factors reached statistical significance after Bonferroni corrected alpha level of .0125 were feelings about academic incompetence $F(1, 113) = 8.593$, $p = .004$; partial $\eta^2 = .071$, and language proficiency, $F(1, 113) = 6.679$, $p = .011$; partial $\eta^2 = .056$. An examination of mean scores indicated that junior students ($\bar{x} = 2.94$) were more anxious about academic incompetence than their senior counterparts ($\bar{x} = 2.18$). Likewise, junior students ($\bar{x} = 3.15$) presented more anxious behavior toward their language proficiency than senior students ($\bar{x} = 2.48$). Factors of relationship with the mentors and student effects yielded similar results with no statistically significant difference noted.

Similarly, to measure any difference among participants' approaches to factors of FLSTA considering their grade difference was scrutinized by using a one-way between groups MANOVA as presented in Table 17 below.

Table 17

Wilks' Λ for Differences in FLSTA between Male and Female EFL Student Teachers

	<i>Wilks' Λ</i>	<i>F (4, 110)</i>	<i>p</i>	<i>Partial eta²</i>
Gender	.926	2.18	.07	.07

p = .05

Four factors of relationship with mentors, language proficiency, feeling about academic incompetence, and student effects were entered into the equation as dependent variables. Preliminary analysis was conducted to check assumptions of MANOVA, including normality, linearity, outliers, homogeneity of variance-covariance matrices, and multicollinearity. The assumption testing indicated no serious violations for further analysis.

There was no statistically significant difference between males and females on the combined dependent variables, $F(4, 110) = 2.182, p = .076$; Wilks' $\Lambda = .926$; partial $\eta^2 = .074$.

An anxiety graph was utilized to track student teachers' anxiety levels throughout the practicum. In the chart, each participant has graded their anxiety levels during their teaching practice through a simple one to ten scale. Each student teacher was expected to grade their anxiety four times in total. Yet, each student teacher was included in the analysis if they completed their graphs at least twice during their teaching practice.

Table 18

Anxiety Graph Scores for Biweekly Teaching Practice Sessions

	<i>n</i>	Minimum	Maximum	\bar{x}	<i>SD</i>
1 st teaching	6	3	8	6.33	2.25
2 nd teaching	6	1	4	2.67	1.36
3 rd teaching	5	2	4	2.80	.837
4 th teaching	4	1	4	2.50	1.29

As seen in Table 18, the first week of teaching practice triggered the most anxiety reported by student teachers ($\bar{x} = 6.33, SD = 2.25$). The first week was also the only week that participants were graded their anxiety levels up to 8 out of 10. The second ($\bar{x} = 2.67, SD = 1.36$) and third weeks ($\bar{x} = 2.80, SD = .83$) yielded similar results, and there was a slight difference in favor of the second teaching opposing the general trend of the whole

data. However, as seen in the table above, the last teaching week was the least anxiety-provoking period ($\bar{x} = 2.50$, $SD = 1.29$), indicating a steady decrease in anxiety levels from the first to the last experience of teaching according to anxiety graph scores.

Qualitative Study Results

The present study's qualitative data were collected using semi-structured interviews, reflective journals, and the anxiety graph. The purpose of using qualitative data was to ensure data triangulation of the study so that the validity and reliability of the study would be increased. It was also used to collect first-hand field data to discover in-depth, authentic outcomes from participants' online practicum experience. The researcher was the primary individual responsible for creating tools and data collection. The researcher created semi-structured interview questions and modified them upon the recommendation of qualitative data experts. Student teachers could reflect upon their teaching practice experience during the reflective journals and anxiety graph. Yet, the researcher provided a template to ensure a frame for their reflections. During each tool's development, the researcher utilized related literature and experts in the teacher education field.

The qualitative data were collected during the practicum semester of participants. Eight participants were in the qualitative part, yet some attritions were observed, especially during the completion of the reflective journals. The interviews were conducted by using Zoom online conferencing software. For the reflective journals, students were given a sample template and were asked to reflect upon their online teaching practice. According to their practicum course requirements, they had to teach four times during the practicum semester; therefore, they were expected to write four reflective journals. However, some attritions of reflective journals were seen. Similarly, anxiety graphs were included in participants' reflective journals. In the anxiety graphs, student teachers were expected to grade their level of anxiety on a one to ten-scale format and explain their causes of anxiety with no more than a couple of sentences.

The research carried out the analysis of the data by using Content Analysis., Initially, the whole data were transcript by the researcher. Then, recurring categories-themes from the existing literature were utilized as the initial categories of the data analysis. Throughout the data analysis, new categories and themes have been created. Similarly, codes were created simultaneously with the categories and categorized under each related category. After completing the initial content analysis, categories and codes showing similarities were recreated or regrouped. After this phase was completed, two experts were asked to analyze data for validity and reliability of the data analysis process. The data was scanned again upon their analysis and recommendations, and the final form of categories and codes was created. In the final form, the data were presented under four headings: sources of foreign language student teacher's practicum anxiety in distance education, and anxiety-reducing recommendations; each category has been explained in detail in the following lines.

Table 19

Qualitative Data Findings for Online Practicum

Categories	Codes
Anxiety-Provoking	
Teacher self-efficacy	Academic incompetence English proficiency Teaching quality Classroom management Promotion of student success Lesson planning
Communication problems	Communication barrier Participation & attention problems Use of L1
Student effect	Unwillingness to participate Negative feedback & comment

Technical problems	Software & hardware problems
	Unfamiliarity with the tools
	Fees for online education tools
Self-confidence	Demotivation due to heavy workload
	Insecurity toward tone of voice
	Concern over public speaking
	Improvising unexpected situation
Peer effect	Being observed
Mentor effect	Being observed
	Negative feedback & comment
Miscellaneous	Teaching space problems
Anxiety-Reducing	
Mentor effect	Positive feedback
	Mentor observation
Teacher self-efficacy	Experience in teaching
	Classroom management skills
	Good lesson plan
Student effect	Active participation
	Positive atmosphere
Self-confidence	Sense of achievement

As seen in Table 19, 12 categories emerged from the data, including 30 final codes. The source of foreign language anxiety emerged the most categories and codes, composing 22 codes under eight categories. Then, the theme of anxiety-lowering factors included four categories and eight codes dedicated to revealing how participants' anxiety levels could be arranged in order not to intervene in their teaching practice.

Sources of FLSTA during Online Practicum

The study's primary purpose is to reveal EFL student teachers perceived levels of anxiety during their teaching practice and the factors that cause anxiety during practicum. As seen in the quantitative data analysis part, students, mentors, English proficiency, and academic incompetence factors could lead to anxiety during practicum. To reveal more in-depth results concerning sources of anxiety, the qualitative part of the study, including interviews, reflective journals, and anxiety graph statements, was analyzed through content analysis. As seen in Table 20, a detailed examination and presentation of content analysis results revealed eight categories, of which five categories were exclusively drawn from the qualitative data through content analysis.

Table 20

Sources of FLSTA during Online Practicum

Categories	Codes	<i>f</i>
Anxiety-Provoking		
Teacher self-efficacy		8
	Academic incompetence	4
	English proficiency	4
	Teaching quality	3
	Classroom management	3
	Promotion of student success	3
	Lesson planning	2
Communication problems		6
	Communication barrier	6
	Participation & attention problems	4
	Use of L1	1
Student effect		5
	Unwillingness to participate	5
	Negative feedback & comment	1
Technical problems		4

	Software & hardware problems	3
	Unfamiliarity with the tools	3
	Fees for online education tools	1
Self-confidence		3
	Demotivation due to heavy workload	1
	Insecurity toward tone of voice	1
	Concern over public speaking	1
	Improvising unexpected situation	1
Peer effect		2
	Being observed	2
Mentor effect		2
	Being observed	2
	Negative feedback & comment	1
Miscellaneous		1
	Teaching space problems	1

As seen in Table 20, content analysis results indicated a total of 22 codes as sources of FLSTA under eight categories. Of all the categories, teacher self-efficacy ($f= 8$), communication problems ($f= 6$), and student effects ($f= 5$) were the highest-ranked sources of anxiety. Technical problems ($f= 5$) were also highly regarded as the source of anxiety, including three distinct codes. Peer effect ($f= 2$), mentor effect ($f= 2$), and miscellaneous ($f= 1$) were the least ranked categories among all the categories, and both peer effect and miscellaneous had one code as the source of anxiety. Each category and related codes were presented in the following lines, including extracts from the transcribed data.

Teacher self-efficacy was the primary source of anxiety uttered by each student. According to the analysis results, each student teacher indicated at least one code of

teacher self-efficacy category as the primary source of their anxiety during practice teaching. The codes included academic incompetence, English proficiency, teaching quality, classroom management, promotion of student success, and lesson planning. The categories, codes, and frequencies are detailed in Table 21.

Table 21

Teacher Self-efficacy as the Source of Anxiety

Categories	Codes	<i>f</i>
Teacher self-efficacy		8
	Academic incompetence	4
	English proficiency	4
	Teaching quality	3
	Classroom management	3
	Promotion of student success	3
	Lesson planning	2

As seen in Table 21, the majority of students acknowledged low level of teacher self-efficacy as their main sources of anxiety. When the reasons for which participants acknowledge teacher self-efficacy as their source of anxiety, a total of six codes emerge from their responses and reflections to qualitative data collection tools. When each of the codes is analyzed separately, the following codes and underlying extracts were presented.

Academic incompetence was considered the major source of anxiety among student teachers under the teacher self-efficacy category. According to analysis results, providing confusing or inadequate instruction, perceived incapability to teach in the real classroom, and inadequate theoretical knowledge were the main dimensions shaping and creating academic incompetence code. Confusing or ineffective instruction was the primary source of anxiety among student teachers during their teaching practice. They indicated that instruction giving was a significant challenge, and their instruction before

classroom tasks or activities created confusion among students. Similarly, perceived incapability to teach was also a moderate source of anxiety among participants. Some student teachers indicated they needed to be sure about their ability to organize and teach English courses in real classrooms even though they were about to complete their undergraduate education. Inadequate theoretical knowledge was also uttered by students as their source of anxiety. Even though the frequency of this is pretty low, it should be taken seriously because these student teachers were about to become real teachers in a short time. All in all, academic incompetence presented a real challenge to student teachers during their teaching practice. The following extracts were taken from their reflections.

I gave inadequate instructions. They were missing and complex. I was aware of these situations but I couldn't handle them properly. (ST5)

They mostly understood my English instructions. However, I may have been a bit simpler in terms of the language level of my instructions. I will try to improve this. (ST3)

I should have been more careful with my instructions. I was correcting myself a couple of times and they understood of course but this could be confusing. (ST7)

I'm still very doubtful about my ability to give lessons. (ST8)

The anxiety I had was more because I thought I wasn't doing a good job. (ST8)

I sometimes feel that I don't follow a challenging program in terms of getting the education to become a teacher. There is no real-life interaction in those micro-teaching sessions as it was before. (ST7)

English proficiency was another primary concern among participants, and they mainly asserted that their level of English could have been more adequate to carry out their teaching practice thoroughly. Similarly, they also stated that being unable to modify their language to their students' or learners' level was also a source of anxiety for student teachers. The following extracts were withdrawn from their reflections.

I have some concerns about my English proficiency. I don't know some grammatical terms (I know how to use them and know what it is, but just don't know the name for them), I don't know grammar rules precisely, but know what's correct and what's not from experience and what sounds natural, my use of idiomatic language is limited. (ST8)

I can see how it deteriorates English proficiency. I am not able to speak as I used to in a real class. (ST1)

My English proficiency has not limited my teaching so far, but I would like to enhance it. (ST4)

They mostly understood my English instructions. However, I may have been a bit simpler in terms of the language level of my instructions. I will try to improve this. (ST3)

The quality of teaching was another matter of anxiety among participants. Some student teachers indicated that even though they conduct teaching practice, they hesitate over the quality of their teaching, including how they teach and what students learn. Also, some students needed more ideas or more time to recall fresh ideas and activities. The following extracts were taken from their reflections.

I am concerned about the quality of my classes. (ST8)

The most frightening parts are explaining hard grammar subjects like relative clauses, perfect tenses, and not implementing methods, techniques and strategies that I learned during my education because I don't want to be a boring, explicit, GTM-like teacher. I want to apply TPR, TBLT and CLT in my classes. (ST5)

During the class, I was mostly fine but got a bit worried when I felt like I was running out of ideas. (ST8)

Classroom management was also an issue during student teachers' practice teaching in their practicum process. Even though it did not yield significant problems among students as seen in real classrooms, it still holds a place to trigger anxiety among pre-service teachers. Similarly, Time management and time limitation was another source of anxiety among student teachers. The short periods of lesson time create anxiety while teaching English. Also, student teachers' inability to use time effectively caused significant anxiety during teaching. The following extracts were withdrawn from their reflections.

How could a teacher be okay with game sounds coming from one of his/her students' backgrounds? It takes hard work to manage classes during online education. (ST1)

Lesson timing for a single lesson is only 30 minutes. For example, today I was giving a lesson to 7th-graders. The class teacher begins to talk about some things at the beginning of the lesson because she doesn't have any other time, either. I can understand that. Nonetheless, it doesn't help me get my lesson going at its best-scheduled timing. My time was consumed up to 10 minutes. So, I got anxious

because I thought I wasn't able to go through with the lesson as I planned. In the end, I couldn't have enough time for all of my activities and I ended up doing exercises on only one activity. It makes me anxious all the time when a lesson starts. I constantly think if I have enough time or not. (ST1)

I can say that I could have stopped and taken care of their problems more when they had a question in mind, but unfortunately, I didn't have time for dealing with their problems individually. I was the last one teaching and I had only 30 minutes left because of a problem that our PST friend faced at the beginning of the session. (ST1)

Unfortunately, I could not present my entire lesson plan. I just presented the song part of it and did the song activity. Additionally, online classes are half an hour long. (ST9)

I can say that transition between the activities could have been smoother. However, within the 30 minutes time limit, I felt the pressure to go on with my activities. (ST7)

The promotion of student success was another source of anxiety among participants. Promoting the student success code means that pre-service teachers are anxious to teach their students as well as possible to encourage their learning further. The following extracts were taken from their reflections.

I think that students are struggling a lot with online classes so I want to affect their online learning positively and make it more interactive. (ST4)

I want my students to acquire English, like me, and my teaching. (ST5)

While teaching online, the most important thing I pay attention to is being able to teach the students the subjects well. (ST6)

Perceived incapability of lesson planning which means that participants felt incapable of planning a practical lesson to implement in their real online classrooms, was the primary obstacle before student teachers that caused anxiety. Also, one of the participants said that *lack of preparation* before the classroom created problems during the course. Mainly lack of preparation for activities included in the lesson plan enhanced confusion during the implementation of the activity. The following extracts were withdrawn from their reflections.

Before the class, when I was writing the lesson plan, I was clueless as to what activities to do, and what kind of plan to write. So, I was very anxious and hopeless, I thought I was going to make a huge fool of myself because I am a 4th-year student and I can't even come up with a plan for a single, 30-minute class. (ST8)

...but I'm still very doubtful about my ability to plan and give lessons. (ST8)

I had to look for the groups as I couldn't memorize who was in which group. I realize that this made me hesitant during the game. Managing the game was difficult and new for me. But I tried to do my best. One of the students said that there were two correct answers to the question and she was right. I realized that I had made a mistake while preparing the question and already gave the group +500 points. (ST4)

Communication problems were another major category as the source of anxiety during practicum. Participants indicated that the communication barrier stems mainly from teaching behind screens, students' participation and attention problems, and their use of L1 created significant stress during a teaching in real classrooms. In the data analysis presented in the extracts and tables, participants highly regarded the communication barrier as a source of anxiety during their teaching practice in the online setting. Communication problems regarding students' interaction problems and their observations were the primary source of anxiety among student teachers. Also, attention-getting problems and communication barriers were regarded as the source of anxiety among student teachers. Detailed information concerning each separate code was given in the following lines, including extracts from their responses.

Table 22

Communication Problems as the Source of Anxiety

Categories	Codes	<i>f</i>
Communication problems		6
	Communication barrier	6
	Participation & attention problems	4
	Use of L1	1

As seen in Table 22, participants highly regarded communication problems ($f= 6$) as a source of anxiety during their teaching practice in the online setting. Communication problems regarding interaction communication barrier ($f= 6$) stem primarily from teaching behind screens was the major source of anxiety among student teachers. Also, participation & attention problems and students' use of L1 or any other language besides English were regarded as the source of anxiety among student teachers. Detailed information concerning each separate code was given in the following lines, including extracts from their responses.

The communication barrier was the main code of communication problems that most students indicated as anxiety-provoking. The communication barrier was a major factor that impacted student teachers' anxiety during their online teaching practices. Teaching before screens could hinder student teachers from contacting students as they wished due to limited access to them. Similarly, interaction and observation problems were one of the main reasons for the communication barrier between student teachers and students. Almost 75% of the student teachers indicated this problem as a source of anxiety during their practicum experience in the online setting. According to participants, teaching before screens hinders their ability to set eye contact with students and observe their attitudes during any class's teaching and activity phases.

Similarly, the inability to draw student attention due to communication barriers was another source of anxiety among participants. They asserted that teaching online obscures their ability to draw students' attention due to multiple uncontrolled variables during the practicum. The following extracts were taken from their reflections.

The most frightening thing is that you are not sure how much percent you teach is reaching to the students because you can't follow the reactions of each student in the virtual classroom. (ST7)

Absolutely it affects my approach to online teaching. I feel nervous in online classes because it is almost impossible to observe reactions to activities. (ST2)

The hand raising, picking students and doing activities that require student interactions are awkward. (ST8)

The most frightening thing is that you are not sure how much percent you teach is reaching to the students because you can't follow the reactions of each student in the virtual classroom. (ST7)

Then, I asked if the students can see my screen but the students told me that they could not. I realized that I did forget to share my screen in the first place and I did it immediately. This was shocking for a minute but, fortunately, I managed to handle it quickly. (ST4)

Communication is not easy in online teaching. That's why it is really hard to draw students' attention. (ST2)

When mentors try to communicate with a class there are only a few students, and most of the time, none. Closing cameras discourage lecturers. (ST1)

I think it puts a barrier between mentors and students, and also between peers. They are the most crucial part of education. There is no peer feedback given, lesson periods are short since it is not possible to concentrate on a screen for a long time. (ST1)

Because the lessons are online, I can't exactly see who is trying to answer a question properly. (ST1)

What I don't like is not being able to see the students' faces, because I can't tell their reactions to what I'm doing. (ST8)

Students' participation and attention problems during practice teaching were also major sources of anxiety among participants, and almost half of the respondents uttered this code as anxiety-provoking. Students' participation in classes without their cameras open was a source of anxiety for pre-service teachers. Their lack of interest and the question about their availability during the course creates a sense of anxiety among pre-

service teachers. Similarly, students' attention problems were another source of anxiety among pre-service teachers. Lack of interest in the course content, not joining activities, etc., were significant distractors for pre-service teachers. The following extracts were taken from their reflections.

Closing cameras discourage lecturers. (ST1)

While giving the lessons, trying to explain the details of subjects, the students don't turn on their cameras all the time. Most of the time, they actually can. It discourages me. (ST1)

The most frightening and horrible part of online teaching is not getting enough participation and attention. (ST1)

I tried to find a way to draw their attention all the time. I was distracted because of it and I felt disappointed while I was teaching. (ST2)

Students' use of their L1 in English as a foreign language course triggers anxiety among pre-service teachers. The following extracts were taken from their reflections.

However, while I was speaking in English, students were silent and shy. They didn't want to speak or give an answer. They replied in Turkish even if I was speaking in English. (ST5)

Student effect was another category that provoked anxiety among participants. According to analysis results, most students acknowledged students as their primary sources of anxiety. When the reasons for which participants believe students as a source of anxiety were analyzed, a total of two principal codes emerge from their responses and

reflections to qualitative data collection tools. When each code is analyzed separately, the following codes and underlying extracts are presented in Table 23.

Table 23

Student Effect as Source of Anxiety

Categories	Codes	<i>f</i>
Student effect		5
	Unwillingness to participate	5
	Negative feedback & comment	1

As seen in Table 23 above, almost 70% of the student teachers indicated that the impact of students ($f= 5$) was a significant concern among them during their classroom teaching. During practice teaching, students' unwillingness to participate in classroom activities, including teaching or activity sessions, poses a real threat to student teachers' anxiety levels. Also, having negative feedback from students discourages student teachers' wishes and teaching effectiveness. Detailed information concerning each underlying code of academic competence category was provided in the following lines.

Students' unwillingness to participate in classroom activities seemed to exert the leading cause for pre-service teachers' anxiety during practicum. The following extracts were taken from their reflections.

The most frightening and horrible part of online teaching is not getting enough participation and attention. (ST1)

... so, they are not willing to participate in our activities. (ST2)

Also, the students were unwilling to participate in the activities, and ... I was distracted because of it and I felt disappointed while I was teaching. (ST2)

I thought the students weren't interested in the activities and that made me feel bad and want to skip to the next one immediately. (ST8)

Some students didn't participate in the speaking activity while I was expecting more students to participate and it made me nervous towards the end of the lesson. (ST4)

Getting negative feedback or comments from students they teach also discourages pre-service teachers and increases their anxiety. The following extract was taken from their reflections.

My biggest fear is rough comments from the students. (ST2)

Technical problems were also a source of anxiety during the online practicum. Since the teaching was carried out using technological devices such as computers, tablets or smartphones., online conferencing tools, and the internet, any breakdown in one of these parties' created anxiety among student teachers. Therefore, software and hardware problems were one of the main codes of the technical problems category. Similarly, unfamiliarity with these devices and programs created tension among participants even though access was granted. Lastly, high fees for devices and programs (affordability) created tension among participants. In the following lines, each code stemming from technical problems was presented separately with extracts directly taken from participants' reflections.

Table24

Technical Problems as the Source of Anxiety

Categories	Codes	f
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Technical problems	4
Software & hardware problems	3
Unfamiliarity with the tools	3
Fees for online education tools	1

As seen in Table 24, almost 50% of the participants indicated that technical problems created a sense of tension among student teachers during practicum. Issues arising from the software and hardware, such as educational programs or technological devices, unfamiliarity with these tools, such as knowing how to use them effectively, or fees for some of them created anxiety among student teachers.

Software and hardware problems were the critical anxiety-provoking code of technical problems. Due to online learning, student teachers were to use multiple and different hardware, including computers, recorders, microphones, and cameras; software including MacOS, Microsoft, and Linux; conferencing programs including Zoom, Google Classroom, Blackboard or Moodle, and also various Web tools as supplementary material and activity creator. In such a situation, most students felt uncomfortable with the new situation that required a higher level of technical knowledge and integration. Unfamiliarity with the software and hardware, unavailability of some of these wares, or similar problems were the reason that triggered this cause of anxiety. Likewise, internet connection was another critical factor that influenced their anxiety level. Having no internet connection or connection lost during online teaching was a key concern among participants. The following extracts were withdrawn from their reflections.

The possibility of facing technical problems is the most frightening problem for me. I have to consider if there might be some possible problems and it is quite stressful. (ST4)

I am afraid of other technical problems such as low sound levels. (ST6)

My greatest fear while teaching online is ... or computer freeze. (ST6)

Communication problems are the worst. Internet connection disconnects. (ST1)

My greatest fear while teaching online is internet disconnection... (ST6)

Unfamiliarity with the tools was also one of the causes of anxiety among student teachers. Unfamiliarity, especially with online conferencing tools such as Zoom, Google Classroom, Blackboard, or Moodle, was the leading cause because each of the participants had to be familiar with some of these programs- especially the ones they made use of during their teaching practice and university education) because they taught their causes through these tools. The following extracts were withdrawn from their reflections.

Our school is using google classroom that I am not familiar with. This also caused some technical problems. (ST3)

I had difficulty with technical issues again. I should learn how to use google classroom as a teacher properly. (ST3)

Having the necessary knowledge to use technological devices is also another subject to this point. If you are not capable of using the internet and online education materials, then, there is not much of a chance to achieve the purposes of a lesson. (ST1)

Also, *fees for online education tools, programs, or websites*-initiated anxiety during teaching practice among student teachers. For example, when student teachers would

like to use some websites as activity creators, the website could require a premium membership or be only allowed to use it for a limited time or content. Such and similar problems increased their anxiety both before and during the teaching practice in online education. The following extracts were withdrawn from their reflections.

...It is a quiz game and it can be made easily. Some features of it require a premium membership so I could not add pictures to the questions and edit the size of the fonts. That's why the questions were too big. (ST4)

Self-confidence was also a significant category of anxiety-provoking situations, and low self-confidence created high anxiety during practicum, according to respondents' responses. Participants indicated demotivation due to the heavy workload of being a teacher, such as activities, sheets, and authentic materials, student teachers' insecurity towards their tone of voice sound and concerns over public speaking, and inability to improvise or cope with unexpected situations created anxiety among participants. Detailed presentation of each separate code and related extracts were presented in the following lines.

Table 25

Self-confidence as a Source of Anxiety

Categories	Codes	<i>f</i>
Self-confidence		3
	Demotivation due to heavy workload	1
	Insecurity toward tone of voice	1
	Concern over public speaking	1
	Improvise unexpected situation	1

As seen in Table 25, self-confidence held a significant place on student teachers' level of anxiety during practicum. Demotivation due to heavy workload, insecurity toward the tone of voice, concern over public speaking, and improvising unexpected situations were the principal codes that became a source of anxiety during practicum.

Demotivation due to heavy workload or future-oriented demotivation due to the burden brought by the responsibilities of being a teacher was a cause of anxiety for some students. During teaching practice, some students understand how hard teaching and practice are compared to theoretical knowledge. The following extracts were withdrawn from their reflections.

But also, more anxious about it for a different reason: what was I going to do in life? I realized how serious teaching is, and what teaching really is. I had always thought that I could pay attention to the other things I'm interested in, while teaching would be my main job. But after the class, I thought teaching took more than that. (ST8).

Insecurity toward the tone of voice sound was also a source of minor anxiety among participants. One of the participants indicated that their sounds were high-pitched and could be a concern for teaching in the classroom. The following extracts were withdrawn from their reflections.

I'm insecure about my voice. I think my voice is crackling and I sound whiny. I don't care if anyone makes fun of me for that, but I'm worried about if it distracts the students during the class and makes learning harder for them. (ST8)

Concern over public speaking was another concern for student teachers. Even though that concern could be overcome through experience to some extent, it is a

significant concern for a teacher because a teacher should always teach before the classroom. The following extracts were withdrawn from their reflections.

...public speaking problem. I am always anxious when I present something to the public. I have had a problem with public speaking for years, actually from my childhood. In our department, we made many presentations but I still experience this phobia. (ST5)

Improvising or dealing with unexpected situations while teaching was a concern for student teachers. Unexpected events that cancel or delay some courses could raise anxiety among student teachers, even though these events occur daily in public schools. Therefore, student teachers should be ready for such unexpected events. The following extracts were withdrawn from their reflections.

I was very nervous because of some problems. 10 minutes before the class, I learned that almost all students had to join a psychological consulting session provided by the school. I felt panicked as I was going to have this class with 4 or 5 students. I even created an animation by myself for my last class, but I was disappointed due to this problem. (ST2)

Peer effect was still a source of anxiety among pre-service teachers, indicating peer observation as anxiety-provoking. Even though they were not observed by their peers regularly in online teaching, some occasions required peer participation. Since peers were not available during pre-service teachers' teaching practice, the number of participants indicating peers as their sources of anxiety were confined to two participants opposing real classroom observations and teachings. The following extracts were taken from their reflections.

Although I get along with my peers who attend my online teaching, I can't help but feel nervous when they watch me. (ST4)

In online teaching, my mentor and peers make me uncomfortable as I really do not like the feeling of being monitored. (ST2)

The mentor effect has been seen as a source of anxiety among pre-service English teachers during their practicum. During their teaching practice, their mentor teachers participated in their teaching sessions so that they could evaluate their theoretical and practical knowledge and track their development throughout the practicum. They also were available in class to help teacher candidates when they got stuck. However, having a mentor teacher in the classroom while teaching becomes a source of anxiety for them. Both being observed by their peers and having any negative comments or feedback from their mentors seemed to be the leading causes of anxiety related to mentors.

Table 26

Mentor effect as the Source of Anxiety

Categories	Codes	<i>f</i>
Mentor effect		2
	Being observed	2
	Negative feedback & comment	1

As seen in Table 26, the mentor effect still held almost 35% of the participants' concerns even though they were about to complete their BA degree. According to their responses, despite their experience, they still felt hesitant when the mentor teacher observed them. Also, when they get negative feedback or comments from their mentors, their anxiety is bound to increase.

Being observed was, therefore, an anxiety-provoking situation. Likewise, two of the participants indicated mentors as their source of anxiety. The following extracts were

taken from their reflections on the source of anxiety because of being observed by their mentors.

In online teaching, my mentor and peers make me uncomfortable as I really do not like the feeling of being monitored. (ST2)

While teaching online, the most important thing I pay attention to is my teachers' appreciation of my online teaching performance. (ST6)

Also, one participant said that negative feedback or comments (f= 1) from their mentor teachers discourage pre-service teachers and become a source of anxiety. The following extract was taken from their reflections.

My biggest fear is rough comments from the students and my mentor. (ST2)

Miscellaneous was the last category of anxiety-provoking situations. *Miscellaneous* was also a source of anxiety category driven by participants' reflections. The *miscellaneous* code was used to indicate codes that cannot be explained through emerged categories and codes, yet it creates a sense of anxiety among participants. In the current study, one of the students indicated the problem of finding an available and appropriate place (coded as a teaching space problem) to conduct their online teaching. The following extract was taken from their reflections.

I do not have a study room, so it is quite challenging for me to find a place where I will not be interrupted while online teaching. I can admit that I sometimes feel anxious as I do not have a space to teach and study freely. (ST4)

Factors to Reduce FLSTA During Online Practicum

Apart from searching for sources of foreign language student teacher anxiety among EFL student teachers conducting their practicum in an online learning environment, the study was also aimed at disclosing the factors that could moderate and lessen anxiety among these student teachers. By doing so, the study would be able to discover the causes of anxiety and the solutions to these anxiety-provoking situations. To this end, interviews, reflective journals, anxiety graphs, and observation notes were utilized. The data results through Content analysis indicated ten codes that led to a moderation of anxiety. Detailed information about the codes and their frequencies is provided in Table 27.

Table 27

Factors Reducing Student Teachers' Anxiety During Practicum

Categories	Codes	<i>f</i>
Anxiety-Reducing		
Mentor effect		4
	Positive feedback	4
	Mentor observation	1
Teacher self-efficacy		4
	Experience in teaching	4
	Classroom management skills	2
	Good lesson plan	2
Student effect		3
	Active participation	3
	Positive atmosphere	1
Self-confidence		2
	Sense of achievement	2

As is clear from Table 27, almost every participant indicated some solution to their anxiety levels and situations while teaching English in their classrooms. From the qualitative data, a total of eight codes were withdrawn. Both experiences in teaching and positive feedback from mentors ($f= 4$) were significant factors in moderating and lessening anxiety. Furthermore, students' active participation ($f= 3$), good lesson plan ($f= 2$), classroom management skills ($f= 2$), sense of achievement ($f= 2$), mentor observation ($f= 1$), and positive atmosphere ($f=1$) seemed to be other significant factors to help student teachers to moderate their anxiety during their teaching practice. A detailed analysis of each code separately was provided in the following lines.

Table 28

Mentor effect as the anxiolytic tool

Categories	Codes	<i>f</i>
Mentor effect		4
	Positive feedback	4
	Mentor observation	1

As seen in Table 28, the Mentor effect was a significant category that helped student teachers alleviate or reduce their anxiety to experience an effective and fruitful practicum period. As seen in the anxiety-provoking categories, mentors could also be a source of anxiety. Due to their central role in the practicum process, the mentor approaches to student teachers could provoke and reduce their practicum-related anxiety. In this sense, having positive feedback from the mentors could help participants to reduce their anxiety. Similarly, learning from mentors through their real classroom observation helps student teachers regulate their practicum-related anxiety. A detailed presentation of codes and extracts was given in the following lines.

Positive feedback from mentors was a major anxiety-reducing factor among student teachers. Almost half of the respondents indicated that positive feedback from mentors helped alleviate their anxiety to a greater extent. Likewise, they also showed that

if they had good positive and encouraging comments, and feedback, especially from their mentors before, during, or after their teaching experience, that helped them to lower their anxiety level. The following extracts were taken from their reflections.

My peer pre-service teachers and the practicum teacher commented on my practice positively, which also motivated me. (ST4)

It was quite good according to my mentor teacher's feedback. (ST7)

I am glad that we were lucky to be under A Mentor and you B Mentor. I wanted to point out my appreciation. You have been always supporting me since the beginning of this whole internship process. You and B Mentor played a big role in controlling my anxiety because I have never felt a negative, judging environment. (ST7)

At the end of the class, the teacher gave positive feedback to comfort us. (ST2)

I have prepared a better lesson plan with the help of the feedback, so I was more confident than in the other teaching experiences. (ST2)

Our cooperator teacher evaluated me and said that she liked my activities, my teaching style, and my communication with the students. (ST3)

Mentor observation or learning from a mentor was also an essential positive experience for student teachers while teaching. That experience let student teachers moderate their anxiety in their real classrooms. The following extracts were taken from their reflections.

I can say that it was good according to my mentor teacher's feedback. I considered your warnings about using different activities to keep students' attention for the whole session. (ST7)

Teacher self-efficacy was a significant category that could regulate student teachers' practicum anxiety. As a low level of teacher self-efficacy could lead to anxiety among participants, a high level of teacher self-efficacy helps them to reduce and regulate their anxiety in practice teaching. Participants put forward that experience in teaching, especially in authentic settings, having good classroom and time management skills, and preparing a good lesson plan including original and engaging materials and activities assists them in regulating their anxiety.

Table 29

Teacher self-efficacy as the anxiolytic tool

Categories	Codes	<i>f</i>
Teacher self-efficacy		4
	Experience in teaching	4
	Classroom management skills	2
	Good lesson plan	2

Experience in teaching, in that sense, seems to exert a significantly important role as an anxiety reducer. Most student teachers agreed that *experience* was a highly regarded factor in decreasing and regulating their anxiety while teaching English as a part of their practicum. They asserted that as they gained real classroom experience, their type and level of anxiety were to decrease to an observable extent. The following extracts were taken from their reflections.

So, after all these experiences and the positive atmosphere of the class, I can state that it was a great experience for me and that it helped me a lot to reduce my

level of anxiety and gain self-confidence as a pre-service English language Teacher. (ST6)

In conclusion, after these positive experiences, I can state that this teaching experience made me feel proud and happy. Also, as I got used to the classroom environment more, I think I will be able to be even more relaxed during my next teaching experience. (ST6)

This was a very effective and meaningful teaching experience for me and I think the students also liked it very much. After all of these good experiences, I can state that I feel very happy and proud. (ST6)

I see that my teaching skills have improved since the beginning of the semester. (ST4)

It was quite good... maybe the reason why is that I have been giving private classes to a 3rd grader for approximately 6 months now. (ST7)

Coping with anxiety is all about the experience. (ST7)

I was very relaxed because I got used to the students and the feeling of being observed all the time. (ST2)

Classroom management skills were also a factor in decreasing anxiety. Some indicated that when they had good classroom management, their level of anxiety decreased to moderate levels. Likewise, time management was seen as essential while teaching in real classrooms. Some participants indicated that time management while

teaching organizes their planned teaching and lowers their anxiety. The following extracts were taken from their reflections.

After seeing that I could manage the class, I think I will not be nervous like this.
(ST4)

I did not have difficulties in time management which was encouraging for my upcoming lessons. (ST2)

I was good at time management and everything went as I wanted. (ST2)

A good lesson plan was required for a smooth teaching experience during the practicum. Participants confirmed that when they had a well-organized lesson plan, their anxiety level decreased because they knew what to do and when to do it while teaching English. The following extracts were taken from their reflections.

Everything went as I wanted. In overall, I was much more prepared psychologically as I know what I was going to face in a class. (ST2)

I have prepared a better lesson plan with the help of the feedback, so I was more confident than in the other teaching experiences. (ST2)

Having seen that they were motivated (by the activities etc.), I also felt happy and relaxed. (ST6)

Student effect was seen as an essential element in regulating anxiety. Participants indicated that in a positive atmosphere where students actively engage in classroom

activities, they feel more relaxed and eager to teach. A detailed presentation of codes and related extracts was presented in detail in Table 30.

Table 30

Student effect as the anxiolytic tool

Categories	Codes	<i>f</i>
Student effect		3
	Active participation	3
	Positive atmosphere	1

Active participation of students was a critical factor that comforts student teachers while they teach English in real classrooms. Participants said that when students participated in classroom activities willingly, that encouraged their attitudes toward their classroom and teaching, leading to decreased anxiety levels. The more the students were willing to participate, their anxiety levels could be lowered. The following extracts were taken from their reflections.

After starting the lesson and after a while, I was more relaxed because I could see that the students were able to answer my questions and also, they were having fun. (ST6)

Some students didn't participate in the speaking activity while I was expecting more students to participate and it made me nervous towards the end of the lesson (reverse statement). (ST4)

The students were unwilling to participate in the activities and I tried to find a way to draw their attention all the time. I was distracted because of it and I felt disappointed while I was teaching the reverse statement). (ST2)

A positive atmosphere also influenced teaching English in a comfortable and safe environment. Participants said that their concerns began to be eliminated when they experienced positive and encouraging classroom environments. The following extracts were taken from their reflections.

So, the positive atmosphere of the class... helped me a lot to reduce my level of anxiety and gain self-confidence as a pre-service English language teacher. (ST6)

Self-confidence was also an essential element in reducing FLSTA in online practicum, and one in four student teachers signified that when they gained self-confidence, their anxiety level decreased. In that sense, a sense of achievement was vital for a less anxious teaching experience for students and teachers. They reflected that when our students learned what we taught and managed what we provided them, such as tasks or activities, it relieved and encouraged us as much as possible. To this end, when they managed, we see ourselves managed. The following extracts were taken from their reflections.

After these positive experiences, I can state that this teaching experience made me feel proud and happy. (ST6)

Having seen that they were motivated, I also felt happy and relaxed. (ST6)

After seeing that I could manage the class, I think I will not be nervous like this. (ST4)

I was totally able to reduce my level of anxiety because I could see that the students were able to understand the topic well. (ST6)

I was so happy because I could see that the students could understand the topic well. (ST6)

The students are learning with me, which motivates me a lot. (ST4)

FLSTA in Face-to-face Practicum

Quantitative Analysis Results

The purpose of this part, as organized in the first quantitative part, is to reveal EFL student teachers' anxiety levels during their face-to-face practicum, the sources of their anxiety, and differences in their anxiety based on their differences. In these senses, this part will provide descriptive and inferential statistical results to answer the questions above.

Student teachers' level of agreement on the factors of FLSTA was detected by using descriptive statistics. Descriptive statistics were used to indicate mean and standard deviation scores for each factor, as presented in the table below.

Table 31

Descriptive Results for FLSTA Factors

Factors- Sources of FLSTA	\bar{x}	SD
Relationship with the mentors	2.79	.959
Student effects	2.52	.910
Fear of what others think	2.44	.982
Language proficiency	2.33	.868
Fear of being criticized by peers	2.33	1.06
Feeling about academic incompetence	2.02	.878
FLSTA Scale total	2.40	.770

As seen in Table 31, participants held low anxiety towards their face-to-face teaching practicum experience, as deduced from the quantitative data. ($\bar{x} = 2.40$, $SD =$

.770). Among the factors known as the sources of anxiety, relationships with the people such as mentors ($\bar{x} = 2.79$, $SD = .959$), students ($\bar{x} = 2.52$, $SD = .910$), and others ($\bar{x} = 2.44$, $SD = .982$) seems to exert higher levels of anxiety among participants in general. Yet, personal factors such as language proficiency ($\bar{x} = 2.33$, $SD = .868$) and academic incompetence ($\bar{x} = 2.02$, $SD = .878$) are likely to trigger low levels of anxiety during practicum as seen in the table where both personal factors exerted a low level of anxiety compared to mean value of 2.40.

Table 32

Descriptive Results for FLSTA Items

FLTSA Items	\bar{x}	SD
2. I am ashamed when my cooperating teacher makes a negative comment about my English.	3.34	1.334
3. I am afraid of my university supervisor's negative comments about my teaching.	3.14	1.279
1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.	3.02	1.152
6. I feel uneasy when I have to teach English to high proficient learners.	3.02	1.420
27. I feel uneasy when I teach a class that I never taught before.	2.98	1.396
23. I am anxious about dealing with the noise in the classroom.	2.78	1.390
24. I feel anxious about my peers' showing me my mistake on my lesson plan.	2.73	1.229
9. It is impossible to reach native-like proficiency however hard you try.	2.64	1.387
5. I am so excited when my university supervisor is in the class, I teach that I forget about anything I know.	2.63	1.285
25. I am anxious about my students' failing in English exams.	2.59	1.233
7. I am never sure of myself when I need to manage the class in English.	2.44	1.134

21. I am anxious about my peers' laughing at me if I make a mistake.	2.44	1.500
20. I feel uncomfortable about being observed by my peers.	2.41	1.315
18. I am sorry about negative comments made by my peers about my teaching during the feedback sessions	2.36	1.110
17. I am sorry about negative comments made by my peers about my English during the feedback sessions.	2.31	1.149
19. I feel anxious about my peers' showing me my mistake I made in the class.	2.31	1.178
19. I feel anxious about my peers' showing me my mistake I made in the class.	2.25	1.212
16. I never feel comfortable however well-prepared I am.	2.22	1.340
11. I feel anxious when I teach speaking.	2.17	1.191
8. I feel anxious when I speak English in the class.	2.17	1.248
8. I feel anxious when I speak English in the class.	2.12	1.247
26. I feel nervous if students make a mistake when a visitor is present in the class.	2.00	1.067
13. I feel anxious when I teach reading.	1.88	1.052
4. I feel helpless when my university supervisor reads my lesson plan.	1.85	.925
14. I am nervous when I need to organize pair or group work.	1.81	.754
24. I feel anxious about my peers' showing me my mistake on my lesson plan.	1.81	.900
10. I try not to teach when there is a foreigner in the class.	1.63	.828

When the items of the FLSTA scale were analyzed by using descriptive statistics, it was seen that items of the relationship with the mentors such as "I am ashamed when my cooperating teacher makes a negative comment about my English", I am afraid of my university supervisor's negative comments about my teaching", and "I am ashamed when

my cooperating teacher makes a negative comment about my teaching” indicated the mean value of higher than 3.0 compared to FLSTA scale mean of 2.40. It noted that these items exerted anxiety among participants during their teaching practice. Items of “I feel anxious when I teach reading,” “I feel helpless when my university supervisor reads my lesson plan,” “I am nervous when I need to organize pair or group work,” and “I feel anxious about my peers’ showing me my mistake on my lesson plan” and “I try not to teach when there is a foreigner in the class” seem to exert no main cause of anxiety among participants that each of the items indicated lower than the mean value of less than 2.0. When the items of FLSTA were analyzed separately, it was deduced that interpersonal factors are likely to heighten participants’ anxiety levels. Yet, personal factors attached to professional development, such as language or academic competence, have not created any anxiety during practicum.

Table 33

Descriptive Results for Relationships with the Mentors

FLSTA Items	\bar{x}	<i>SD</i>
2. I am ashamed when my cooperating teacher makes a negative comment about my English.	3.34	1.334
3. I am afraid of my university supervisor’s negative comments about my teaching.	3.14	1.279
1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.	3.02	1.152
5. I am so excited when my university supervisor is in the class, I teach that I forget about anything I know.	2.63	1.285
4. I feel helpless when my university supervisor reads my lesson plan.	1.85	.925

Among all the factors of the FLSTA scale, the relationship with the mentors was the highest cause of anxiety among participants, as seen in the mean values above, where 3 of 5 items exerted more than 3 points of the mean value. Items of “I am ashamed

when my cooperating teacher makes a negative comment about my English,” I am afraid of my university supervisor’s negative comments about my teaching.” and “I am ashamed when my cooperating teacher makes a negative comment about my teaching” are indicating that student teachers are anxious due to their mentors during teaching practicum. A low level of anxiety towards the item “I feel helpless when my university supervisor reads my lesson plan.” could stem from the item’s relevance to academic incompetence. All in all, the factor of relationship with the mentors is likely to cause anxiety among participants during the practicum process.

Table 34

Descriptive Results for Language Proficiency

FLSTA Items	\bar{x}	SD
6. I feel uneasy when I have to teach English to high proficient learners.	3.02	1.420
9. It is impossible to reach native-like proficiency however hard you try.	2.64	1.387
7. I am never sure of myself when I need to manage the class in English.	2.44	1.134
12. I feel nervous when I correct my students’ mistakes with the feeling that I will also make mistakes.	2.31	1.178
11. I feel anxious when I teach speaking.	2.17	1.191
8. I feel anxious when I speak English in the class.	2.12	1.247
10. I try not to teach when there is a foreigner in the class.	1.63	.828

When the language proficiency factor is considered, the only item “I feel uneasy when I have to teach English to high proficient learners,” seems to indicate a meaningful mean value to be the source of anxiety during practicum. Others, including teaching speaking, speaking, or having foreigners in the classroom, do not seem to impact student teachers’ anxiety levels to a meaningful level according to descriptive results.

Table 35

Descriptive Results for Academic Incompetence

FLSTA Items	\bar{x}	<i>SD</i>
16. I never feel comfortable however well-prepared I am.	2.22	1.340
15. I hesitate to discuss a point related to language teaching with a teacher in the practicum school.	2.17	1.248
13. I feel anxious when I teach reading.	1.88	1.052
14. I am nervous when I need to organize pair or group work.	1.81	.754

As seen in Table 35 above, an inspection of the mean values of the items of the academic incompetence factor indicated that participants yielded a very low level of anxiety towards individual items. It is understood from the descriptive results that participants feel academically good-equipped to carry out their teaching in the real classroom.

Table 36

Descriptive Results for Fear of Being Criticized by Peers

FLSTA Items	\bar{x}	<i>SD</i>
20. I feel uncomfortable about being observed by my peers.	2.41	1.315
18. I am sorry about negative comments made by my peers about my teaching during the feedback sessions	2.36	1.110
17. I am sorry about negative comments made by my peers about my English during the feedback sessions.	2.31	1.149
19. I feel anxious about my peers' showing me my mistake I made in the class.	2.25	1.212

When the descriptive results for the items of fear of being criticized by peers were analyzed, it was seen that all four items revealed a very low-level of anxiety among

participants during their teaching practice. Also, all four items revealed very close mean scores that are consistent with mentioning that participants agree that their peers are not solely a source of anxiety during their teaching experience.

Table 37

Descriptive Results for Fear of What Others Think

FLSTA Items	\bar{x}	SD
22. I feel anxious with the feeling that students compare me with their teacher.	2.78	1.390
23. I am anxious about dealing with the noise in the classroom.	2.73	1.229
21. I am anxious about my peers' laughing at me if I make a mistake.	2.44	1.500
24. I feel anxious about my peers' showing me my mistake on my lesson plan.	1.81	.900

Participants' agreement levels with the items of fear of what other think factors indicated that participants do not suffer from these items and factors in general. An inspection of the mean values suggested that each of the four items presented a very low-level of anxiety among participants.

Table 38

Descriptive Results for Student Effect

FLSTA Items	\bar{x}	SD
27. I feel uneasy when I teach a class that I never taught before.	2.98	1.396
25. I am anxious about my students' failing in English exams.	2.59	1.233
26. I feel nervous if students make a mistake when a visitor is present in the class.	2.00	1.067

When items of student effect factor were analyzed separately, unfamiliar students were the primary source of anxiety among participants, yet it was so moderate according to descriptive results. The student effect is not likely to be a primary cause of anxiety during practicum.

To deep into data to find out differences among participants concerning their approaches to FLSTA, a one-way between-groups MANOVA test was used. Six factors of relationship with mentors, language proficiency, feeling about academic incompetence, fear of being criticized by peers, fear of what others think, and student effects were entered into the equation as dependent variables. Preliminary analysis was conducted to check assumptions of MANOVA, including normality, linearity, outliers, homogeneity of variance-covariance matrices, and multicollinearity. Even though some minor violations were noted during the assumption testing, mostly stemming from the data size, detailed analysis of the assumptions and the researcher's wish to stay away from multiple t-tests led to MANOVA.

Table 39

Wilks' Λ for Differences in FLSTA between Male and Female EFL Student Teachers

	<i>Wilks' Λ</i>	<i>F (6, 52)</i>	<i>p</i>	<i>Partial eta²</i>
Gender	.788	2.33	.045	.212

$p = .05$

As seen in Table 39 shows a statistically significant difference between males and females on the combined dependent variables, $F(6, 52) = 2.233$, $p = .045$; Wilks' $\Lambda = .788$; partial eta² = .212. A further inspection of group differences on individual factors indicated that two factors reached statistical significance after Bonferroni corrected alpha level of .0083 were fear of being criticized by peers $F(1, 57) = 8.737$, $p = .005$; partial eta² = .133., and fear of what others think $F(1, 57) = 7.616$, $p = .008$; partial eta² = .118. An examination of mean scores indicated that those female student teachers were more anxious toward fear of being criticized by peers (females= $\bar{x} = 2.50$; males= $\bar{x} = 1.47$), and

fear of what others think than their male counterparts (females= \bar{x} = 2.59; males= \bar{x} = 1.70). Factors of relationship with the mentors (females= \bar{x} =2.92; males= \bar{x} =2.14), feeling of academic incompetence (females= \bar{x} =2.03; males= \bar{x} =1.97), language proficiency (females= \bar{x} =2.37; males= \bar{x} =2.11), and student effects (females= \bar{x} =2.60; males= \bar{x} =2.13) yielded no statistically significant difference between gender group after Bonferroni corrected alpha level of .0083.

Qualitative Analysis Results

The purpose of this part, similar to the first qualitative data collection and analysis section, is to reveal pre-service English teachers' anxiety types and levels, the sources of their anxiety, and factors lessening and regulating anxiety. Reflective journals were utilized to find out these participants' aforementioned anxiety-related factors, and the data were collected during their face-to-face teaching practicum in real classrooms. The data analysis through qualitative content analysis indicated a sum of seven main categories, including thirteen related codes. The categories and codes were summed up under two main titles: anxiety-provoking factors and factors to reduce anxiety. Detailed information about each category, code, and frequency is presented in Table 40 in detail.

Table 40

Qualitative Data Findings for Face-to-face Practicum

Categories	Codes	<i>f</i>
Anxiety- Provoking		
Student effect		4
	Student profile (proficiency)	4
Teacher self-efficacy		4
	Classroom management	4
	Lack of teaching experience	2
Communication problems		2
	Use of L1	1

	Participation & attention problems	1
Mentor effect		1
	Negative comment & feedback	1
Anxiety-Reducing		
Teacher self-efficacy		4
	Good lesson plan	4
	Experience in teaching	3
	Self-awareness	2
	Classroom management skills	1
Mentor effect		3
	Positive feedback	3
	Mentor observation	1
Student effect		3
	Active participation	3

As seen in Table 40, the majority of the participants indicated a certain degree of anxiety during practicum, mainly stemming from the students in their classrooms ($f= 4$), low level of teacher self-efficacy ($f= 4$), communication problems ($f= 2$) between the parties and the impact of mentor teachers ($f= 1$). Similarly, some solutions to reduce anxiety during practice teaching were also prompted. Having a high level of teacher self-efficacy ($f= 4$), encouraging mentors ($f= 3$), and students' active participation ($f= 3$) all helped student teachers to alleviate their anxiety.

Sources of FLSTA during Face-to-face Practicum

As seen in Table 41, further data analysis indicated six codes under four recurring categories regarding sources of FLSTA during face-to-face practicum. Detailed information about the categories, codes, and frequencies is presented in Table 42.

Table 41

Sources of FLSTA during Face-to-face Practicum

Categories	Codes	<i>f</i>
Anxiety- Provoking		
Student effect		4
	Student profile (proficiency)	4
Teacher self-efficacy		4
	Classroom management	4
	Lack of teaching experience	2
Communication problems		2
	Use of L1	1
	Participation & attention problems	1
Mentor effect		1
	Negative comment & feedback	1

As shown in Table 41, student effect ($f= 4$) was one of the most significant factors to increase and caused FLSTA during the practicum, together with teacher self-efficacy ($f= 4$). It was seen that both of the factors impacted more than half of the participants teaching anxiety during practicum. Communication problems ($f= 2$) and mentors' effect ($f= 1$), were other factors to provoke anxiety among participants to a lesser extent. Each category and related codes were presented in the following lines, including extracts from the transcribed data.

Student effect was a significant category as the source of anxiety among student teachers during their teaching practice. Students' approaches to student teachers, their behaviors, comments, feedback, participation, and proficiency levels are some elements that impact their anxiety levels. In face-to-face practicum experience, participants

indicated that the low profile of students (proficiency) and the school itself created anxiety among student teachers.

Therefore, student profile (proficiency) was the primary cause of anxiety during practicum originating from the student effect. More than two-thirds of the participants indicated student profiles as anxiety provoking, meaning they should be taken seriously. The following extracts were taken from their reflection.

Students' profiles of schools are tiring the teacher- The second one is L1 use. Mostly, the L1 is used in the class. The level of students doesn't let them to use L2 in the class. (ST9)

I had a huge bias on how my experience would be as the well-known stereotypes about these types of schools are no more than having troubles with students in lessons or outside of lessons. (ST10)

At first, it was difficult to get to know the students and prepare exercises that are suitable for their level. (ST11)

As student profile of this school is a little challenging, I was nervous about teaching them when I first started the practicum. (ST12)

When we started first observations, even meeting with students was getting me nervous. (ST10).

Teacher self-efficacy was also another major category that prompted anxiety during practicum. The belief of low self-efficacy in classroom management and teaching experience could trigger anxiety while teaching in real classrooms. A detailed presentation of the relevant codes and extracts is given in the following lines and Table 42.

Table42*Teacher Self-efficacy as the Source of Anxiety*

Categories	Codes	f
Teacher self-efficacy		4
	Classroom management	4
	Lack of teaching experience	2

Classroom management was the primary factor that prompted anxiety during the practicum. Participants indicated that classroom management problems and related characteristics increase their anxiety levels in their teaching practice. Time allocation and management were also concerns for the student teachers in their teaching practice. The following extracts were taken from their reflection.

Thus, my main concern during practicum was classroom management. I learned that students should feel safe enough to talk about the lesson but if they feel too comfortable, it would be hard to control the class. (ST12).

The main problem during the lessons was classroom management. (ST10)

As a teacher candidate, I know that classroom dominance is important and I take care to improve myself in this regard. (ST11).

Also, I think that practice teaching time is not enough, and it should be extended to provide more teaching opportunities in a real classroom atmosphere and I feel that we need more practice and assistance on this issue. (ST14)

According to participants' reflections, *lack of teaching experience* was another cause of anxiety. They said the lack of teaching experience in real classrooms initiated

their anxiety during their teaching practice. The following extracts were taken from their reflection.

First of all, having a general idea on what to do was important. When I didn't come up with any lesson plan, the switch between lesson stages was difficult. (ST10)

I was anxious when I first started as I didn't have any experience before but as I proceeded. (ST10).

My anxiety was if there comes a question from student, could I know it and answer properly? Because of this problem, sometimes I became too stressed. I was feeling pressure on me. (ST9)

Communication problems present a real challenge for student teachers while teaching in real classrooms. According to their prompts, students use L1 instead of English, and their overarching problems in participation and attention in classroom teaching and activities discourage them and provoke their anxiety. A detailed presentation of categories, codes, and frequencies is presented in Table 43.

Table43

Communication Problems as the Source of Anxiety

Categories	Codes	<i>f</i>
Communication problems		2
	Use of L1	1
	Participation & attention problems	1

Students' use of L1 was a concern among participants. They indicated that the low proficiency levels of students do not let them speak in L2 in the classroom. The following extracts were taken from their reflection.

The second one is L1 use. Mostly, the L1 is used in the class. The level of students doesn't let them to use L2 in the class. (ST9)

Participation-attention problems of students were the last code of communication problems withdrawn from the qualitative data that triggered anxiety during practicum. The following extracts were taken from their reflection.

Another problem may be the inability to attract students' attention to the lesson. Some weeks the students might not be in a good mood. Sometimes they were tired or could be very energetic. (ST11)

Mentor effect (negative comments & feedback) was another vital category triggering participants' anxiety. Mentors were also crucial during the practicum because they shared the most time with the participants in their host school. In such a context, their approaches to EFL student teachers impact their anxiety directly. Here, it was seen that the mentor's impact is minor, yet some participants were anxious about their behaviors towards them as a discouraging mentor. The following extracts were taken from their reflection.

After the very first weeks, we started teaching. I prepared innovative activities and energizers with the approaches and methods I learned in the department. I was criticized every time and felt low because of it. He kept telling us that school life is not like academia and we cannot use those activities. (ST13)

I have not studied for people like him to make me depressed or anxious. I feel pretty anxious and nervous whenever I think about my practicum teaching process. (ST13)

Factors to Reduce EFL Student Teachers' FLSTA during Practicum

Detailed analysis of the qualitative data through content analysis further indicated another factor to be used to decrease EFL student teachers' teaching practice anxiety during their face-to-face practicum. A sum of seven codes under three main categories emerged from the participants' reflections. A detailed view and analysis of the factors are presented in Table 44 in detail.

Table 44

Factors to Reduce EFL Student Teachers' FLSTA during Practicum

Categories	Codes	<i>f</i>
Anxiety-Reducing		
Teacher self-efficacy		4
	Good lesson plan	4
	Experience in teaching	3
	Self-awareness	2
	Classroom management skills	1
Mentor effect		3
	Positive feedback	3
	Mentor observation	1
Student effect		3
	Active participation	3

As shown in Table 44, teacher self-efficacy ($f= 4$) is the most significant category for reducing anxiety. The overwhelming majority of the participants conceive experience as the main factor in decreasing and regulating their anxiety resulting from their teaching practice. Similarly, mentor effect ($f= 3$) and student effect ($f= 3$) were other factors to

alleviate anxiety. It is clear from the table above that almost half of the participants indicated mentors and students as significant factors shaping their anxiety during teaching practice. Each category and related codes were presented in the following lines, including extracts from the transcribed data.

Teacher self-efficacy is an essential aspect of the teaching profession, and having high self-efficacy beliefs could help student teachers alleviate their teaching-related anxiety. Moreover, as a prospective teacher, having a good and interactive lesson plan, experience in teaching, especially in real classroom settings, self-awareness, and good classroom management skills heighten self-efficacy and reduce anxiety.

Table 45

Teacher self-efficacy as the anxiolytic tool

Categories	Codes	<i>f</i>
Teacher self-efficacy		4
	Good lesson plan	4
	Experience in teaching	3
	Self-awareness	2
	Classroom management skills	1

Lesson planning is the key term to reduce anxiety, and *good preparation- lesson plan* was a significant factor in decreasing and regulating anxiety among EFL student teachers in practicum. Participants' reflections showed that using games, socially interactive activities, and preparing a well-documented lesson plan could ease their tensions. Both tools could provide the teacher with a smooth transition during teaching. While games and relevant activities draw students' attention, a well-prepared lesson plan helps teachers apply their pre-planned ideas. In the following lines, extracts are presented under each code directly taken from their reflections.

Games and activities that are socially interactive helped me during my practicum.
(ST12)

Going to a class by preparing materials for the lesson was motivating me. I was preparing puzzles for them. I would be happy when they were having fun. (ST11)

To solve (motivation) this problem, I used activities consisting of use of technology.
(ST10)

My anxiety was if there comes a question from student, could I know it and answer properly? Because of this problem, sometimes I became too stressed. I was feeling pressure on me. But I tried to solve this by going lessons more preparedly.
(ST9)

English having less and less lesson hours in every curriculum change, students did not have enough motivation to participate in activities. To solve this problem, I focused on their distraction which is smartphones. Whenever I come up with a lesson plan, I used activities consisting of use of technology. (ST10)

Experience in teaching was one of the leading codes of teacher self-efficacy by which participants seemed to regulate their anxiety more than any other factors. According to students' responses, building self-confidence through experience, getting used to the school environment and student profile, teaching alone in the real classroom, and having good improvisation skills helped them to reduce their anxiety levels. The following extracts were taken from their reflections.

During the practice, as the weeks passed, my confidence in the classroom increased. Looking back, I was a good teacher in the first weeks, although I was a

beginner. As time passed, I felt more comfortable in the classroom and was able to explain my lessons better. (ST11)

They (student teachers) should see classroom and school as another home and try to relate themselves. That way, not only they will feel more confident but also, they will see their true potential. (ST10)

I can state that this was a life-time experience for me in many aspects. I was able to see how underrated students could achieve more than the society expects from them. I coped with my anxiety by just getting used to the environment itself. (ST10)

In the first weeks, I was worried about how I should behave. I started to solve this problem by observing my teachers and experiencing it myself. The more I was in the classroom, the more I dominated the classroom. (ST9)

But when our cooperating teachers started to allow us to stay alone or with other trainees, the anxiety vanished in couple of weeks. Afterwards, I was able to conduct a lesson alone with minimal problems. (ST10)

However, I'm glad that sometimes I did not come up with a lesson plan to improve my improvisation skills during a lesson. Now I can spot the opportunities with the materials I have and come up with a lesson activity, in other words, I am able to make quick decisions. (ST10)

Self-awareness is an encompassing category that refers to student teachers who know their strengths and weaknesses and can deal with students' needs and expectations. According to responses, it was seen that if student teachers can reflect upon their experience in teaching, empathize with the students, and know their power in

teaching, then their level of anxiety is bound to decrease. The following extracts were taken from their reflections.

I didn't have any experience before but as I proceeded, I critically reflected on each lesson and stated what needed improvement. (ST12)

In addition, it is important to be able to think like the students that you are teaching. You should be able to determine where the student get confused. (ST12)

I just embrace the fear to cope with my anxiety. As I did not have big concerns on how I will teach, I got used to teach in a real classroom. (ST10)

Classroom management was another key factor in classroom teaching that can increase and decrease anxiety during practicum. Experience in classroom management helped participants to lessen their anxiety. The following extracts were taken from their reflections.

I had great experience on classroom management with various incidents in school and in classrooms. (ST10).

Mentor effect was also crucial in assisting EFL student teachers in alleviating their anxiety during practicum. Qualitative content analysis results indicated that helping mentors is crucial to regulating anxiety during practicum.

Table 46

Mentor effect as the anxiolytic tool

Categories	Codes	<i>f</i>
Mentor effect		3

Positive feedback	3
Mentor observation	1

Student teachers implied that *positive feedback* from the mentors supports them in reducing their teaching anxiety. The following extracts were taken from their reflections.

I believe that I have experienced this experience in the most efficient way thanks to our advisor teachers. (ST14)

Thanks to our teachers who explained to us what we should and shouldn't do, we had prepared ourselves for the practicum. (ST11)

I still haven't forgotten that, and I realize now that she was right when she said that.

I now have enough self-confidence to work. (ST11)

As students in this school are generally not that eager to learn about English, I learned how to engage them in lesson with the help of my cooperating teacher. (ST12)

My cooperating teachers taught me both about life and this profession. They taught me that relationships are very important both with my co-workers-administrations and with students. They also taught me that you should both teach about lesson and life. (ST12)

Mentor observation was the last mentor effect technique to alleviate anxiety among some of the student teachers. The following extracts were taken from their reflections.

In the first weeks, I was worried about how I should behave. I started to solve this problem by observing my teachers and experiencing it myself. (ST9)

Student effect (active participation) was an essential factor shaping student teachers' anxiety levels during practicum. The data from their responses showed that if students actively participated in classroom activities and teaching, the teaching and activities would be more efficient, and their level of anxiety would be reduced. The following extracts were taken from their reflections.

I learned that the motivation of the student is very important and that the teaching method is changed according to each student to ensure that it passes in the most efficient way. (ST14)

Sometimes they were tired or could be very energetic. At such times, I tried to teach the lesson with activities that could attract their attention. So, the lesson could be useful. There were even times when I handed out puzzles to them. I remember they had fun. They were learning while having fun. (ST11)

In conclusion, this practicum taught me the importance of the teacher's tone of voice, students' interactions, socialization with students and making lesson interesting for them. (ST12)

FLSTA in Online & Face-to-Face Practicum

In the present study, both third and fourth-grade students were taken part. In the first phase of the data collection, juniors and seniors teaching in an online or ERT setting were inspected to reveal their FLSTA scores. A new group of seniors was included in the

study to follow the track of anxiety from juniors to seniors and to see the difference in anxiety levels in online to traditional teaching settings. A one-way between-groups analysis of variance was computed to see the differences among these different grades and teaching setting groups.

Table 47

Descriptive Results for Different Grades & Teaching Settings

	<i>n</i>	<i>M</i>
Juniors	26	3.22
Seniors (online)	97	2.68
Seniors (traditional)	59	2.40
Total	182	2.67

As seen in Table 47, descriptive results run for the ANOVA test indicated that junior student teachers held the highest level of the mean value for FLSTA, followed by seniors online and traditional.

Table 48

Groups Differences between Different Grades & Teaching Settings

	Sum of squares	<i>df</i>	Mean square	F	Sig.	Group Differences
Between Groups	12.00	2	6.00	8.80	.00	seniors (online) > juniors (online), $p < .05$
Within Groups	121.94	181	.68			seniors (traditional) > juniors (online), $p < .05$
Total	133.94					

A one-way between-groups analysis of variance (ANOVA) was conducted to explore the impact of teaching English before the classroom on student teachers'

perceived levels of foreign language student teacher anxiety. Participants were divided into three groups juniors (online), seniors (online), and seniors (face-to-face), according to the setting where they teach. There was a statistical difference at the $p < .01$ level in the FLSTA scores for three different groups of students $F(2, 181) = 8.80, p < .01$. Post-hoc comparisons using Bonferroni test indicated the mean score for the juniors (online) ($\bar{x} = 3.22, SD = 1.07$) were having a significantly higher level of anxiety than seniors (online) ($\bar{x} = 2.68, SD = .77$). Additionally, the juniors (online) ($\bar{x} = 3.22, SD = 1.07$) were having a significantly higher level of anxiety than seniors (traditional) ($\bar{x} = 2.68, SD = .78$). No statistically significant difference was noted for seniors yet there was a slight difference on their mean scores indicating that seniors in online setting experiencing a slightly higher level of anxiety than seniors in teaching in a traditional setting.

Combined FLSTA Results in Online & Face-to-Face Practicum

The study aimed to reveal EFL student teachers' practicum-related anxiety during their practice teaching period. To this end, a total of 14 student teachers (8 for the online practicum and 6 for the face-to-face practicum) participated in the qualitative data collection phase of the current study that includes reflective journals, semi-structured interviews, anxiety graph tool, and self-observation notes taken during the observation of student teachers teaching in real classrooms. Even though participants were free to answer each question of the data collection tools, they were guided to include their practice teaching experience exclusively touching on anxiety-provoking situations or situations that can comfort them. The data analysis from different practicum groups (online & face-to-face) revealed a detailed presentation of anxiety-provoking and reducing cases arising from several other factors. Besides the differences in factors that cause or ease anxiety, it was revealed that there was a significant common ground in factors between the two groups presentations of anxiety-provoking & reducing factors. To this

end, the combination of common factors (categories and codes) was included in Table 49 by including common categories, codes, and frequencies.

Table 49

Combined Qualitative Data Findings for Online & Face-to-face Practicum

Categories	Codes	<i>f</i>
<i>Anxiety-Provoking</i>		
Teacher self-efficacy		12
	Classroom management	7
	Academic incompetence	4
	English proficiency	4
	Teaching quality	3
	Promotion of student success	3
	Lack of teaching experience	3
	Lesson planning	2
Student effect		9
	Unwillingness to participate	5
	Student profile (proficiency)	4
	Negative feedback & comment	1
Communication problems		8
	Communication barrier	6
	Participation & attention problems	5
	Use of L1	2
Mentor effect		2
	Being observed	2
	Negative feedback & comment	2
<i>Anxiety-Reducing</i>		
Teacher self-efficacy		8
	Experience in teaching	7

	Good lesson plan	6
	Classroom management skills	3
	Self-awareness	2
Mentor effect		7
	Positive feedback	7
	Mentor observation	2
Student effect		3
	Active participation	6
	Positive atmosphere	1

As seen from Table 49 above, (low) teacher self-efficacy ($f= 12$) presented the most significant challenge for student teachers. Almost 85% of the participants indicated low teacher self-efficacy as the main reason for their heightened anxiety during practicum. The unique codes contributing to teacher self-efficacy were presented in order of their frequencies: classroom management, academic incompetence, English proficiency, teaching quality, promotion of student success, lack of teaching experience, and lesson planning. Then, the student effect ($f= 9$) presented a significant challenge for student teachers. They indicated that students' unwillingness to participate in classroom activities, their low level of proficiency, and negative comments of feedback from students provoked their anxiety. Communication problems ($f= 8$) also moderately impacted the student teachers as more than half of the issues presented as a challenge during their experience in teaching. Communication barriers between teacher and students, students' participation and attention problems during the course, and their use of L1 furthered their anxiety. Lastly, mentors ($f= 2$) still presented a challenge for student teachers by their negative comments and feedback to student teachers teaching, and student teachers fear of being observed by the mentor.

Also, the factors that alleviate or regulate student teachers' anxiety during practicum played a significant role in online and face-to-face practice teaching. The combination of both groups' reports indicated that a high level of teacher self-efficacy ($f= 18$) leads to regulated anxiety. The self-efficacy beliefs in experience in teaching, preparation of good lesson plan for implementation in real classroom, classroom management skills that also included effective time management, and self-awareness toward the teaching process helped student teachers to refrain from a heightened level of anxiety in their practicum experience. Another critical factor was mentors ($f= 7$), and more than half of the student teachers indicated encouraging mentors as an anxiolytic factor for their experience. It was said that positive feedback from mentors and observing mentors in real classrooms for further experiences led to lessening anxiety among student teachers. Lastly, students ($f= 6$) still played a significant role in alleviating anxiety by actively participating in classroom activities and creating a positive atmosphere in the classroom with the teacher.

Chapter 5

Discussion

Introduction

This chapter discusses the findings obtained through qualitative and quantitative data analysis methods. Apart from providing detailed statistical results, it aims at explaining the causes and reasons for such findings and their explanation by the present context and relevant literature. In this path, descriptions of the results will be provided by on the order of the research questions. All in all, the discussion part is designed to explain why such findings have come out from data analysis and how these findings can be elucidated in terms of local context, educational psychology, and teacher education.

Summary of the Study

The data analysis indicated that all the participants had a moderate level of anxiety during their teachings, including microteaching and practicum teaching in online practicum. In the factor level, the effect of students was seen as having the highest mean value indicating that students in the classroom cause the highest level of anxiety among student teachers compared to all other factors. Whereas feeling about academic incompetence was the slightest trigger of anxiety. This can be explained by the fact that these participants had enough experience to teach in real classrooms, and they were able to learn how to regulate their anxiety while teaching in real classrooms.

When non-practice or junior students' descriptive results were analyzed, it was seen that language proficiency still created anxiety among them. When a practice or senior group descriptive was analyzed, it was seen that students were the leading cause of anxiety among student teachers. Similarly, when group differences were explored through a multivariate test, the results indicated significant anxiety differences among junior and senior student teachers. An inspection of individual factors suggested that junior students had a higher anxiety level than senior students. Their anxiety differs in

feeling about academic incompetence and language proficiency. These results can be explained by the fact that senior students have already completed more than many of their theoretical courses; therefore, they feel more confident concerning their academic knowledge and language proficiency. Yet, their significant anxiety is due to students in their classrooms because they have to teach those students every week.

On the other hand, the junior group is teaching to their classmates, not real students, during their microteaching, and this does not impact their anxiety as much as it does for seniors. Yet, juniors are still on the way to completing their compulsory ELT and pedagogical courses, and many courses are still to be taken. They feel more insecure about their academic competence because many necessary courses are still in the curriculum and must be completed.

The gender difference did not yield any significant difference between males and females. Gender studies have yielded different results in the literature. In some studies, males seemed to be more anxious and females in others. The number of studies resulting in no gender difference is significantly higher. In the present study, that result might result from the imbalance in the number of participants based on gender. In Turkish ELT departments, the number of female students is significantly higher than male students, and gender studies comparing females and males seeking any difference might not result in specific outcomes.

The analysis of the qualitative data collected from participants in online education yielded two main categories, including sources of FLSTA and actors to decrease and regulate FLSTA anxiety during practicum. The data showed that the recurring factors causing anxiety during online practice teaching were teacher self-efficacy, student effect, communication problems, technical problems, self-confidence, peer effect, mentor effect, and miscellaneous. Participants indicated that especially student effects, such as their unwillingness to participate in classroom tasks and activities, communication problems, such as interaction problems due to online tool usage, and academic competence, such

as not being able to provide students with direct and explicit instruction on how to do a task or an activity seemed to be significant causes of their anxiety in practice teaching.

It was also revealed that some factors might eliminate student teachers' anxiety during their practice teaching. Participants asserted that mentor effect such as positive feedback from mentors and observing mentors' teaching; teacher self-efficacy including experience in teaching, classroom management and lesson planning; student effects such as their active participation into courses and creation of positive atmosphere and self confidence and sense of achievement would appear to be the major factors helping student teachers to eliminate their anxiety to some extent.

In the face-to-face practicum, the quantitative data analysis indicated that student teachers' levels of FLSTA during teaching practicum are moderated and do not suffer from anxiety during practicum. It meant that student teachers were academically and psychologically equipped to carry out training without much suffering anxiety. The analysis of the individual scale items revealed that most student teachers complained about negative comments and remarks by supervisors and cooperating teachers. It was seen that negative remarks by mentors triggered anxiety among participants.

Then, the analysis of differences among males and females indicated that there seems to be a significant difference between males and females concerning their FLSTA. Further analysis of the data with more detailed statistical analysis revealed that females are more anxious than males in two anxiety-provoking factors: fear of being criticized by peers and what others think. The analysis of the factors and underlying items indicated that female student teachers were inclined to be affected more by external sources.

In the qualitative part, the qualitative content analysis of participants' reflections indicated that each student had at least one cause of anxiety during the practicum. The major categories are; student effect, teacher self-efficacy, communication problems and mentor effect. Student effect including student profile and teacher self-efficacy, which includes classroom and time management, and lack of teaching experience were the major causes of anxiety during practicum. It was also deduced that there were also factors

that helped student teachers to regulate and lower their anxiety during practicum. Having high teacher self efficacy such as experience in teaching, good preparation of lesson plans and activities, classroom management skills and self-awareness; mentor effect such as positive feedback and their observation and students' active participation were the key factors helping participants to relieve their anxiety levels.

Lastly, the comparison of all three groups of student teachers indicated that third-grade student teachers were significantly more anxious than fourth-grade student teachers in both online and traditional teaching settings. It was also seen that student teachers in traditional classrooms still held the lowest level of anxiety even though online teaching & practicum have become an indispensable part of the processes mentioned above.

Discussion on FLSTA in Online Practicum

Participants' levels and types of anxiety were analyzed by using a mixed-methods study design. Besides the anxiety levels and types, it was also aimed at finding sources of their anxiety during practice teaching. It suggested solutions to these anxiety on decreasing and regulating these anxiety-provoking factors, benefits, and downgrades of online education. In that regard, both descriptive and explanatory results were used.

The analysis of the quantitative data indicated that student teachers' levels of FLSTA during their online English teachings were moderate (Albasin- Lacaba et al., 2022; Capel, 1997; Kokkinos et al., 2016; Merç, 2015; Ngidi & Sibava, 2003, Trotsenko et al., 2020) and students (Merç, 2010) were the leading cause of anxiety in their total scores. Both language proficiency and academic competence seemed to be not considered the main factors causing anxiety, indicating that participants believed in their language and academic competencies. This could be because student teachers' self-knowledge and self-confidence levels were high, leading them to be confident about their mastery of language and related knowledge. Yet, the analysis of the junior and senior groups

separately yielded different results. In the junior group, language was the primary concern though they were still confident regarding their academic competence. In the senior group, students seemed to be the primary cause of anxiety, and academic competence again did not interfere with their anxiety levels. In the junior group, the language hesitation could be due to a lack of practice in real-life situations. They might think that even though they have enough competence regarding theory, teaching this theory in real-life situations might be much more challenging. Oppositely, the senior group was mainly concerned with the students they taught. Since they have taught in real-life classrooms for a while, they might become more confident with language & academic issues, yet getting used to students including related issues such as unrelated questions, use of L1 or classroom management problems, all driven from qualitative data, could be a significant source of anxiety. In this line, further analysis of group differences showed that the considerable difference between junior and senior groups lay in language proficiency and academic competence. As explained, since junior students still had many courses to complete and did not attend any real-life classroom teachings, it was understandable to see that they were not sure about their academic performance before real students in an unknown setting.

To examine gender differences, another multivariate test was utilized. The analysis of the data indicated that the groups were similar. The study of gender differences in teacher education is a crucial factor to reveal because, through these differences, teacher educators could use and adapt their materials and approaches considering individual differences. Many studies regarding gender differences have been conducted in student teacher anxiety literature, with many different results. Preece (1979) found that regardless of gender, the experience helps student teachers to decrease their anxiety. In the Greek context, Kokkinos et al. (2016) also found no gender difference regarding practice teaching anxiety. Yet, according to Morton et al. (1997), females had a higher level of perceived and anticipatory anxiety. In the present study, the insignificant results of gender differences could be due to two factors: the student teachers' approaches to practicum

teaching and their practicum related anxiety did not differ too much to yield significant results, or the real difference did not reveal in the present study due to group size and imbalance between groups. Further studies with much larger samples should be carried out to detect the real difference, if any.

Then, qualitative data were used and analyzed through qualitative content analysis to explain quantitative study results and get a much deeper understanding of the FLSTA. In the analysis, besides anxiety-provoking factors, the solutions to this anxiety were also presented.

The qualitative data analysis indicated that eight main factors or categories and 30 principal codes under these categories seemed to be the sources of anxiety during online practice teaching. Teacher self-efficacy, communication problems, student effect, technical problems, self-confidence, peer effect, mentor effect and miscellaneous were the major categories deduced from the student teachers' responses to qualitative tools. The most critical factors that were also presented in the student- teacher anxiety literature were student effect (Ekşi & Yakışık, 2016; Merç, 2010, 2011, Permatasari et al., 2019; Safira, 2021; Tum, 2015), communication problems (Almonacid-Fierro et al., 2021; Estrella, 2022; Çelik, 2008), academic competence (Permatasari et al., 2019; Thompson, 1963), technical problems (Estrella, 2022), English proficiency, time management (Bhargava, 2009), lesson planning (Albasin- Lacaba et al., 2022; Bhargava, 2009; Çelik, 2008; Hart, 1987; Thompson, 1963; Kyriacou & Stephens, 1999), peer effect, mentor effect (Agustiana, 2014; Ekşi & Yakışık, 2016; Han & Tulgar, 2019; Merç, 2010; Safira, 2021), and classroom management (Albasin- Lacaba et al., 2022; Alpan et al., 2014; Bhargava, 2009; Ekşi & Yakışık, 2016; Han & Tulgar, 2019; Hart, 1987, Merç, 2010, 2011; Morton et al., 1997; Kyriacou & Stephens, 1999; Paker, 2011, Safira, 2021). Participants indicated that academic incompetence, English proficiency, teaching quality, classroom management, I promotion of student success and lesson planning were the major sources of anxiety stemmed from low teacher self-efficacy. Communication problems were another

source of anxiety among participants mainly due to difficulty in interaction with students and their observation, communication barrier, and difficulty in drawing students' attention, students' participation problems and their use of mother tongue. Subekti (2021), in her study in an online learning environment, asserted that lack of teacher-student and student-student interaction was one of the significant interveners during the online teaching & learning process among EFL student teachers. Students' unwillingness to participate in classroom tasks and activities, and negative comment & feedback from students during teaching were seemed to be significant causes of anxiety stemmed from students. Technical problems also triggered participants' anxiety during their online practicum. Software- hardware problems, unfamiliarity with the tools and fees for online education tools were the major factors generating anxiety during online practicum. Student teachers' confusing and unintelligible instructions during tasks and activities, perceived incapability to teach or perceived low quality of their teachings, running out of ideas, especially when they need to improvise, lack of theoretical knowledge, language proficiency-related problems, and problems occurring due to incapability to plan a good lesson were regarded as a crucial part of their tension during practicum. Having low level of self-confidence due to demotivation due to heavy workload, insecurity towards tone of voice, concern over public speaking and unable to improvise unexpected situations created tension among student teacher. Also, being observed by peers and mentors (Capel, 1997) or having negative feedback (Hart, 1987), and lastly, unable to find an appropriate place to carry out online teaching were uttered to be other sources of anxiety during practice teaching in the online setting.

Besides the sources of FLSTA during online practice, the data analysis indicated that there were also factors that student teachers used or regarded to lower or regulate their anxiety during online practicum. Mentor effect, teacher self efficacy, student effect and self-confidence were the major categories of anxiety reducing factors. Most, if not all, of the student teachers', asserted that positive feedback from mentors, having enough

experience to teach in real-life situations, having good lesson plan and classroom management skills were the critical factor in helping them regulate their anxiety during their teaching in the real classroom. Kennedy et al. (2013) revealed that constant communication with supervisors helps student teachers to advance their professional development. Also, students' active participation, and positive atmosphere were other critical factors in anxiety regulations. It was also seen that student teachers' well-being was essential to decrease anxiety, such as having self-confidence and promoting a sense of achievement. It was also found that online learning could ease anxiety among students (Bakar et al., 2013; Rodrigues & Vethamani, 2015). Yaniafari and Rihardini (2021) found that students felt less anxious about online learning than face-to-face speaking practices.

Discussion on FLSTA in Face-to-face Practicum

To scrutinize the role of practicum on student teachers' anxiety during their traditional face-to-face practicum, both qualitative and quantitative tools were utilized so that the type and level of their anxiety, anxiety-provoking factors, and factors to be used to decrease any harmful & debilitating anxiety could be revealed. The obtained study results were meant to be used by teacher trainers to make student teachers' practicum experience more comfortable and productive.

The analysis of the quantitative data, as presented in detail in the findings section, indicated that student teachers' levels of FLSTA during teaching practicum are moderate, and they are not suffering from anxiety during practicum. It showed that student teachers were academically and psychologically well-equipped to carry out practicum without much suffering anxiety. It also could be because they had helpful mentors, good command of English and academic knowledge, and appealing students to teach. The analysis of the individual scale items revealed that most student teachers were complaining about negative comments and remarks by supervisors and cooperating teachers. It was seen that negative remarks by mentors triggered anxiety among participants. Debilitating statements regarding student teachers' English level and their teachings created anxiety

among participants. To decrease their anxiety triggered mainly through direct feedback, supervisors and cooperating teachers should use more corrective feedback such as recasts or elicitation techniques to make sure that student teachers understand points to be improved during practicum and that their level of anxiety would not be harmful to their teaching experience. Other than this, student teachers were well-equipped to cope with their teaching anxiety during practicum.

Then, the differences between males and females were scrutinized using MANOVA to disclose their differences in FLSTA and related factors. By doing so, it aimed at the differences that would be noted and used to manage different groups' anxiety in the teacher training process. The analysis of the data indicated that there seems to be a significant difference between males and females concerning their FLSTA. Further analysis of the data with more detailed statistical analysis showed that females are more anxious than males in two anxiety-provoking factors: fear of being criticized by peers and what others think. The analysis of the factors and underlying items indicated that female student teachers were inclined to be affected more by external sources. Many similar studies were carried out in anxiety literature to demonstrate how gender difference impact participants' anxiety types and levels during teaching. For example, Morton et al. (1997) indicated that female students were more inclined to have anticipatory and perceived anxiety than males.

Similarly, Both Paker (2011) and Kumar and Doe (2011) suggested that females seemed to exert a higher level of teaching practice anxiety. However, some other similar studies indicated the opposite. Aslransouli and Vahid (2014) proposed no gender difference in their research. Similarly, in the Greek context, Kokkinos et al. (2016) found no significant gender difference concerning practicum anxiety. Also, Yetkin and Alagözlü (2022) found no significant difference among Turkish EFL student teachers in their practicum teaching anxiety. Gender studies brought mixed results; therefore, further studies with larger samples should be conducted to find more precise outcomes for real gender differences in practicum anxiety.

To understand anxiety-provoking situations and anxiety-decreasing factors during practicum, student teachers participating in compulsory teaching practice courses were voluntarily asked to reflect on their experience during practicum. The qualitative content analysis of their reflections indicated that each student had at least one cause of anxiety during the practicum. Student effect, teacher self-efficacy, communication problems, and mentor effect were the major categories that provoked anxiety among student teachers. As the significant themes, students (Ekşi & Yakışık, 2016; Merç, 2010, 2011; Permatasari et al., 2019; Safira, 2021; Tum, 2015), classroom management (Albasin- Lacaba et al., 2022; Alpan et al., 2014; Bhargava, 2009; Ekşi & Yakışık, 2016; Han & Tulgar, 2019; Hart, 1987, Merç, 2010, 2011; Morton et al., 1997; Kyriacou & Stephens, 1999; Paker, 2011, Safira, 2021), mentors (Agustiana, 2014; Ekşi & Yakışık, 2016; Han & Tulgar; Merç, 2010; Safira, 2021), lack of teaching experience (Agustiana, 2014) were the primary sources of anxiety that also founds in literature and overlaps with the current study results. In the student effect category, students' profiles (proficiency, willingness, etc.), was the major theme. Participants indicated that students were the primary cause of their anxiety during teaching practicum. Classroom management and lack of teaching experience were other major codes grouped under teacher-self efficacy category. To deal with these problems, student teachers should be offered more practice courses & content and real-life situations during their BA education to make them more acquainted with real teaching experiences. School practice only happens in the 4th year of ELT education, and it seems that it is not enough to prepare student teachers to teach in real classrooms. Similarly, classroom management was another major anxiety-provoking factor among participants. They asserted that problems regarding classroom management were their chief concern during teaching in authentic classrooms, and similar results can be found in literature as well (Albasin- Lacaba et al., 2022; Alpan et al., 2014; Bhargava, 2009; Ekşi & Yakışık, 2016; Han & Tulgar, 2019; Hart, 1987, Merç, 2010, 2011; Morton et al., 1997; Kyriacou & Stephens, 1999; Paker, 2011, Safira, 2021). Students should be given more practice-based classroom management courses to deal with this problem, including authentic, real-

life situations that fit into many different settings. This type of experience would also help student teachers to overcome communication problems with students in their real classrooms where they seemed to experience participation and attention problems and students' frequent use of L1. Mentor effect or discouraging mentors were another reason to heighten participants' anxiety. Practicum is a delicate time for student teachers when they are both studying to complete their degrees and teachers teaching in real classrooms. In such a balanced process, supervisors and cooperating teachers should be facilitating and encouraging so that these student teachers would benefit from this process and complete this process without significant harm or demotivation. Because, it is known that future-oriented motivation is also an important factor in success (Yetkin & Ekin, 2018), and career uncertainty (Permatasari et al., 2019) is a significant source of anxiety among EFL student teachers. Experience problems and time allocation were also related to the limited time of the practice teaching that also caused low level of teacher self efficacy. According to students, they did not have enough experience to fulfill their teaching in real classrooms. Also, the time allocated for each student weekly, including observation and teaching, seemed insufficient. They asserted that the time given for their teaching was limited to their teaching, including tasks, activities, games, and, most notably, teaching. Shortage of time impacted their anxiety due to time management problems.

From the reflections, it was also deduced that factors helped student teachers regulate and lower their anxiety during practicum. Having high teacher self efficacy by good lesson plan, experience in teaching, self-awareness and classroom management skills; facilitating mentors by their positive feedbacks and good practices in their own teaching and active participation of students were the key factors helping participants to reduce their anxiety levels. Especially experience and good preparation & good lesson plan would seem to be the major factors in decreasing student teachers' anxiety. Also, student teacher's self-awareness of their capabilities and their classroom management skills would seem to be primary factors to reduce and regulate their anxiety. Mentors also seemed to play a significant role in anxiety reducing. It is clear from the study outcomes

that especially positive feedback from mentors helped student teachers to alleviate their anxiety. Also, observing classroom practices of mentors and learning from their practices help participants to reduce their anxiety. In the last category, students also played a significant role in anxiety regulation and participants indicated that active participation of students to courses, tasks, and activities speeds up this process. From these related outcomes, it is essential to note that student teachers would feel more relaxed and confident when they have enough experience in a wide range of areas, including language, academic capabilities, teaching skills, and good command of lesson planning and organization. It was also reported that (Estrella, 2022) guided discussions and role plays should be used to decrease or regulate student teachers' anxiety. In such a case, teacher educators should consider these issues and try to address each of these issues as they can. During student teachers' BA education, practice and theory balance should be met, and student teachers should have the chance to benefit from the experiences of their mentors. To do that, these students should have the opportunity to observe their educators in real-life situations and have diversified practice courses in which they have the chance to act on their academic and organizational skills. Another point understood from the reflections is that mentors were a good source of relief for participants' anxiety during practicum. When the mentors, including both supervisors and coordinating teachers, were helpful toward their students, student teachers felt much more positive and relaxed. They asserted that they felt much more comfortable when their mentors were helpful towards their student teachers, such as their guidance, reflections, feedback, and motivation. This relaxation lets them regulate their practicum anxiety and help them carry out their teaching practicum willingly and effectively. Then, student teachers' self-awareness was another critical factor in anxiety regulation during the practicum. One of the participants indicated that if abilities towards teaching and being a teacher are known, then the person could know their power and act accordingly. For example, if student teachers know their strong language side, they would be more willing to carry out skills

teaching and activities in their classroom. In such a setting, teacher educators need to help student teacher to become autonomous learners who are aware of themselves.

Discussion on Anxiety Graph Results

During the data collection phase, the researcher created a tool called an anxiety graph to ensure that to-the-point data could be collected from participants' reflections during their practicum process. In the graph, the students were asked to mark their biweekly anxiety levels on a scale ranging from 1 to 10 so that the track of their time& experience-related anxiety changes could be followed. The graph analysis indicated a negative correlation between experience and level of anxiety, indicating that as the student teachers became more experienced, their level of FLSTA was bound to decrease. As seen in the findings section, descriptive statistics showed that participants gave $\bar{x}=6.33$ anxiety scores in their first teaching experience anxiety, and their level of anxiety dropped to $\bar{x}=2.50$ in the last session of their teaching experience. The results indicated a sharp and steady decrease in participants' anxiety levels over time. It was understood from the results that experience was a key factor for participants' anxiety levels during their classroom teachings. More practice seemed to help learners regulate their teaching anxiety before the classroom. Similar results were found in Preece's (1979) study, where he concluded that regardless of gender difference, the experience could help student teachers to decrease their anxiety during practicum.

Similarly, Morton et al. (1997) included that even two weeks of experience help student teachers to decrease their anxiety. Agustiana (2014) found a lack of experience as the primary source of anxiety, and studies such as Bhargava (2009) and Kokkinos et al. (2016) found that experience was an important factor in decreasing teaching anxiety during practicum. In a recent study during the Covid-19 process, Kidd and Muray (2020) revealed that educators starting their online teaching with fear was followed by increased competence, confidence, and innovation. To this end, it is important to note that student teachers should be given enough chance to rehearse teaching practice in their classroom

and in pre-arranged real classrooms to decrease their teaching anxiety before their real practicum experience.

Discussion on Group Differences

In the present study, participants were included from different grades and teaching settings to measure the impact of grade and teaching setting differences and their effects on FLSTA scores. To this end, in the first phase of data collection, data were collected from juniors and seniors teaching online during the Covid-19 ERT process. The data analysis indicated that juniors experienced a significantly higher level of anxiety than seniors. As a follow data collection, data were collected from seniors again, but they were teaching in a traditional face-to-face setting. A one-way between-groups analysis test was computed to see teaching setting differences in participants' FLSTA scores and to track the flow of anxiety from junior to senior. The analysis results indicated that juniors again experienced the highest level of anxiety among all three groups. Even though not statistically significant, descriptive results also showed that students teaching in an online setting experienced the lowest level of anxiety. It is once clearer that experience plays an essential role in the distribution of anxiety among different groups. As seen in many previous studies (e.g., Morton et al., 1997), the experience was an important factor, and therefore senior student teachers experience less anxiety than junior student teachers. Also, it was still essential to see that traditional classrooms are still preferred to online classrooms even though online teaching has grown in the last couple of years, mainly due to lockdowns during the ERT process and other technological advances easing the process of teaching in virtual settings.

Chapter 6

Conclusions, Suggestions, Implications, and Limitations

Conclusions

The purpose of the current study was mainly to reveal sources of pre-service EFL teachers' anxiety during practice teaching both in online and face-to-face education settings. It also aimed to disclose factors leading to regulating and lowering student teachers' anxiety levels, and factors to boost student interaction to improve the overall quality of teaching and learning in real classrooms. The study also tried to discover the relationship between time and anxiety over the course of teaching practice lasting fourteen weeks. The present study employed a mixed-methods design in a sequential explanatory format, including qualitative and quantitative data collection tools. In this design, the collection and analysis of the quantitative data were followed by the qualitative data to explain and further interpret both quantitative data and qualitative data analysis results.

The study results indicated that student teachers had a moderate level of anxiety, and their anxiety did not seem to interfere with their teaching practice in their total scores. Yet at the factor level, some meaningful causes of FLSTA were found out of quantitative data, such as students as a source of anxiety during practicum. As seen in many gender studies, the results indicated mixed results. However, it was also clear that women were more inclined to be affected by external sources and bound to accept their anxiety than males (Morton et al., 1997). Also, differences between grade groups could be attributed to experience, especially in teaching practice. Similar results were even seen within the same group, as explained by the outcomes of the anxiety graph. Through this tool, it was enclosed that over time and teaching, the overall anxiety levels of student teachers were bound to decrease. These results indicated that experience in teaching was a key factor in helping participants ease their anxiety during practice teaching.

The qualitative data analysis through content analysis showed similar but more comprehensive results that support both the quantitative data results and further explained and interpreted sources of and solutions to FLSTA. The qualitative data analysis from online and face-to-face practicum sources revealed two main recurring themes: sources of anxiety and solutions to anxiety. Also, the benefits of online practice teaching were found by analyzing the data from online practicum participants. In the online learning environment, the significant sources of anxiety were student effect, communication problems and academic incompetence, self-confidence, technical problems, English proficiency, time management, lesson planning, peer and mentor effect, classroom management, and miscellaneous. Specifically, students' unwillingness to communicate, interaction, and observation problems due to online learning tools' restrictions were the principal recurring codes from the participants' reflections. Analysis of the factors easing student teachers' anxiety indicated that teacher self-efficacy, experience in teaching, positive feedback from mentors, and students' active participation were the main factors in decreasing FLSTA during practice teaching. The data analysis from face-to-face practicum participants indicated that students' effect, classroom management, mentors, experience, and time allocation were the significant sources of anxiety. When the solutions to anxiety factors were analyzed, experience, good lesson plans, mentors, and self-knowledge were crucial in regulating participants' teaching anxiety during practicum. In both practicum groups, it was seen that student-centered tools and activities should be included in the lesson and teaching plan to promote student interaction. Drawing students' attention, the inclusion of everyday subjects, creating a good lesson plan, creating of sense of belonging, increasing students' motivation, use of L1, classing students by their names, socializing with students, and many related factors requiring student-centered education process would help teachers to maintain a prosperous and flourishing environment to teach.

All in all, the analysis of the data as a whole indicated that even though student teachers had not an alarming level of anxiety during practicum primarily due to their high-

quality theoretical and practical education, including microteaching, there were still many concerns to deal with to have much profitable teaching-learning process both for student teachers and for students being taught. In these senses, especially controllable intervening variables such as harsh comments from mentors should be eliminated or replaced to regulate student teachers' anxiety during practicum. Also, factors boosting their motivation, such as experience in teaching, should be increased through microteaching or pre-organized real-life teachings so that they gain both experience and self-confidence. Also, as explained earlier in the findings section, the benefits of online tools and education should be utilized by eliminating its intervening and limiting sides during teaching practice. Lastly, it is clear from the study that students were at the center of the whole process, and their approach to courses and teachers was crucial for overall success. To this end, creating factors and an environment in which positive student interaction and participation might be essential for mentors and student teachers during practicum.

Implications for Teacher Education

The present study indicated that student teachers might be more anxious at the beginning of their teaching experience, and their level of anxiety is bound to decrease as they get experience. Therefore, including more practice courses in the curriculum makes these students less anxious and more ready for teaching in real classrooms. Then it helps student teachers to become more effective teachers in the future.

Secondly, the study indicated that supporting mentors and supervisors could relieve student teachers' anxiety levels and help them regulate their anxiety. Also, cooperative feedback from them helps student teachers to ease their level of anxiety. Therefore, both teachers and supervisors should provide student teachers with corrective feedback. Also, they should supervise their students in their teaching practice.

Also, it was seen that more practice in real-life situations with authentic settings and material could help student teachers to be much more ready for their real teaching experience. Courses offering student teachers a chance to rehearse their teaching practice, such as classroom management techniques, presentation of the topics and tasks, organization of activities, and dealing with students, would help student teachers to benefit much from these experiences.

The future-oriented motivation was seen to be critical during the teaching practicum. Student teachers with high motivation levels are more willing to carry out their teaching practice. To motivate students, supervisors, and cooperating teachers should be encouraging, facilitating, and helpful towards student teachers so that their level of anxiety can be regulated and their future-oriented motivations, such as the feeling of being a good teacher, would be encouraging for student teachers during their practicum.

Gender differences were also seen as necessary in psychological experiences during teaching practice. It was noted that especially females were more inclined to get anxious due to external sources such as mentors, peers, students, or others, even though their level and understanding of the teaching practicum were similar to their male counterparts. For example, Estrella (2022) found that females seem more anxious when communicating with their peers in a foreign language. In such a case, the teacher, educators, and mentors should be aware of that distinction so that they would lead their female students positively both academically and psychologically as well as male students.

Then, student interaction seems to be the critical factor in regulating and easing student teachers' anxiety. Therefore, student teachers should be provided with the necessary techniques to use them in their real classrooms to maintain more positive teaching & learning in their classrooms.

In a similar study, Kidd and Muray (2020) asked what would happen to these new spaces and pedagogical innovations. Will they fade away or develop over time and

radically change teacher education? Similarly, it is important to ask that question again concerning all the preparations and development made during the Covid-19 process. Will all these developments, such as new teaching techniques and materials, be forgotten or used simultaneously with traditional teaching and teacher training methods?

It was also suggested that elements aimed at reducing anxiety should be included in methods courses. (Lui, 2008). In this line, many similar studies, especially the present study, included many sources of anxiety and solutions to this anxiety, as presented in the findings and discussion. The results of these studies should not fade away but had in the related courses of BA programs of teacher education departments so that prospective teachers should be aware of these sources and solutions and equipped with the necessary means to overcome these difficulties.

Suggestions for Further Studies

The present study explored EFL student teacher anxiety by comparing junior and senior students in the online and face-to-face education-learning environments. However, each of the participatory groups was included in the study for a limited period, and the data were collected only during their teaching practices. Another study originating from longitudinal design aimed at disclosing EFL student teacher anxiety might be more fruitful and detailed because such a study could indicate both causes of and solutions to anxiety and the flow of anxiety throughout participants' undergraduate education.

Secondly, the present study analyzed EFL student teacher anxiety in online and face-to-face teaching practice. Another study investigating EFL student teacher anxiety in blended and flipped learning settings could also bring new insights into anxiety literature. In such an educational context where online and face-to-face teaching-learning are regularly used, such studies looking for teaching anxiety could reveal crucial results for implementing teacher education programs.

Thirdly, in the present study, the data were collected from several universities by applying snowball sampling. Another study includes a larger group of participants comprising samples from many diverse universities could uncover EFL student teacher anxiety in more detail. Also, including more participants and different qualitative data collection tools and methodologies could reveal more comprehensive results on the causes of anxiety and solutions to these causes.

Then, the present study explores EFL student teacher anxiety using a mixed-method approach. Yet, group differences were examined only by using age and gender. Including other individual differences such as personality traits, motivation, and language learning psychology could explain EFL student teacher anxiety from different angles and perspectives, allowing researchers to reveal different causes of anxiety resulting from individual differences.

Lastly, the current study applied SPSS statistics such as descriptive and multivariate tests for quantitative data and content analysis for qualitative data. Studies using more advanced statistical methods, such as Path analysis of R statistics for quantitative data and Conversation Analysis for qualitative data, could bare more inclusive outcomes. Looking for direct and indirect relations between individual factors and using gazes, gestures, or mimes of participants would help researchers acquire much detailed and vast amount of data to use, analyze and interpret.

In a study by Kennedy and Archambault (2012), only 1.3% of teacher education programs focused on raising teachers for teaching settings other than traditional classrooms. In such a context, more studies with student teachers, especially those conducting their practicum in online, virtual, or blended learning environments, should be carried out so that both advantages, disadvantages, and needs during practicum should be revealed for more extensive settings teaching practicum.

Limitations to the Study

Limitations of a study or research could be defined as the boundaries of any research that limits that specific research going beyond. It could be due to the number or variety of participants, used sampling method, research design, data analysis tools and techniques, or research bias. Almost all of the studies are bound to have some limitations in social sciences, and the following limitations are the main limitations of the present study.

The number and variety of participants are significant limitations in the present study. The study includes 182 EFL teachers for quantitative and 14 for qualitative data. The number and variety of the students' profiles could be diversified to generalize the study outcomes.

Also, sampling is another major constraint in the present study. Even though non-probability sampling is vastly used in social sciences research, the inclusion of probability sampling in research gives the researcher a more robust chance to generalize study outcomes to a larger population more confidently.

Then, applied statistical techniques are also another drawback of the current study. In the qualitative part, the data were analyzed for descriptive results, including comparison tests. Including more advanced statistical tools such as Path analysis or R-statistics would help the researcher have more robust and confident study outcomes. Similarly, qualitative content analysis was used in the present study to analyze vast qualitative data. Utilizing more detailed analysis techniques such as Conversation Analysis would help researchers to benefit both from participants' oral or written reflections and their non-verbal communication tools such as mimes and gestures.

Also, a sequential explanatory mixed-methods research design was used in the current study, and descriptive and explanatory results were sought. Using exploratory

results will allow researchers to have more conclusive and future-oriented outcomes and explore the topic more in-depth.

Lastly, the present study was conducted in a Turkish setting. Designing a study that is comparative in nature could be more conclusive and broader in outcomes. Also, the present study makes use of online and face-to-face education. Exploring EFL student teachers' anxiety in blended learning and comparing it with the settings mentioned above could be more conclusive because blended learning is vastly used in today's educational context.

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APPENDIX-A: Foreign Language Student Teacher Anxiety Scale

Dear Student Teacher,

This questionnaire was designed to measure foreign language student teachers of English anxiety types and levels while teaching English in their classrooms. It will be only used for scientific purposes. It is noteworthy that answering all the statements in the questionnaire and questions asking for personal information will ultimately be of high importance for the reliability and validity of the study.

Please mind that there is no 'right' or 'wrong' answer to any statement; therefore, it is crucial that you should grade each statement by weighing its suitability to you personally.

Thank you very much for your help and courtesy.

Ramazan Yetkin

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Department of Foreign Language Education

Part I

PERSONAL INFORMATION

Student Number: Gender: M () F () Age: GPA:

Practice School:

- | | |
|--|--|
| <input type="checkbox"/> Primary School | <input type="checkbox"/> Private Primary School |
| <input type="checkbox"/> State High School | <input type="checkbox"/> Anatolian/Science High School |
| <input type="checkbox"/> Private High School | <input type="checkbox"/> Other (Please Write) |

Part II

Foreign Language Student Teacher Anxiety Scale

Dear Student Teachers;

Please read each statement below carefully. According to the degree of agreeing or disagreeing with the stated situations, by choosing one of the options “1=Strongly Agree”, “2=Agree”, “3=I don't know”, “4=Disagree” or “5=Strongly Disagree”, There is no right or wrong answer. Read all statements and mark the answer that best fits to you for each statement.

Relationship with the mentors

1. I am ashamed when my cooperating teacher makes a negative comment about my teaching.
2. I am ashamed when my cooperating teacher makes a negative comment about my English.
3. I am afraid of my university supervisor's negative comments about my teaching.
4. I feel helpless when my university supervisor reads my lesson plan.
5. I am so excited when my university supervisor is in the class, I teach that I forget about anything I know.

Language proficiency

6. I feel uneasy when I have to teach English to high proficient learners.
7. I am never sure of myself when I need to manage the class in English.
8. I feel anxious when I speak English in the class.

9. It is impossible to reach native-like proficiency however hard you try.
10. I try not to teach when there is a foreigner in the class.
11. I feel anxious when I teach speaking.
12. I feel nervous when I correct my students' mistakes with the feeling that I will also make mistakes.

Feelings about academic incompetence

13. I feel anxious when I teach reading.
14. I am nervous when I need to organize pair or group work.
15. I hesitate to discuss a point related to language teaching with a teacher in the practicum school.
16. I never feel comfortable however well-prepared I am.

Fear of being criticized by peers

17. I am sorry about negative comments made by my peers about my English during the feedback sessions.
18. I am sorry about negative comments made by my peers about my teaching during the feedback sessions
19. I feel anxious about my peers' showing me my mistake I made in the class.
20. I feel uncomfortable about being observed by my peers.

Fear of what others think

21. I am anxious about my peers' laughing at me if I make a mistake.
22. I feel anxious with the feeling that students compare me with their teacher.
23. I am anxious about dealing with the noise in the classroom.

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

Student effects

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

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

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

APPENDIX-B: Sample Interview Questions

1. Do you like English and think you will love English teaching as your profession?
2. What factors influenced your decision to become a teacher?
3. How do you handle challenges that may arise during online teaching, such as technical issues or maintaining student engagement?
4. What are your main concerns about your online teaching; *peers, mentors, students, your English proficiency, or academic competence*?
5. What aspects of online teaching make you feel most confident and competent, and which ones do you find most daunting?
6. What are the most frightening and most comfortable sides of teaching online?
7. What are the most liked parts of teaching in real classrooms?
8. Do you think that there are any benefits or advantages of teaching online compared to traditional classrooms?

APPENDIX-C: Sample Reflective Journal

Name:

Experience:

Date:

Class Level:

Explanation!

Dear participant,

You should keep this diary every two weeks just after your online teaching experience. Your diaries are expected to focus on your current level of anxiety or emotional change triggered by your teaching experience. In addition, you are kindly requested to add an anxiety graph score, from 1 to 10, to the end of the diary and explain your reason for anxiety in one sentence.

Thank you for your participation.

APPENDIX-D: Consent Form

Dear participants,

This study, under the supervision of Prof. Dr. Nuray ALAGÖZLÜ, is carried out by Ramazan YETKİN as a part of his doctoral dissertation entitled “English Language Student Teacher Anxiety in Online and Face-to-face Practicum.” This research aims to reveal the anxiety, sources of anxiety, and solution to anxiety in the practicum period.

The necessary permission was obtained from the Ethics Committee of Hacettepe University for this study. No identifying information is required from the participants. Your answers will be kept strictly confidential and only evaluated by the researchers; The information obtained will be used in scientific publications.

The research is voluntary and does not include questions that will cause personal discomfort. However, you can quit answering if you feel uncomfortable with queries or any other reason during participation. In such a case, telling the practitioner you still need to complete the work will be sufficient. Please do not hesitate to ask if there are any questions you would like to ask before starting the study. At the end of the study, your questions about this study will also be answered. Thank you in advance for participating in this work.

I voluntarily participate in this work and know I can cut out whenever I want. I accept the use of the information I provide in scientific publications. (After completing and signing the form, return it to the practitioner).

Date:

Participant:

Name and surname:

Phone:

Signature:

Responsible Researcher:

Name: Nuray ALAGÖZLÜ

Address: H.U. English Language Education

/ ANKARA

Phone: 312-2978575

e-mail: nurayalagozlu@gmail.com

Researcher:

Name: Ramazan YETKİN

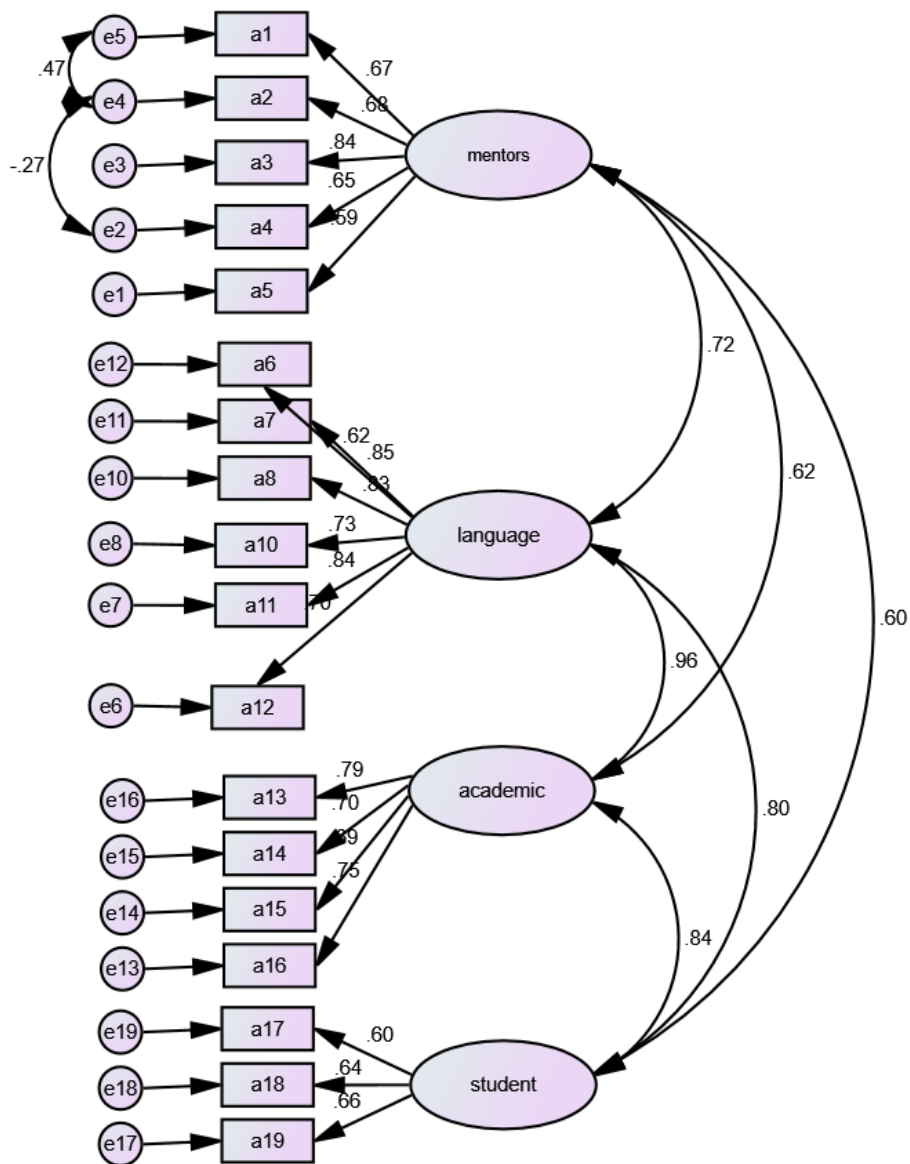
Address: H. U. English
Language Education

/ ANKARA

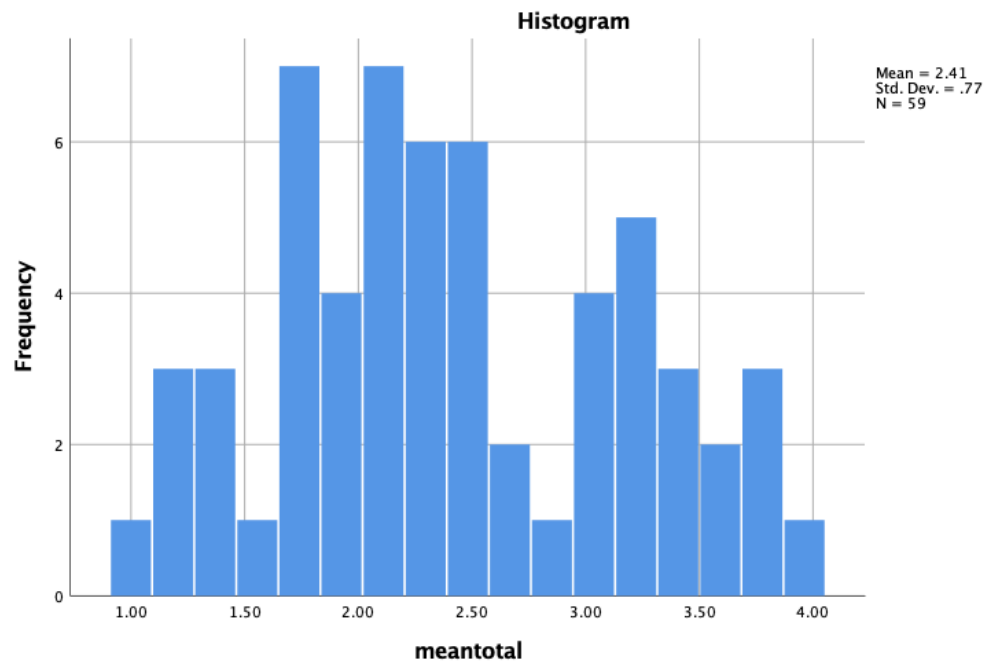
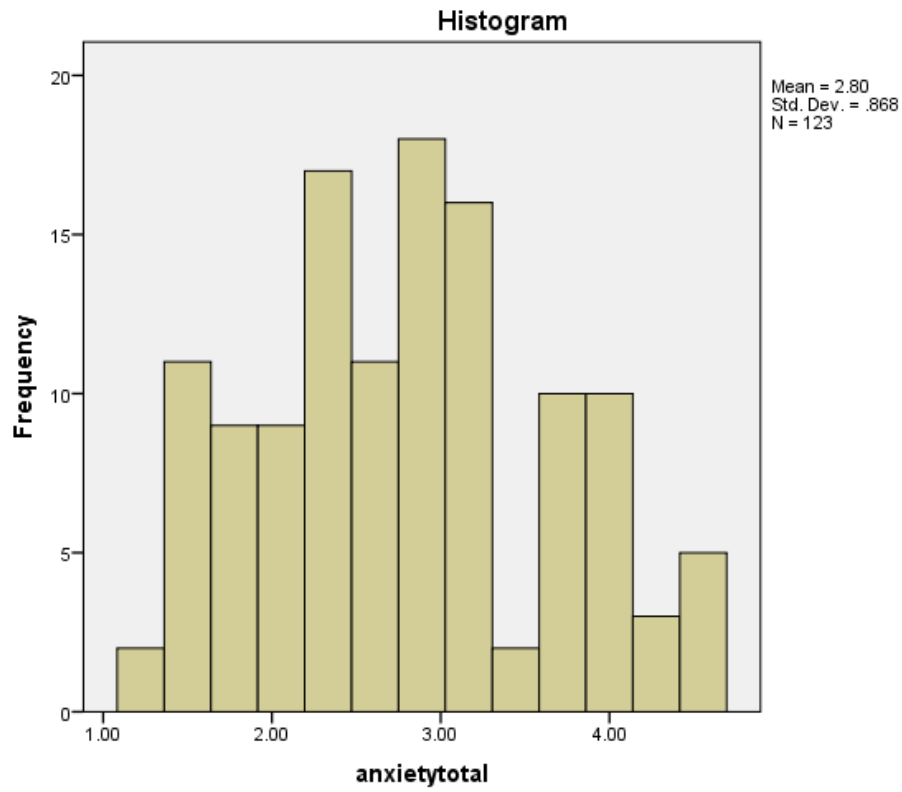
Phone: 312-2978587

e-mail: ryetkinn@gmail.com

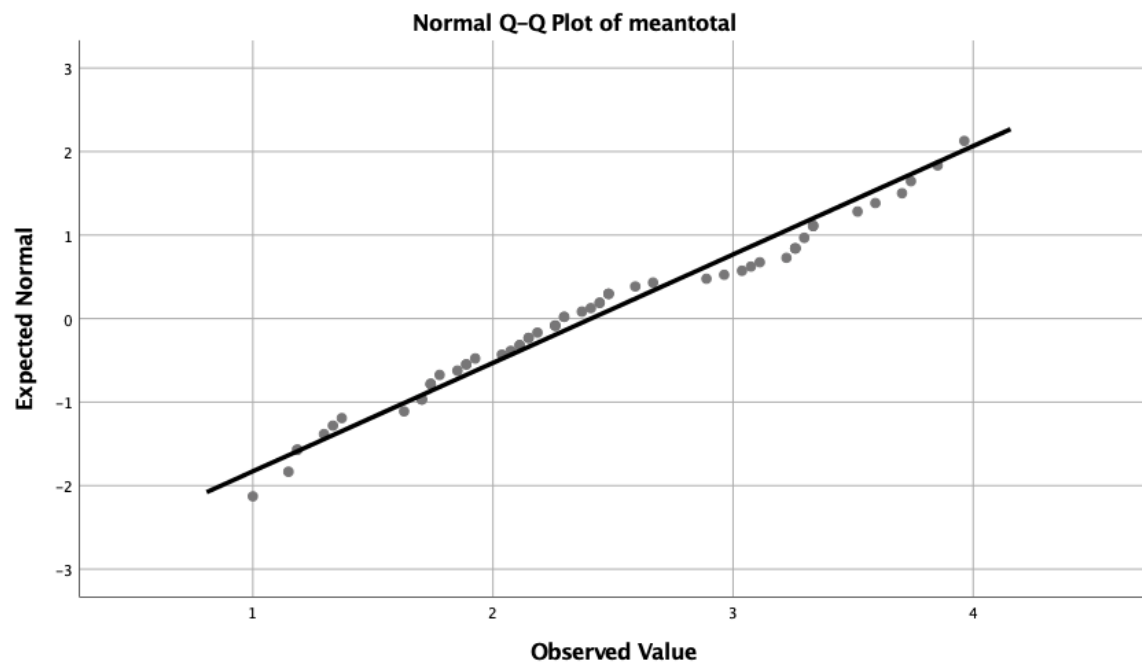
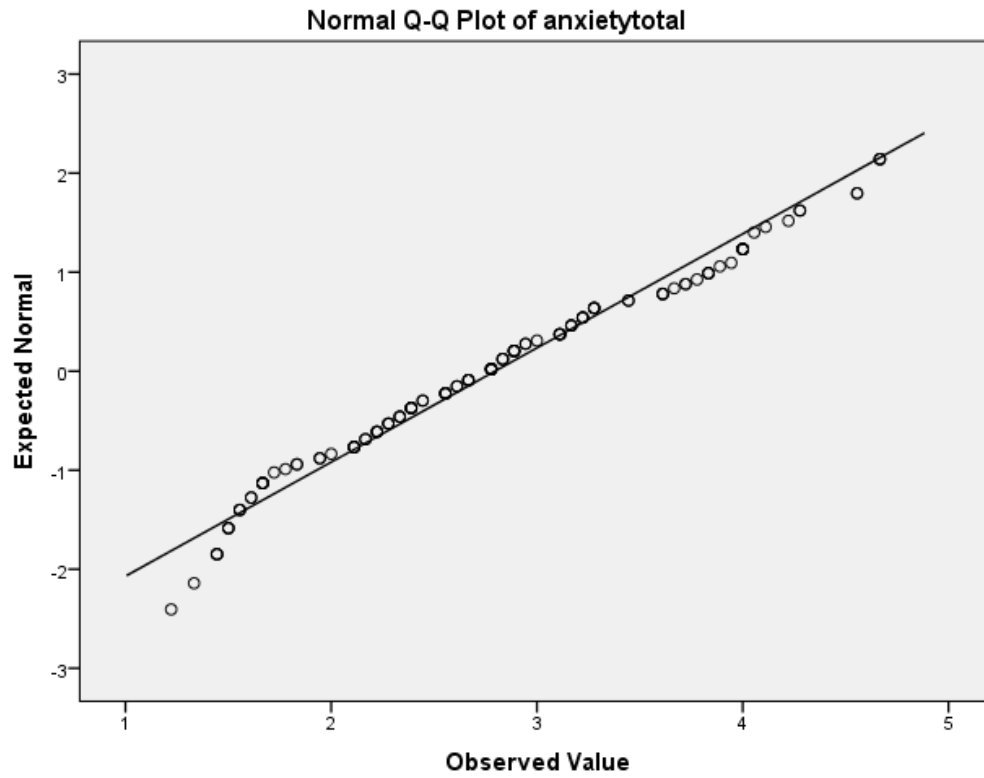
APPENDIX-E: CFA Model Fit




APPENDIX-F: Test of Normality: Histogram Graphs




APPENDIX-G: Test of Normality: Q-Q Plots



APPENDIX-H: Ethics Committee Exemption Form / Ethics Committee Approval

Tarih: 16/07/2020
 Sayı: 35853172-300-E.00001157008




**T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük**

Sayı : 35853172-300
 Konu : Ramazan YETKİN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 02.06.2020 tarihli ve 51944218-300/00001103230 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencilerinden Ramazan YETKİN'in Prof. Dr. Nuray ALAGÖZLÜ danışmanlığında yürüttüğü "Kişilik ve Yabancı Dil Öğretmen Adayı Kaygısının Kaynakları/Personality and Sources of Foreign Language Student Teacher Anxiety" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 09 Haziran 2020 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.


Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
 Prof. Dr. Ahmet SERPER
 Rektör Yardımcısı

Birakan elektronik imzalı suretine <https://belgedogrulama.hacettepe.edu.tr> adresinden T8812b6-3260-4c3f-9c36-4b4752819286 kodu ile erişebilirsiniz.
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 Adresi: www.hacettepe.edu.tr

Sevda TOPRAK



APPENDIX-L: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

10/08/2023

(Signature)

Ramazan Yetkin

APPENDIX-M: Dissertation Originality Report

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Languages Education

...../...../.....

Thesis Title: English Language Student Teacher Anxiety in Online and Face-to-face Practicum

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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08/08 /2023	207	271478	12/06 /2023	23%	2143020155

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Ramazan Yetkin

Student No.: N17147788

Department: Foreign Languages Education

Program: English Language Education

Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Prof. Dr. Nuray ALAGÖZLÜ

APPENDIX-N: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

..... /..... /.....

(imza)

Ramazan YETKİN

"*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir
*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

