FOREIGN LANGUAGE TEACHING ANXIETY

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YABANCI DİL ÖĞRETME KAYGISI

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Yabancı dil öğreniminde kaygının rolü pek çok araştırmacının ilgisini çekmiştir. Yabancı dilde kaygı üzerine yapılan çalışmalar çoğunlukla yabancı dil öğrenen öğrenciye odaklanmış ve kaygı düzeylerini tespit etmek için pek çok ölçek geliştirilmiştir. Ancak yabancı dil öğretmenlerinin yabancı dili öğretirken yaşadıkları kaygıları araştıran çalışma sayısı çok azdır.

Bu çalışmanın amacı yabancı dil öğretmenlerinin yabancı dil öğretme kaygısını ölçen bir ölçek geliştirmektir. Araştırma iki aşamadan oluşmaktadır. Birinci aşamada yabancı dil öğretmelerinin yabancı dili öğretirken kaygı hissetmelerine neden olan durumlar tespit edilmiştir. Veriler günlük ve yarı kontrollü mülakatlar ile toplanmıştır. Çalışmaya 32 yabancı dil öğretmeni katılmıştır. Sonuçlar yabancı dil öğretmenlerinin çeşitli durumlarda kaygı hissettiklerini göstermiştir.

İkinci aşamada yabancı dil öğretme kaygısını ölçen bir ölçek geliştirilmiş ve ölçeğin geçerlilik ve güvenilirliği sınanmıştır. Ölçek maddelerini oluşturmak için 3 kaynaktan faydalanılmıştır: 1. Birinci aşamada elde edilen veriler, 2. Yabancı Dil Kaygı Ölçeği, 3. Öğretmenler için İngilizce Öğretme Kaygısı Ölçeği. Çalışmanın sonunda beşli likert tipi, 26 maddelik ve 5 faktörlük bir ölçek elde edilmiştir. Faktörlerin toplam varyansı 61.17 ve ölçeğin güvenilirliği .9173 olarak tespit edilmiştir. Bu sonuçlar, geliştirilen Yabancı Dil Öğretme Kaygısı Ölçeğinin yüksek oranda güvenilir ve geçerli olduğunu göstermektedir.

ABSTRACT

Anxiety in Foreign Language (FL) learning has attracted the attention of many researchers. Studies on FL anxiety have focused on the language learner; few studies have investigated the anxiety experienced by teachers of English as a foreign language (EFL) while teaching the target language. Various scales were developed to measure the FL anxiety experienced by language learners. Although there is a scale to measure general teaching anxiety, there is not a scale measuring FL teaching anxiety of FL teacher.

The aim of this study was to construct a scale measuring the FL teaching anxiety of FL teachers. The current study was conducted in two phases. In Phase 1, incidents that created anxiety in EFL teachers while teaching the FL were investigated. Data were collected through diaries and semi-structured interviews with 32 non-native EFL teachers. The results showed that EFL teachers felt anxiety in various situations.

In Phase 2 a scale that measures Foreign Language Teaching Anxiety in FL teachers was developed and its validity and reliability were tested. 3 sources were used to construct the items: 1. data obtained in Phase 1, 2. the Foreign Language Teaching Anxiety Scale, 3. the Teachers Anxiety Scale with respect to English. The study resulted in a five-point likert scale with 26 items, which were distributed under 5 factors. The total variance of the factors was 61.17 and the reliability of the scale was: .9173. These results showed that the Foreign Language Teaching Anxiety Scale (FLTAS) that was developed in this study was highly reliable and valid.

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1. INTRODUCTION

The effects of the emotional side of the human behavior, the affective domain, on Foreign Language (FL) learning, have attracted the attention of many researchers. There is a vast number of research on affective variables, such as motivation, self-esteem, inhibition, and anxiety in FL learners and their effects on the language learning process.

Anxiety, a component of the affective domain, was realized as an important factor in FL learning, either supporting (facilitating) or preventing (debilitating) the language learning process. Many studies were conducted to determine the sources, effects, and the range of anxiety in FL learners. Based on these studies, FL teachers were suggested many ways of reducing anxiety in their language learners in order to help them to proceed in the process of FL learning more effectively. The emphasis in studies on anxiety and FL learning has been on the FL learner, neglecting the FL teacher.

It has been realized that teachers, as well as learners, can experience anxiety when teaching. The reasons of anxiety in teachers and their potential effects on teaching were investigated in several studies with teachers teaching various disciplines. These studies primarily show that issues related to teaching in general -such as classroom management, grading students' papers, or designing lesson plans- can create anxiety in teachers. In addition, teachers were given advice on how to cope with their teaching anxiety in order to be more efficient teachers. Regarding FL teaching, studies investigating anxiety in teachers of English as a Foreign Language (EFL), however, are very few.

The scarcity of studies on anxiety in FL teaching showed that the anxiety experienced by FL teachers needs further investigation. Considering the gap in the investigation of anxiety experienced by EFL teachers, the current study aimed to

investigate the incidents that create anxiety in EFL teachers to establish an instrument that measures FL teaching anxiety of EFL teachers.

1.1 Background to the Study

Scholars in the field of EFL have shown interest in the notion of anxiety because it was realized that affective variables could have important impacts on FL learning. First, studies were conducted to determine the possible effects of anxiety on the FL learning process and on its outcomes. A correlation study of test scores and anxiety revealed that mild anxiety could be beneficial and, therefore, facilitate FL learning while too much anxiety could be harmful and impede FL learning (Chastain, 1975 cited in Scovel, 1991). Furthermore, it was found that anxiety can affect students' performance in particular language skills. A study conducted on anxiety and speaking skills revealed that more anxious students are less proficient in speaking the target language (Gardner, Symyth, Clement, and Bicksman, 1976 cited in Bailey 1983). Among others, the effects of anxiety on FL learning were reported as avoiding speaking in class, avoiding difficult or personal messages in the target language, careless errors, and writing shorter paragraphs (Bailey, 1983; Daly, 1991; Horwitz, Horwitz and Cope, 1991; Scovel, 1991; and Tsui, 1996).

In order to determine the FL anxiety in English language learners, in a more practical way, the Foreign Language Classroom Anxiety Scale (FLCAS), was developed (Horwitz, Horwitz and Cope, 1986). The FLCAS is a 33-item scale that aims to determine the language anxiety experienced by FL learners while learning the target language. The target audience of the FLCAS is the FL learner and not the FL teacher.

Several studies have investigated the sources of anxiety in language learners. Their results showed that FL learners might feel anxiety due to several reasons such as personal reasons, students'beliefs about language learning and teaching, comprehension apprehension, and language testing (Young, 1991; and Horwitz, et. al.), and many more. In addition, researchers have established that the sources of anxiety may also differ in relation to the language skill being learned. The sources of anxiety when learning

reading may be different from the sources of anxiety when learning speaking (Saito, Garza and Horwitz, 1999; and Aydın, 2001).

Based on the results of these studies, scholars have suggested strategies for reducing anxiety in language learners. For instance, teachers were advised to do relaxation exercises in the classroom or to use a smooth manner of error correction (Bailey, 1991; Horwitz, Horwitz, and Cope, 1991; Tsui, 1996; and Oxford, 1999).

Considering the relation between anxiety and teaching, it is said that a high level of anxiety in a teacher negatively influences the effectiveness of the teacher. Therefore, correlation studies were conducted to determine the relationship between the level of teaching anxiety and the effectiveness of teachers. A negative correlation between teaching anxiety and effectiveness was found; while teaching anxiety increases, teaching effectiveness decreases, and vice versa (Williams, 1991). Studies on the sources of anxiety in teachers have revealed that issues such as managing class time, giving directions, unruly students, challenges to the teacher's authority, returning graded material can be anxiety provoking for teachers (Munday and Windham, 1995; Numrich, 1996; Horwitz, 1996; Fish and Fraser, 2003). To determine the anxiety experienced by teachers in a more practical and reliable way the Teaching Anxiety Scale (TCHAS) was developed (Pearson, 1973). The TCHAS measures anxiety specific to the task of teaching.

In the field of English language learning and teaching, studies have focused on the FL learner rather than the FL teacher. In an attempt to understand anxiety and its possible effects on language learning and while trying to find ways to reduce anxiety in the FL classroom, the FL teacher seems to be neglected. Medgyes (1994) points out that

> "whereas books and articles on anxiety in language learning are in abundance, there is hardly anything written about 'the sickness to teach' foreign languages. This is a regrettable fact, considering that anxiety-ridden teachers are likely to raise students' anxiety level too."

As indicated by Medgyes, studies on anxiety in FL learning have primarily investigated the anxiety experienced by the FL learner while learning the target language. There are very few studies investigating the anxiety experienced by teachers teaching the target FL. It is very likely that anxious teachers may raise their students' anxiety. Thus, it seems that anxiety in FL teachers needs further investigation.

It is said that language learning is never complete even for language teachers who are supposed to be high-level speakers of their target language. Most non-native language teachers are likely to have uncomfortable moments speaking in the target language. If language teachers frequently feel incompetent, and if such feelings are unrelated to a realistic assessment of competence, these feelings are said to be similar to anxiety reactions seen in inexperienced language learners (Horwitz, Horwitz and Cope, 1986; and Horwitz, 1996).

While teaching the target language, FL teachers may not only experience teaching anxiety but also foreign language anxiety. Horwitz (2001) developed the Teacher Anxiety Scale with respect to English which intends to measure the language anxiety experienced by FL teachers. This scale consists of 17 items related to the anxiety experienced by FL teachers when primarily speaking the FL. None of the items on the scale are related to the anxiety experienced by FL teachers when actually teaching the target FL.

The correlation between foreign language anxiety and effectiveness was investigated with FL teachers and it is stated that there is a negative correlation between foreign language anxiety and effective FL instruction. It is argued that a high level of anxiety in the FL teachers results in less effective FL teaching. It is suggested that more anxious FL teachers may, for instance, be unlikely to use the target language in class or to effectively present the target language, thus, leading to less effective FL teaching (Horwitz, 1996).

Studies on the sources of anxiety in FL teachers have revealed that issues such as worry about language performance or feeling inadequate to teach grammar can be reasons to feel anxiety while teaching the target language (Horwitz, 1996; and Numrich, 1996).

1.2. Statement of the Problem

When reviewing the literature on affective variables, such as anxiety, it is obvious that there is a great emphasis on the effects of these affective variables on the language learner. The aim is primarily to provide a more relaxed classroom atmosphere

to increase success in language learning. The main focus is on the language learner, neglecting the language teacher who is given the responsibility to reduce students' anxiety.

The results of studies on anxiety in FL teachers indicate that FL teachers experience anxiety in relation to general teaching practices and teaching the target FL. These findings suggest that the anxiety experienced while teaching the target FL is a separate construct. Therefore, it might be possible to measure this Foreign Language Teaching Anxiety. Although some studies were conducted on the sources and effects of anxiety experienced by FL teachers, no attempt was made to establish an anxiety measure specific to FL teaching.

1.3. Purpose of the Study

The current study had two purposes. First, this study aimed at investigating the incidents that create anxiety in EFL teachers. Second, this study aimed at developing a scale measuring the English Language Teaching Anxiety of FL teachers while teaching in the classroom. Therefore, the study was conducted in 2 phases.

In Phase 1, anxiety provoking incidents that occurred while teaching the target language were determined. The data were collected through self-reports (diaries and semi-structured interviews) from non-native English language teachers. In Phase 2, a scale measuring the Foreign Language Teaching Anxiety was developed considering the data obtained in Phase 1. The reliability and validity of the instrument was calculated.

1.4. Aim of the Study

Phase 1 aimed at composing an item pool for the scale. To compose an item pool, first, the incidents that cause anxiety in English Language Teachers needed to be determined. Therefore, incidents that created anxiety in English Language Teachers while teaching English in the classroom were determined in this phase.

In phase 2, the current study aimed at constructing a valid and reliable scale that measures Foreign Language Teaching Anxiety in FL teachers basing on the data in Phase 1 and using two measures of language anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) and the Teacher Anxiety Scale with respect to English.

1.5. Significance of the Study

The primary focus of studies conducted on anxiety and language learning were on the sources of anxiety in FL learners and on the effects of anxiety on the language learning process and on its outcome. Very little evidence is present on the anxiety experienced by FL teachers. In order to shed light on the anxiety experienced by FL teachers, the present study investigated the sources of anxiety in FL teachers to construct a scale measuring Foreign Language Teaching Anxiety. Considering that anxiety has a negative effect on language teaching practices, a scale measuring the FL teaching anxiety of language teachers seemed to be necessary to help teachers become aware of the range and sources of anxiety they experience while teaching the target FL. A FL teaching anxiety scale would also enable researchers to determine the level of FL teaching anxiety in a more practical and reliable way.

The current study showed what incidents created anxiety in EFL teachers and whether or not these incidents match the anxiety provoking incidents suggested by the literature (Young, 1991; Horwitz, Horwitz and Cope, 1991; Horwitz, 1996; Munday and Windham, 2002; Fish and Fraser, 2003; and Numrich, 1996).

This study also revealed the rate of reliability and validity of the Foreign Language Anxiety scale that was constructed in Phase 2.

It is most probable that accepting the presence of anxiety in language teaching would lead to better FL teaching performances, and in return, to better FL learning. In such a case, both FL teachers and FL learners would benefit.

1.6. Organization of Chapters

The present study constitutes of five chapters. Chapter 1 introduces the current study and includes the background of the study, statement of the problem, purpose of the study, aim of the study, significance of the study, and organization of chapters.

Chapter 2 presents a review of the related literature. Studies conducted on anxiety in language learning, teaching in general, and in FL teaching are presented in this chapter.

Chapter 3 explains the methodology of the study. In this chapter, the participants, instruments, data collection procedure, and data analysis are presented.

Chapter 4 presents and discusses the results of the study.

Chapter 5 summarizes the current study and presents the conclusions and implications based on the results of the study. In addition, this chapter provides suggestions for further research.

2. REVIEW OF LITERATURE

2.1. Definitions of Anxiety

To understand the notion of anxiety, it would be helpful to look at definitions of anxiety. Psychologists commonly describe anxiety as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson & Atkinson, 1971 cited in Scovel 1991). Spielberger (1983, cited in Horwitz, Horwitz and Cope, 1991) defines anxiety as a subjective feeling of tension, apprehension, nervousness and worry. Brown (1994) adds that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry. Anxiety is described as a subjective feeling of tension, apprehension, nervousness, worry, uneasiness, frustration, and self-doubt and scholars emphasize that anxiety can have positive as well as negative effects on the person.

Albert and Haber (1960 cited in Young, 1992) introduced the notion of ‘facilitating’ anxiety and ‘debilitating’ anxiety. They proposed that 'facilitating' anxiety may enhance performance and 'debilitating' anxiety may hinder performance. Later, two general types of anxiety were introduced by Spielberger (1966 in Young, 1992). The first type of anxiety is defined as 'trait anxiety'. Trait anxiety is the stable personality trait of an individual. The individual is likely to become anxious in any situation. The second type of anxiety is defined as 'state anxiety'. State anxiety results from an unpleasant condition or emotional state and is experienced at a particular moment in time. Brown (1994) adds that trait anxiety is a more permanent predisposition to be anxious while state anxiety is experienced at a more momentary or situational level, in relation to some particular act or event.

Situations that generate anxiety in people are suggested to have the following caharacteristics: evaluation, novelty, ambiguity, and conspicuousness. These characteristics are said to lead to foreign language (FL) anxiety as well (Daly and Buss,

1984; and Richmond and McCroskey, 1988 cited in Daly 1991). A short explanation of these characteristics follows below.

1. *Evaluation*: "The greater the degree of evaluation in a setting, the greater the situational apprehension."
2. *Novelty*: "The less familiar the situation and the people involved, the greater situational apprehension. In language study, much of the nervousness associated with taking a language could be due to the novelty. When people conquer the sense that the language they are learning is new and become familiar with its culture, people, and literature, anxiety is likely to decrease."
3. *Ambiguity*: "When people don't know what they are being judged on, or what is going to happen, they are likely to become more reticent then in the opposite sort of setting. In second language learning this often happens, leading in turn, to greater anxiety."
4. *Conspicuousness*: "The sense of conspicuousness is heightened when people feel they are making mistakes - a likely event as one struggles through the pronunciation, grammar, and vocabulary of a new language."

It can be concluded that situations in which a language learner is evaluated, situations that are new or unfamiliar, situations in which language learners feels ambiguity and situations in which the conspicuousness of a person is high can lead to feelings of anxiety.

2.2. Anxiety in FL Language Learning

The first studies on FL learning and anxiety date back to the 1970s and as asserted by Young (1991), the FL profession began to pay more interest in FL anxiety in the late 80s and early 90s. These studies have primarily investigated the relationship between anxiety and FL performance.

Data from a self-report survey, in which a measure of anxiety was used, of approximately one thousand French high school students in Canada, hav revealed that more anxious students are less proficient in FL speaking skills (Gardner, Symythe, Clement and Blicksman, 1976, cited in Bailey, 1983).

Scovel (1991) reviews three correlation studies that investigated the relationship between the anxiety level of language learners and their language performance. He indicates that these studies show mixed and confusing results when anxiety and

language proficiency are correlated. He cites two studies that reveal conflicting results on this matter.

The first study he mentions was conducted by Swain and Burnaby (1976). The anxiety level of English speaking French immersion students was compared with the results of one measure of proficiency and a negative correlation between anxiety and language proficiency was found. Students who were identified as anxious on the anxiety measure scored lower on the proficiency measure. However, no significant correlation, negative or positive, was found when anxiety was compared with any other proficiency measure.

The second study that Scovel reports was conducted by Tucker, Hamayan, and Genese (1976). These scholars found the same results as Swain and Burnaby (1976) did. In their study, anxiety negatively correlated with one measure of French proficiency. However, they did not find any significant correlation with other three measures of language proficiency they had used.

The third study Scovel reports was conducted by Chastain (1975). This study indicated complete correlations between anxiety and the test performance of language students. Chastain compared the results of an anxiety measure and the results of academic performance of language students in the classroom. The study was conducted with three groups of students: students learning French, students learning German, and students learning Spanish. A negative correlation was reported between anxiety and the test scores of French students. French students who scored high on the anxiety measure scored low on their language tests. However, a positive correlation was found between anxiety and the test scores of the German and Spanish students. Students of German and Spanish who were identified as anxious on the anxiety measure but scored high on their language tests. Considering the results of this last study, Scovel asserts that when test scores and anxiety are compared, it is revealed that mild anxiety could be beneficial – facilitating – as in the German and Spanish students. However, too much anxiety could be harmful – debilitating – as in the French students.

In the light of these correlation studies, Scovel (1991) advocates that the issue of *facilitating* versus *debilitating* anxiety may be central to research in anxiety in SLA. In terms of learning, Scovel (1991: 22) asserts that:

> "facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior."

In an interview conducted by Young (1992), the English language specialists Krashen, Omaggio, Hadley, Terrel, and Radin share their ideas on anxiety in FL learning. Krashen indicates that "facilitative anxiety may, in general, have a positive effect on tasks that require conscious learning". Omaggio and Hadley support Krashen's view and add that a little anxiety is necessary to learn, to motivate and to make people realize they need to work more. However, they warn that anxiety, which means apprehension or fear, is actually not good. Thus, they support that debilitating anxiety can have a negative impact on the FL learner and the FL learning process and its outcomes. Terrel indicates that showing attention to the input equals to anxiety, that is, facilitating anxiety. As the views of these specialists reveal, facilitating anxiety is favorable because it may support the FL learning process. Debilitating anxiety, on the other hand, is not favored because it may inhibit the FL learning process.

Based on several diary studies, Bailey (1983) adds that as anxiety decreases, the quality and quantity of performance increases, and vice versa. If anxiety motivates the learner to study the target language, it is 'facilitating', if it is severe enough to cause the learner to withdraw from the language classroom, it is 'debilitating'.

2.3. Reasons and Manifestations of FL Anxiety in Language Learners

Except examining the relationship between anxiety and language performance, studies have tried to determine the reasons why students feel anxious in the FL classroom by focusing on the sources of anxiety in language learners. To create a learner-centered, low-anxiety classroom, the sources of anxiety in FL students needed to be determined. Consequently, language teachers were given suggestions to create low-anxiety classrooms.

Horwitz, Horwitz and Cope (1991) attempted to identify FL anxiety as a distinct variable in language learning. Their argument is that second language research failed to adequately define FL anxiety and to describe its specific effects in FL learning. In

relation to the findings of researchers who have established that math anxiety and science anxiety are specific anxiety, Horwitz et. al. (1991) argue that FL anxiety is also a separate variable or construct. They assert that “when anxiety is limited to the language learning situation, it falls within the category of specific anxiety reactions.”

Horwitz et. al. (1991) indicate that most anxiety in a FL occurs when oral production is required. They define language anxiety as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” McIntyre and Gardner (1994) define FL anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.”

In order to identify FL anxiety, Horwitz et. al. (1991) investigated the reactions of anxious FL students enrolled in University classes an at the Language Skills Center (LSC) at the University of Texas. The counselors of the students indicated that anxiety experienced by FL students primarily centers on listening and speaking in the FL. Considering this observation, Horwitz et al. (1991) conducted a study with 78 students in beginning language classes at the University of Texas. They conducted group meetings with these students and asked them to discuss the concerns and difficulties of language learning. Considering the potential sources of anxiety experienced by these FL learners, Horwitz et. al. (1991) developed the Foreign Language Classroom Anxiety Scale (FLCAS) which consists of 33 items and measures the degree of FL anxiety experienced by students in the language classroom. The items on the scale are primarily concerned with oral FL performance and reflect communication apprehension, test anxiety, and fear of negative evaluation in the FL classroom.

Horwitz et. al. (1991) draw parallels between performance anxieties and FL anxiety because of two reasons. First, language students are expected to perform in the target language. Second, their performance is evaluated, either in an academic or in a social context. The three performance anxieties they identify are: (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety.

Communication apprehension is defined as "the abnormally high and debilitating level of fear associated with real or anticipated communication with one or more persons (McCroskey 1977, cited in Foss & Reitzel, 1988)". Horwitz et. al. define communication apprehension as "a type of shyness characterized by fear of or anxiety

about communicating with people". They argue that a learner who has difficulty in listening to or learning a spoken message or has difficulty in speaking in public or in a group is experiencing communication apprehension.

Fear of negative evaluation is defined as an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" Watson & Friend, 1969, cited in Foss et. al.), and it is indicated that it may be experienced in any social, evaluative situation such as speaking in a FL.

Test Anxiety is defined as "the type of performance anxiety resulting from fear of failure in an academic evaluation setting" (Horwitz et.al., 1991). It is indicated that any situation in which the student feels s/he is being tested can result in anxiety and lead to low performance on language tests. Furthermore, students who fear failure because they put unrealistic demands on themselves experience test anxiety. Such students tend to score low on language tests, especially oral ones.

FL anxiety was primarily examined in terms of anxiety while orally performing in the target FL. However, there are other issues except FL oral performance that can lead to anxiety in language learners. Young (1991) reviews the research on the sources of FL anxiety and provides some general categories of sources. Basing on a review of research on language anxiety, Young (1991) puts the sources of language anxiety under six categories: (1) personal reasons (e.g. competitiveness), (2) learner beliefs about language learning (e.g. a perfect pronunciation); (3) instructor beliefs about language teaching (e.g. constant student correction); (4) instructor-learner interactions (manner of error correction); (5) classroom procedures (e.g. requiring oral production); and (6) language testing (e.g. unfamiliar and ambiguous test tasks).

As mentioned earlier, most of the discussions on FL anxiety have focused on the anxiety experienced by FL students during oral production in the FL classroom (Horwitz et. al.; Koch and Terrel, 1991, and Young, 1991). The primary instrument that has been used to investigate FL anxiety is the FLCAS. The majority of the FLCAS items focus on speaking in the FL. This emphasis on anxiety in speaking the FL has lead the researcher to question whether anxiety is experienced in the other language skills: reading, listening, and writing.

Saito, Garza and Horwitz (1999) investigated whether FL reading anxiety (FLRA) is a specific anxiety type distinguishable from general FL anxiety. They developed a 20-item scale and termed it the FL Reading Anxiety Scale (FLRAS). The reliability and validity computations revealed that the FLRAS is a highly valid and reliable scale. Thus, they argued that FL reading anxiety is distinguishable from general FL anxiety.

Considering anxiety in FL writing, Cheng, Horwitz, and Schallert (1999) conducted a study to determine whether FL writing anxiety is distinguishable from general FL anxiety, thus, is a separate construct. The results of their study revealed that FL anxiety and FL writing anxiety are two related but independent constructs. Furthermore, Aydın (2001) conducted a diary study on the sources of FL anxiety in speaking and writing classes. The results supported the categories suggested in the literature and revealed that the sources of anxiety can be different in FL speaking from the sources of anxiety in FL writing.

In terms of FL listening, Elkhafaifi (2005) conducted a study in which he investigated whether FL listening anxiety (FLLA) is distinguishable from FL anxiety. The results of his study revealed that FLLA is a phenomenon related to but distinguishable from general FL anxiety.

Studies on anxiety in FL reading, writing, and listening have revealed that although FL reading anxiety, FL writing anxiety, and FL listening anxiety are each related to general FL anxiety, each is a separate construct. These studies have contributed scales that measure anxiety experienced in relation to particular language skill. Thus, studies on FL anxiety experienced with respect to the separate language skills show that the anxiety that FL students experience may be different for each language skill, suggesting that listening anxiety, reading anxiety, and writing anxiety are language-skill-specific types of anxiety.

Anxiety can manifest itself in different forms due to individual differences. In general terms, anxiety-related behaviors are stated as a quivering or tense voice, lack of volume, heavy breathing, lack of eye contact or extraneous eye movements, rigidity or tension, fidgeting or motionless arms (Mulay & Sherman, 1974 in Behnke, Sawyer & King, 1994). In relation to FL learning, the presence of anxiety in FL learning manifests itself as effects on the language learning process. As mentioned above, anxiety can have

facilitating as well as debilitating effects on the language learner. Research on anxiety in FL learning mainly focused on debilitating anxiety since it can have impeding effects on the language learning process or outcome. In general, a high level of anxiety leads to less success in learning a FL. Although the effects of anxiety manifested depend on learner variables, studies on the effects of anxiety are still inadequate.

Reserarch show that the major negative (debilitating) effects that FL anxiety can have on the language learner can be listed as follows (Bailey, 1983; Daly, 1991; Horwitz, Horwitz, and Cope, 1991; Scovel, 1991; Tsui, 1996),

- difficulty in concentrating
- skipping class or postponing homework to avoid the language
- avoiding studying
- avoiding speaking in class, therefore, avoiding being evaluated by the teacher or peers
- avoiding difficult or personal messages in the target language
- "freezing" in a role-play situation or when speaking in front of the class
- performing poorly on tests
- careless errors in spelling or syntax during tests
- avoiding structures that contrast the most with the target language
- writing shorter paragraphs

2.4. Suggestions for Reducing FL Anxiety in Language Learners

Discovering the possible negative effects of FL anxiety on language learning has lead scholars to suggest ways to language teachers that will help them to reduce anxiety in their FL students. In order to enable teachers to help their anxious students to go through the FL learning process successfully, scholars, first of all, emphasize that the teacher has to accept the existence of FL anxiety. Consequently, teachers can help their students to cope with anxiety-provoking situations or they can make the learning process less stressful (Horwitz, Horwitz, and Cope, 1991). To help students to cope with anxiety-provoking situations, the following suggestions are made: 1. teachers can do relaxation exercises with their language students, 2. teachers might inform students on

affective learning strategies, 3. teachers could use a smooth manner of error correction, 4. students could keep journals to reflect on their feelings during the language learning process, 5. teachers could prefer cooperative language learning situations to competitive situations, and 6. teachers could use activities that address varied leaning styles (Bailey, 1991; Horwitz, Horwitz, and Cope, 1991; Tsui, 1996; Oxford, 1999). Suggestions are varied and employing these suggestions, among others, might help the teacher to have less anxious and more relaxed students.

Allwright and Bailey (1991) emphasize that rather than to remove anxiety, learners need to minimize the sources of debilitating anxiety and optimize the sources of facilitating anxiety to be able to work with a relaxed concentration.

2.5. Anxiety in Teaching

Studies of anxiety in teachers comprise general teaching anxiety. Such studies investigated those aspects of teaching that could be anxiety provoking for teachers regardless of the subject matter they are teaching. Scholars put forward that anxiety with regards to teaching is a separate construct related to a specific situation. Thus, teaching is a specific situation which can create anxiety in teachers.

Buitnik and Kemme (1986 in Williams, 1991) define teaching anxiety as:

> "a momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution [of this anxiety] is connected with everything that is related to the activities as a teacher, in the classroom as well as other activities in the school."

A study conducted by Wadlington and Slaton (1998) on anxiety during field experience revealed that there is a negative correlation between anxiety and teaching effectiveness. Their subjects were 150 students (preservice teachers). While enrolled in methodology courses, the subjects were teaching elementary students at public schools as field experience. Data were collected through talking with students, reading their journals, noting comments on university professors' evaluations, and reflections of former students. Their subjects reported that, as their level of anxiety was reduced, they

became able to develop their teaching styles and felt more competent and effective teachers.

2.6. Reasons and Manifestations of Anxiety in Teaching

Scholars have attempted to identify the particular sources that create anxiety in teachers because research has shown a negative correlation between teaching anxiety and effectiveness. Olson (1992) argues that the teacher's reputation is an important factor in teaching and that this concern about one's reputation might be a source of anxiety. He indicates that learning from experience becomes difficult if a person is concerned about ones practice.

A study to determine aspects of teaching that can lead to anxiety was conducted by Fish and Fraser (2003). They conducted their study at three universities. 93 full-time faculty from a variety of disciplines, and with various years of experience completed a questionnaire developed by the researchers. The results revealed that returning graded material, dealing with disruptive students, and conducting group work lead to anxiety. Furthermore, the results showed a negative correlation between anxiety and experience; instructors with 0-5 years teaching experience reported higher anxiety than instructors with 6 or more years of experience.

A study of teaching anxiety with 239 college psychology teachers revealed that the majority of psychology teachers (87%) experienced teaching anxiety (Gardner and Leak, 1994). The triggers of anxiety were found to be standing in front of a class before speaking, preparing for class, giving insufficient answers to students' questions, and hostile comments from students. The results also indicated that anxiety decreases as teaching experience increases. Being observed by peers or administrators seemed to trigger teaching anxiety in less experienced teachers.

A further study aimed to determine whether teaching anxiety occurs among accounting educators (Ameen, Guffy, and Jackson, 2002). The study was conducted through a questionnaire designed by the researchers and administered to 333 instructors. The results of the study revealed that the majority of participants (78%) had experienced teaching anxiety in the course of their teaching career. Teaching anxiety seemed to

occur at any time during the semester. The major triggers of teaching anxiety were found to be negative experiences with a particular class, inexperience or lack of familiarity with the course material. Munday and Windham (1995) add a concern about discipline, meeting needs of students, and designing lesson plans as sources of anxiety in teachers.

Basing on a diary study with 26 native ESL teachers with a maximum of 2 years experience, Numrich (1996) states that managing class time, giving directions, responding to students' various needs, and assessing students learning can be frustrating for novice teachers. Horwitz (1996) adds that unruly students, challenges to a teacher's authority and a complaining public can also be anxiety provoking for FL teachers.

To measure teaching anxiety of preservice teachers, the Teaching Anxiety Scale (TCHAS) was developed by Jane S. Parsons (1973). This 5-point likert scale showed that teaching anxiety is a separate construct distinguishable from general anxiety. One handicap of this scale is that it was primarily designed for preservice teachers rather than for professional teachers.

Williams (1991) conducted a study in a teacher training program on the relationship between teaching anxiety and effectiveness of novice English teachers. Twenty-seven graduate teaching assistants, who newly began teaching in the English Department of a research university, participated in the study. The participants were randomly divided into 2 groups, experimental group and control group. They were given the TCHAS at the beginning of the study and after 15 weeks to determine their level of anxiety in teaching. The reason the TCHAS was readministered after 15 weeks was that the participants were enrolled in the teacher training program and they were teaching at the same time. In contrast to the control group, the experimental group participated in consultant observation and peer mentoring programs which are argued to decrease teaching anxiety. In week 5 and week 15 students were given the Teaching Analysis by Students (TABS) to measure the teaching effectiveness of the subjects. When the level of teaching anxiety and effectiveness of both groups were compared, it was revealed that the teaching anxiety in the experimental group had decreased while their teaching effectiveness increased. In contrast, the teaching anxiety in the control group increased while their teaching effectiveness decreased. The results then suggest a

negative correlation between teaching anxiety and effectiveness in English language teaching. Anxious teachers tend to be less effective in teaching the English language.

2.7. Suggestions for Reducing Anxiety in Teaching

Gardner and Leak (1994) provide teachers with suggestions for reducing teaching anxiety. They suggest that training programs that increase awareness of anxiety and that equip individuals with strategies to cope with anxiety could be implemented. They assert that communication between colleagues is vital because teachers would see that they are not alone and that other teachers may also be experiencing teaching anxiety.

Ameen et al. (2002) asked their participants to suggest techniques to deal with teaching anxiety. The following were among the suggestions: training in teaching methodologies, classroom management, learning styles, organizing lectures, developing syllabi and tests, and mentoring by senior faculty.

2.8. Reasons and Manifestations of Anxiety in FL Teaching

Considering studies on anxiety in FL teachers, it has been realized that they experience not only teaching anxiety but also anxiety in relation to teaching the target FL.

Numrich's (1996) study with non-native ESL teachers revealed that teachers experience anxiety when they feel that they are inadequate to teach grammar effectively. In addition, the results revealed a concern about managing class time or giving directions. These results suggest that ESL teachers feel anxiety in relation to teaching the target language and in relation to teaching in general.

Horwitz (1996) argues that language teachers are vulnerable to FL anxiety because, as she asserts, 'it is one thing to say you speak a language; it is quite another to be a teacher of the language', and argues that for non-native language teachers, language learning is never complete. She conducted two studies with several groups of

non-native, preservice FL teachers in 1992 and 1993 to investigate anxiety in FL teachers. Participants were applied the Teaching Anxiety Scale with respect to English to determine their level of FL anxiety. Unlike the FLCAS, no validity or reliability computations for the scale are reported. Subjects were asked to indicate their opinions on a number of language teaching practices. The findings revealed a negative correlation between anxiety and effective FL instruction. Basing on these findings, it is argued that the more anxious teachers are unlikely to use target language-intensive teaching practices; thus, they will tend to use the target language less in the classroom. Therefore, students might encounter less spontaneous target language use in their classes. Furthermore, FL anxiety may prevent teachers to effectively present the target language, to interact with students, and it can prevent teachers from serving as a positive role model which may lead to communicating negative messages about language learning. Such teachers might avoid language discussions, grammatical explanations in the target language, and role play activities. Horwitz concludes that high anxiety in teachers, be it teaching anxiety or FL anxiety, may affect the teaching practices of the teacher.

In terms of the sources of anxiety, it is argued that the inability to predict the path of a classroom conversation can create anxiety in the FL teacher. If the students are over concerned about correctness or perfect pronunciation, teachers may feel that they are being assessed by their students and become anxious. Teachers might have an idealized or perceived target language proficiency and therefore feel anxious when being below such a perceived proficiency. To reduce teachers' FL anxiety, language teachers are advised to relax and focus before a class and to be supportive of each other. FL teachers are also advised to make plans to increase their language proficiency and to practice with native speakers (Horwitz, 1996).

2.9. Conclusion

As the literature suggests FL teachers feel anxiety in relation to teaching in general and in relation to teaching the target FL. As Medgyes (1999) and Horwitz (1996) indicate, language teachers should be regarded as advanced learners of the FL.

Perhaps, due to the fact that FL teachers are advanced language learners and that language learning is an ongoing process for non-native FL teachers, language teachers experience anxiety in relation to teaching in general and in relation to teaching the target language. This finding seems to suggest that teaching anxiety and FL teaching anxiety are two distinguishable constructs. However, the question remains, whether it is possible to measure FL teaching anxiety or not.

Very few studies have investigated the reasons behind the anxiety experienced by FL teachers. Due to the small number of studies on this issue, the results cannot be generalized. Thus, more studies are needed to understand what makes FL teachers anxious while teaching the target FL. In addition, no attempt was made to construct a scale measuring FL teaching anxiety in language teachers.

Considering the gap in the literature on anxiety experienced by FL teachers, the aim of the current study was to investigate the incidents that result in anxiety in FL teachers to construct a valid and reliable scale that measures Foreign Language Teaching Anxiety. Thus, first of all, the incidents that provoke anxiety in non-native FL teachers were investigated. Second, considering these incidents a scale on FL teaching anxiety was constructed and its reliability and validity was tested.

3. METHODOLOGY

The aim of this study was to construct an instrument measuring Foreign Language Teaching Anxiety in non-native English Language Teachers. To construct such an instrument, first, anxiety provoking incidents that non-native EFL teachers experience while teaching the target language needed to be determined. Thus, this study was conducted in two phases. In Phase 1, incidents that create anxiety in English language teachers while teaching English in the classroom were investigated in order to create an item pool which would be used to develop a scale measuring the anxiety experienced by English Language Teachers. Phase 2 aimed at constructing a valid and reliable scale using the item pool obtained in Phase 1. Each phase is described in detail in the following sections.

3.1. Phase 1

The aim of Phase 1 was to compose an item pool for the scale. To compose an item pool, first, the incidents that cause anxiety in English Language teachers needed to be determined. Therefore, incidents that created anxiety in English Language teachers while teaching English in the classroom were identified in this phase.

3.1.1. Participants

32 non-native EFL teachers working at the School of Foreign Languages at the Anadolu University participated in the first phase of this study. 21 of the teachers participated during the first term of the 2003-2004 academic year. 11 of the teachers

participated during the second term of the 2003-2004 academic year. Participation was on voluntary basis.

The participants were chosen from the School of Foreign Languages at Anadolu University for three reasons. One, at the School of Foreign Languages the curriculum is skill based. Reading, writing, grammar and speaking/listening are taught separately which results in teachers teaching 1 to 3 of the skills. Thus, if teaching different skills creates anxiety, then the teachers who participated in the study would provide data indicating anxiety related to teaching different language skills.

Two, teachers have the opportunity to teach students at various language proficiency levels. At the School of Foreign Languages, there are 6 different proficiency levels: beginner, elementary, lower-intermediate, intermediate, upper-intermediate, and advanced. Thus, if teaching students at different proficiency levels creates anxiety, then including teachers who are teaching at various proficiency levels would provide data indicating anxiety related to teaching students at different proficiency levels.

Three, the language teaching experience of teachers at the School of Foreign Languages ranges from no experience at all to 16 years of experience. Thus, if experience plays a role in feeling anxiety, then including teachers with various years of experience would provide data in relation to language teaching experience. Appendix A gives an overview of the participants' profiles based on the information given above.

At the very beginning of the study, all participants were asked to fill out and sign a consent form (Appendix B). In this consent form, they were informed about the aim of the study and were asked to indicate the language skills they were teaching, the language proficiency level of the students they were teaching at the time of the study, and the amount of experience they had.

3.1.2. Instruments

Measuring or identifying anxiety is actually the first step in doing research on anxiety. Related literature (Daly, 1991; Scovel, 1991; Antony, 2001; Aydın, 2000) suggests, that anxiety can be measured or identified in one of the following three ways:

1. Behavioral tests: In behavioral tests, the actions of the subjects are observed. These actions include visible signs of nervousness or fear (such as fidgeting or stammering) in the subjects.
2. Physiological tests: These tests measure less visible reactions of subjects such as blood pressure, temperature or palpitation.
3. Self-reports: Means of self-reports are diaries, interviews, and scales. They reveal internal feelings and reactions of subjects.

Scales are used to measure the rate of anxiety. Behavioral tests and physiological tests are used to identify the visible or less visible reactions of subjects to anxiety. Diaries, and interviews are used to identify aspects that trigger anxiety in subjects.

Among these suggested ways, self-reports (diaries, interviews and scales) are regarded as the most powerful means in measuring and identifying anxiety because they are more precise in focusing on a specific affective construct, such as anxiety. In addition, because affective variables such as anxiety cannot usually be observed directly, self-reports are preferred. However, they have one disadvantage; they are not easily quantifiable, whereas, behavioral and physiological tests are more quantifiable. The drawback of behavioral and physiological tests is that they can only be assumed to be related to affective involvement such as anxiety. Any number of reasons, aside from anxiety for example, may be the cause of a particular behavior or physiological reaction.

In the present study, therefore, two self-report instruments and a combination of the two self-reports were used to identify the sources of anxiety in non-native EFL teachers: diaries, semi-structured interviews and a combination of diaries and semi-structured interviews.

3.1.2.1. Diaries

To determine the incidents that create anxiety in English language teachers, diaries were used. The teachers were given instructions on what to write in their diary reports and when they will be collected (Appendix C). The diary instructions clearly stated what feelings and incidents the participants were expected to report so that they had an idea of what they were expected to write in their diaries. To eliminate irrelevant

and redundant information, participants were given the following questions to answer while writing in their diaries.

1. What makes you feel anxious, nervous or uneasy about the lesson you are going to teach tomorrow?
2. What were the things that made you feel anxious, nervous or uneasy while teaching?

These questions were asked to help participants focus on the incidents that created anxiety and to report on these incidents. Participants wrote their diaries in their native language, Turkish. As Medgyes (1999) and Horwitz (1996) point out, language teachers should be regarded as advanced learners of the foreign language. Therefore, participants might feel a little uncomfortable when writing their diaries in English, which is the target foreign language they are supposed to teach. Thus, participants were asked to write their diaries in their native language, Turkish, assuming that the teachers would feel more comfortable when expressing their feelings and their anxiety.

3.1.2.2. Semi-structured Interviews

Semi-structured interviews were used in order to obtain incidents that create anxiety in English language teachers. Participants, other than those writing diaries, were asked what incidents led them to feel anxious while teaching. The responses of the subjects led to further questions, that is, the interview questions were driven from the participants' responses.

3.1.3. Data Collection Procedure

In order to investigate the incidents that lead to anxiety in language teachers while teaching English, diaries, semi-structured interviews and a combination of diaries and semi-structured interviews were used. The procedure for each is explained in detail below.

3.1.3.1. Diaries

At the beginning of the study, 19 teachers agreed to write diaries. Unfortunately, 2 of the teachers, however, did not write or submit their diaries on a regular basis, so they were excluded from the study. Therefore, 17 participants with 1 to 16 years of experience wrote dairies for 9 weeks during the 1st term of the 2003-2004 academic year. Before starting to write their diaries, they were given a guideline on how and what to write in their diaries as well as 2 guiding questions (Appendix C).

In this guideline, participants were asked to write their diaries on a daily basis because all the participants had classes every day. They were informed about the duration of the study, which was 9 weeks, and the dates when the diaries were going to be collected from them.

The diaries were collected weekly. Each week, the diaries of the previous week were collected, analyzed and kept by the researcher.

When the diaries of the first 3 weeks were analyzed, two problems arose. The first problem was that in some diary reports there were some unclear or ambiguous statements. To illustrate, statements such as the following examples were regarded as ambiguous and needed clarification.

"... bilmediğim kelimeler var."
(There are words that I don't know)

It is not clear whether the teacher feels anxiety or does not feel anxiety because of not knowing the meaning of some words. Thus, the teacher was asked whether not knowing the meaning of words is anxiety provoking. The response of the teacher revealed that it is anxiety provoking.

"Grammar functionlarını etkili bir şekilde veremediğimi hissettim."
(I felt that I couldn't give effective grammar instructions.)

Once more, the teacher didn't indicate whether not being able to teach grammar functions effectively created anxiety or not.

The second problem was that particularly novice teachers - teachers with 1 to 2 years of experience - tended to provide irrelevant and redundant information in their diary entries. They tended to report anxiety provoking incidents primarily related to teaching in general, such as classroom management or discipline problems.

Diary entries such as the following were regarded as irrelevant because they are related to general teaching rather than teaching a FL.

> *"...onların (öğrencilerin) dikkatini toplayamadığım için bazen kendimi suçluyorum."*
> (I sometimes feel guilty because I feel I am not able to get my students attention.)

> *"...bir köşede birkaç öğrenci sürekli fısıldaşıyorlardı ve bu beni rahatsız etti.)*
> (A couple of students were constantly chatting in one corner of the class and this made me feel very uncomfortable.)

Reports of anxiety provoking incidents related to teaching in general were regarded as irrelevant because the current study focused on the anxiety provoking incidents related to teaching English. Therefore, it was decided that having semi-structured interviews along with diaries with novice teachers would enrich the data. Consequently, novice teachers wrote diaries and were interviewed on their diary reports.

As a result, 6 participants who had maximum 2 years of experience were included in this group. The interviews started in the 5th week of the study and continued for 5 weeks until the end of the study in the 1st term of the 2003-2004 academic year. All the interviews were tape recorded with the permission of the participants. Interviews were done individually, thus, a separate time was set up with each participant for the interviews.

After diaries were collected, they were analyzed and questions were prepared to clarify and verify the data reported in their diaries.

At the time of the interviews, participants were given their diaries back to recall the incidents they had reported. They were then asked questions on their reports. All of the interview sessions were tape recorded.

Conducting semi-structured interviews, had four main aims:

1. to verify the data in the diary reports
2. to clarify anything that seemed to be unclear in the diary reports
3. to focus participants more on the anxiety they experience while teaching the target language
4. to retrieve information that they might have forgotten or neglected to report

After the first 5 weeks of the data collection, it was observed that the participants started to repeat themselves. Their diaries did not reveal new data, rather, the data

started to resemble each other. This observation led to the conclusion that increasing the number of participants who write diaries would provide richer data than the participants writing diaries for a longer period of time. Therefore, to enrich the data for the item pool, 11 additional non-native EFL teachers who had recently started to work at the School of Foreign Languages were asked to participate in the second term of the 2003-2004 academic year. 10 of the teachers had maximum 2 years of experience while one teacher had 4 years of experience.

A similar procedure was carried out with this group of participants with only one difference. This group was asked to write diaries for 5 weeks, rather than 9, to eliminate repetition and redundant information. The participants of this group were interviewed about their diary entries.

3.1.3.2. Semi-structured Interviews

An additional 5 teachers agreed to be interviewed on the anxiety they experience while teaching English. Due to the busy schedule of one participant, regular interview meetings could not be held. Therefore, this teacher was excluded from the study. Thus, 4 teachers with 1,5 to 14 years of experience were interviewed during this study for 9 weeks in the first term of the 2003-2004 academic year. All the interviews were tape recorded with the permission of the teachers. Interviews were done individually, and a weekly day and time was set for each participant.

In the first interview, participants were asked to recall any anxiety provoking incidents they had experienced in their language teaching career. The aim of asking participants to recall anxiety provoking incidents throughout their language teaching career was to familiarize them with the sort of information they were expected to report throughout the data collection period. Then, they were informed about the aim and duration of the study. Following is an example of a conversation during one first interview.

Researcher: "Seni meslek hayatın boyunca İnglizce ders anlatırken neler endişelendirdi?
(Throughout your teaching career, what were the things that created anxiety while you were teaching English?)"

Particiapnte: "Acaba kelimeleri doğru mu pronounce ediyorum diye kaygılanıp endişelenebiliyorum. Pronunciation, intonation, vocabulary meaning, bu üç konu beni çok endişelendiren şeyler.
Uzun seneler üst kurlarla çalışıp da şimdi düşük kurlara girince … onların seviyesine inememe endişesi yaşadım.
(I get anxious about whether I am pronouncing the words correctly. Pronunciation, intonation, vocabulary, these are the three issues that make me feel very anxious.
Having taught higher level students for many years and now having to teach low level students made me feel anxious about whether I would be able to simplify my English.)"

The participants were interviewed on a weekly basis. They were asked about anxiety provoking incidents they had experienced in the classroom in the previous week. Based on their responses, they were asked further questions. Following is an example of a conversation during an interview.

Researcher : "Geçen hafta ders anlatırken seni enişelendiren şeyler nelerdi?
(What were the things that made you feel anxious while teaching last week?)"

Participant: "Mesela, reading dersinde bilmediğim bir kelimenin sorulması beni endişelendirdi.
(For example, being asked the meaning of a word that I didn't know made me feel anxious.)"

Researcher : "Reading dersinde kaygıların artıyormuydu?
(Did your anxiety increase in the Reading lesson?)"

Participant: "Sanırım. Reading kendimi yeterli hissettiğim bir alan değil.
(I think so. Reading is not an area in which I feel confident.)

Researcher : "Verdiğin derse göre endişelerinin değiştiği oluyormu?
(Does your anxiety change according to the lesson your are teaching?)

Participant: "Evet. Reading ve writing pek benim tarzım olan dersler değil.
Upper-Intermediate öğrencilerinden de korkardım mesela.
(Yes. Reading and writing are not my type of lessons.
I used to be afraid of Upper-Intermediate students, for example.)"

Researcher : "Sana Intermediate veya Upper-Intermediate speaking dersine gir deseler kaygılanırmıydın?
(Would you feel anxious if you were told to teach speaking to Intermediate or Upper-Intermeadiate students?)"

Participant: "Biraz kaygı yaşarım herhalde.
(I guess I would feel a little anxious.)"

The figure below outlines the participants, instruments and the duration and term of the data collection procedure.

Figure 1: Means of Data Collection, Number of Participants, Years of Experience, Duration of Data Collection, Term Data was Collected

Means of Data Collection	Number of Participants	Years of Experience	Duration of Data Collection	Term Data was Collected
Diary	17	2 to 16 years	9 weeks	1st term of 2003-2004
Interview	4	1,5 to 14 years	9 weeks	1st term of 2003-2004
Diary + Interview	11	1 to 2 years	5 weeks	2nd term of 2003-2004
Total # of participants	32			

3.1.4. Data Analysis

For the first term of the 2003-2004 academic year, 17 participants wrote diary entries for 9 weeks, 5 days per week, for a total of 45 days. For the first term, there were a total of 765 diary entries (45 days x 17 participants). In addition, for the second term of the 2003-2004 academic year, 11 participants wrote diary entries for 5 weeks, 5 days a week, for a total of 25 days. For the second term, there were 275 diary entries (25 days x 11 participants). Thus, a total of 1040 (765 + 275) diary entries were collected and analyzed.

For the interview group, the interviews were conducted on a weekly basis. 4 participants were interviewed for 9 weeks. Consequently, 36 (4 participants x 9 weeks) interviews were conducted and all interviews were analyzed.

Anxiety provoking incidents in relation to teaching the target language, English, reported by the participants in the diaries and semi-structured interviews were recorded verbatim.

These incidents were categorized based on the anxiety provoking incidents suggested by the literature. Due to the fact that there are only few studies on the anxiety experienced by language teachers, anxiety provoking incidents experienced by language learners, teachers in general, and language teachers were used in the analysis of the

data. These incidents were regarded as categories and the data was categorized accordingly. Figure 2 shows the sources of anxiety suggested by the literature.

Figure 2: Categories of the sources of anxiety in language learners, teachers, and language teachers

Young (1991) (considering language learners)	**Horwitz, Horwitz and Cope (1991) (considering language learners)**	**Munday and Windham (1995) (considering teachers in general)**	**Fish and Fraser (2003) (considering teachers in general)**	**Numrich (1996) (considering language teachers)**	**Horwitz (1996) (considering language teachers)**
1. Personal Reasons 2. Leaner beliefs about language learning 3. Instructor beliefs about language learning 4. Instructor learner interactions 5. Classroom procedures 6. Language testing	1. Communication apprehension 2. Test Anxiety (making mistakes) 3. Fear of negative evaluation	1. Concern about discipline 2. Meeting needs of students 3. Designing lesson plans	1. Returning graded material 2. Dealing with disruptive students 3. Conducting group work	1. Managing class time 2. Giving directions 3. Assessing students' learning 4. Responding to students' various needs 5. Feeling inadequate in teaching grammar effectively	1. Unruly students 2. Challenges to their authority and competence 3. Inflexible performance standards 4. A complaining public 5.Worry about language performance -Being assessed by students 6. Having an idealized level of proficiency 7. inability to predict the path of a classroom conversation

As seen in Figure 2, some categories either overlap or are similar across studies. In cases where categories overlap, the broadest category was taken into consideration.

Data obtained in Phase 1 revealed that some incidents of anxiety that fell directly under one of the categories suggested in the literature: 'making mistakes'. Another category suggested in the literature under which some incidents fell was 'feeling inadequate in teaching grammar'. However, this category needed to be expanded because participants in this study not only reported feeling anxiety when teaching grammar but they also indicated feeling anxious when teaching language skills (reading, writing, speaking/listening). Therefore, the category termed as 'feeling inadequate in teaching grammar' was expanded and named as 'teaching a particular language area'. When the data did not fit under any category suggested in the literature, a category under which the data would fit was added. Thus, some of the categories in the present study were data driven. To establish the interrater reliability of the categories, 3 ELT

professors were asked give feedback on the categories and the anxiety provoking incidents under those categories.

The analysis of the data necessitated 6 categories of sources of anxiety. One of the 6 categories was taken from the literature (making mistakes) as it was directly applicable to the data. One category which was suggested in the literature (feeling inadequate in teaching grammar) needed to be modified so that it was applicable to the data obtained in this study. The remaining 4 categories (using the native language, teaching students at particular language proficiency levels, fear of failure, being compared to fellow teachers) were data driven. Figure 3 presents the categories under which the data obtained in Phase 1 were categorized.

Figure 3: Categories under which the data were categorized

Directly applied categories	**Adapted categories**	**Data driven categories**
1.Making mistakes	1. Teaching a particular language area	1. using the native language 2. teaching students at particular language proficiency levels 3. fear of failure 4. being compared to fellow teachers

3.2. Phase 2

The aim of Phase 2 was to develop a valid and reliable scale that measures Foreign Language Teaching Anxiety in non-native English language teachers.

3.2.1. Instrument Construction Procedure

3.2.1.1. Item Construction

To design a scale measuring the English language teaching anxiety of non-native language teachers, first the scale items needed to be constructed. The items on the scale were constructed considering the following:

1. anxiety provoking incidents reported by the participants in Phase 1
2. the items on the FLCAS (developed by Horwitz, Horwitz, and Cope, 1991)
3. the items on the Teacher Anxiety Scale with respect to English (developed by Horwitz, 2001)

Anxiety provoking incidents reported by the participants in Phase 1 were transformed into scale items.

In addition, items were constructed considering the items on the FLCAS (see Appendix D) and the items on the Teacher Anxiety Scale with respect to English (see Appendix E). Items that represented anxiety experienced when performing (speaking) in the FL were adapted to the FL teaching context and added to the scale because the data in Phase 1 revealed no anxiety provoking incidents concerning language performance. Items related to the language performance of the FL teacher constituted a separate category different from the categories discussed above. The literature suggests a category termed ‘worry about language performance’ in relation to the anxiety the FL teacher feels when performing in the target language. The items constructed concerning anxiety experienced when performing in a FL were categorized under ‘worry about language performance’. Consequently, another category was established at this stage,

thus totaling 7 categories. Figure 4 shows the categories that resulted from Phase 1 and Phase 2.

Figure 4: Categories of anxiety provoking incidents established in this study

Directly applied categories	Adapted categories	Data driven categories
1.Making mistakes 2. Worry about language performance	1. Teaching a particular language skill	1. using the native language 2. teaching students at particular language proficieny levels 3. fear of failure 4. being compared to fellow teachers

54 items related to teaching the target language (English) were comprised the scale which was designed as a 5-point Likert scale with "Always", "Usually", "Sometimes", "Rarely", and "Never". Finally, the instructions of the scale were worded.

The 54 item-scale was given to three experts for the face validity and the content validity of the instrument. One of the experts was a professor in ELT, the other was an expert in psychology and questionnaire design, and the last was an expert in educational technology and questionnaire design.

The experts gave feedback on the instructions, the content, the wording and the placement of the items. Based on the 3 experts' feedback, some changes were made. These changes are as follows: instructions which were unclear were reworded and sentences which were identified as complex were simplified. Items which were not easily comprehensible were reworded. In addition, the placement or order of items measuring the same construct was changed because they were too close to each other.

3.2.1.2. Piloting the Scale

The edited scale was piloted with 10 non-native EFL instructors at the School of Foreign Languages at Anadolu University. These instructors were asked to complete the scale and comment on the scale including the instructions and the items. Based on their comments the instructions and the items that needed modification were rewritten.

The participants in this piloting stage pointed out that some items are specific to the language program at the School of Foreign Languages at Anadolu University. These items were those on the anxiety that teachers might feel at the stage of being assigned classes. An example of such an item is: “I feel anxious that I will be assigned to teach grammar.” The English language program at the preparatory school at Anadolu University is skill based and teachers might feel anxiety when they are assigned to teach a particular language skill. However, this may not be the case for teachers who work at a program which is not skill based but integrated. Such items, then, might not apply to them. Therefore, items that are specific to the English language program at the preparatory school at Anadolu University were excluded from the scale. In addition, the participants indicated that some reverse items, such as “I am not afraid of making mistakes while I am teaching English”, were vague. Therefore, such items were also excluded from the study. As a result, the number of items totaled 48 (see Appendix F for categories and items). Piloting the scale enabled to test the face validity and the construct validity of the instrument for the second time.

The scale was modified based on the suggested changes, and was given to three more experts, all of which are experts in ELT. These experts approved of the changes and indicated that the section on demographic information should be expanded. Thus, this section was expanded and subjects were asked to indicate the University they graduated from, the language proficiency level of the students they are teaching, and the institution they are currently working at. Such an information provided data on the diversity of the subjects.

The final version of the 48-item scale (see Appendix K) was given to the same three ELT professors. After their approval, the final version of the scale was administered.

3.2.2. Data Collection

3.2.2.1. Participants

The second phase of this study was conducted with 241 non-native English Language teachers. 206 of the 241 teachers were instructors of Intensive English Programs at 4 Universities in Turkey (Anadolu University, Osmangazi University, Gazi University, Hacettepe University). 29 of the participants were high school teachers teaching at 6 Anatolian High Schools in Eskişehir (Esk. Anadolu Lisesi, Anadolu Güzel Sanatlar Lisesi, Gazi Anadolu Meslek Lisesi, Kanatlı Süper Lisesi, Prof. Dr. Orhan Oğuz Lisesi, Yunus Emre Anadolu Öğretmen Lisesi) and 6 teachers were primary or secondary school teachers working at a private school (Özel Çağdaş İlköğretim Okulu) in Eskişehir. Anatolian high schools and private schools are different from other state high schools because they have an intensive English language program. Teachers working at these institutions were chosen because all of them have intensive language programs which require teachers to focus on all language skills. Figure 5 below shows the number of participants and the schools they were working at.

Figure 5: Number of participants and the schools they were working at.

Name of schools	Number of participants
UNIVERSITIES	
Anadolu University	99
Osmangazi University	27
Gazi University	20
Hacettepe University	60
ANATOLIAN HIGH SCHOOLS	
Esk. Anadolu Lisesi	7
Anadolu Güzel Sanatlar Lises	3
Gazi Anadolu Meslek Lisesi	4
Kanatlı Süper Lisesi	4
Prof. Dr. Orhan Oğuz Süper Lisesi	7
Yunus Emre Anadolu Lisesi	4
PRIVATE SCHOOL	
Özel Çağdaş İlköğretim Okulu	6
Total number of participants	**241**

There are two reasons why teachers working at intensive language programs were chosen for this study. One, intensive language programs require teachers to focus on each language area. Two, the items on the scale designed for this study include items

specific to teaching individual language areas. Therefore, teachers at these language programs were more appropriate for this study. The English program at state schools does not require teachers to emphasize each language area. Therefore, some teachers might prefer to emphasize teaching grammar while other teachers might emphasize teaching reading neglecting to teach the other language skills. Asking these teachers to respond to the scale could affect the reliability and validity of the scale. In order to overcome potential drawbacks, these teachers were not included in this study.

3.2.2.2. Procedure

65 scales were mailed to the language school at the Gazi University and 65 scales were mailed to the language school at the Hacettepe University, Ankara. Seven to ten days later, all of the scales, including those that were not completed, were returned. 20 answered scales were received from Gazi University and 60 answered scales were received from Hacettepe University. For the remaining schools, which are all in Eskişehir, the English language teachers were personally visited and were asked to complete the scale. A total of 161 teachers completed the scale in Eskişehir. Only those teachers who were willing to participate completed the scale.

To establish the test-retest reliability of the inventory, the scale was given to 31 teachers working at the School of Foreign Languages, Anadolu University, for the second time. These teachers were not informed that they were going to complete the scale a second time, so that they would not try to remember the answers they had given. The re-test application of the scale was applied 15 days after the first application.

3.2.3. Statistical Computations

As a first step of the statistical computations, participants whose responses exhibited inconsistencies were excluded from the study. This was achieved by examining the participants' responses to the controlling items.

The initial instrument consisted of 48 items in total. 6 of the 48 items were controlling items. The 6 controlling items were worded so that they were opposite in meaning to the 6 items already in the instrument. A list of the controlling items and their corresponding items can be seen in Figure 6.

Figure 6: List of control items and their corresponding items.

Control Item	*Corresponding Item*
10. Yazılı anlatım konularını anlatmayı severim. "I like to teach writing issues."	21. Yazılı anlatım konularını anlatırken endişe duyarım. "I feel anxious when I'm teaching writing issues."
18. Dil seviyesi düşük öğrencilere İngilizce öğretmekten keyif alırım. "I enjoy teaching students at a low language proficiency level."	33. Düşük dil seviyesindeki öğrencilere İngilizce öğretirken gerilirim. "I feel tense when teaching students at a low language proficiency level."
27. İngilizce ders anlatırken kendimi rahat hissederim. "I feel comfortable when teaching in English."	48. İngilizce ders anlatırken heyecanlanırım. "I get nervous when teaching in English."
35. Gramer konularını anlatmaktan keyif alırım. "I enjoy teaching grammar issues."	26. Gramer konularını anlatırken gerilirim. "I feel anxious when teaching grammar issues."
42. Yüksek seviyedeki öğrencilere İngilizce öğretirken kendimi rahat hissederim. "I feel comfortable when teaching students at a high language proficiency level."	22. Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım. "I get nervous when teaching students at a high language proficiency level."
46. Derste İngilizce konuşurken kendime güvenirim. "I am confident when talking English in class."	36. Sınıfın önünde İngilizce konuşmak beni korkutur. "Talking in English in front of the class scares me."

The aim in using controlling items in the scale was to differentiate participants who were consistent and careful with their responses from those participants who may not have been careful while responding to this scale. Therefore, participants were expected to give consistent responses to at least 50% of the controlling items, that is, 3 of the 6 controlling items. To illustrate, if a participant responds to item 10 as 'never' or 'rarely', then the same participant is expected to respond to item 21 as 'always' or 'usually', and vise versa. Participants who gave inconsistent responses to more than 3 of the 6 controlling items were excluded in the further statistical analyses. As a result, 26 participants were excluded, thus 215 (out of 241) participants' responses were analyzed.

For the remaining statistical analyses, the 6 controlling items were removed because they served as a means to identify participants whose responses were inconsistent. Thus, a total of 42 items emerged.

To test the reliability of the instrument, the test-retest method was used. The relationship between the two test results was investigated by determining the Pearson correlation coefficient and the correlation for each item was calculated at a .05 significance level. Items that were above this level were excluded from the scale.

The validity of the instrument was established by applying factor analysis to the instrument. Factor analysis enables to determine the number of constructs, or factors, in the instrument. It also helps to determine the items that are appropriate for the instrument.

Finally, the internal reliability for the whole instrument and for each category was tested by computing the Cronbach Alpha .

The following chapter gives a detailed description of the results of the reliability and validity computations.

4. RESULTS AND DISCUSSION

The present study aimed at constructing a scale measuring Foreign Language Teaching Anxiety of non-native English Language Teachers. The scale items were based on the anxiety provoking incidents that non-native EFL teachers experienced while teaching the target language. Therefore, this study consisted of two phases. Phase 1 aimed at composing an item pool to construct a scale that measures the foreign language teaching anxiety in non-native English language teachers. The incidents that created anxiety in non-native English language teachers while teaching the target language were determined in this phase. Phase 2 aimed at constructing an instrument measuring the foreign language teaching anxiety in non-native English language teachers by using the data obtained in Phase 1. Because each phase of the study had a different aim and methodology, the results of each phase are reported and discussed separately.

4.1. Phase 1

The results of the data obtained in Phase 1 revealed that non-native EFL teachers do experience anxiety specific to teaching the target language, English.

In order to analyze the data of Phase 1, the anxiety provoking incidents reported by the participants needed to be categorized. Thus, incidents that create anxiety in teachers, language teachers, and language learners suggested by the literature were used (see 3.1.4.).

Analysis of the data necessitated 6 categories of sources of anxiety. 1 of the categories suggested by the literature was directly applicable to the data. 1 of the categories suggested by the literature needed to be modified to be applicable to the data.

The remaining 4 categories were data driven. Figure 7 below shows the categories under which the data obtained in phase 1 were categorized.

Figure 7: Categories under which the data were categorized.

Directly applied categories	Adapted categories	Data driven categories
2.Making mistakes	1. Teaching a particular language skill	1. using the native language 2. teaching students at particular language proficiency levels 3. fear of failure 4. being compared to fellow teachers

Each category is discussed below and a sample entry is given.

I. Making a Mistake: This category was suggested by Horwitz et. al. (1991) under test anxiety and it was directly applicable to the data in the present study. It is argued that any situation in which students feel they are being tested provokes anxiety. This argument seems to account for EFL teachers as well.

The diary entry of one teacher clearly reveals that any situation in which teachers feel that their knowledge of the target language is being tested creates discomfort:

> *"Nedense, birkaç kişi beni sorgulamaya (bilgimi ölçmeye), beni sınamaya çalışıyor gibiler. Sadece hissediyorum ve 'testi' geçtiğimi düşünüyorum. Ama biliyorum ki bitmedi, bitmeyecek!"*
> (For some reason, few students seem to be questioning (testing my knowledge), assessing me. It is just a feeling and I feel that I have passed the 'test'. But I know this is not the end of it, and it will continue!)

Furthermore, some teachers indicated feelings of anxiety or discomfort in more specific situations while teaching the target language. For instance, the possibility of mispronouncing a word, misspelling a word, or making a grammar mistake seems to provoke anxiety in teachers.

Mispronouncing a word seems to create discomfort as can be seen in the following example:

> *"Bazı kelimelerin verb ve noun hallerinin telaffuzu konusunda problemim olduğunu gördüm ve derse biraz tedirgin girdim."*

(I realized that I have problems in pronouncing the noun and verb forms of some words and I went into the class a little worried.)

Misspelling a word while writing it on the board is another incident reported as anxiety provoking:

"Bir de tahtaya spelling hatalı kelime yazdım. Nasıl geliştiririm bu spellingimi bilmem."
(I wrote a word with a spelling mistake on the board. I don't know how to improve my spelling.)

Furthermore, making a grammar mistake seems to create discomfort in EFL teachers as well:

"Çok ciddi bir gramer hatası yapsam bu beni rahatsız eder."
(I would feel uncomfortable if I made a serious grammar mistake.)

Teachers reported that they felt anxious when making mistakes in various situations in the classroom. It is possible that they felt they were being tested on their language competence by their students and therefore felt anxious when making a mistake. Thus, it could be argued that, while teaching the target language, EFL teachers could experience anxiety in any situation in which they feel that they are being tested. Consequently, test anxiety could also account for language teachers.

II. Teaching a particular language skill: Numrich (1996) conducted a study with native English language teachers who indicated that teaching grammar provokes anxiety in them. These native teachers indicated that they experienced anxiety because they felt inadequate in teaching grammar. In the present study, however, one teacher indicated "I realize that my anxieties actually differ depending on the lesson." This entry shows that anxiety can be experienced when teaching any language skill, and not only when teaching grammar.

Teaching grammar creates discomfort in teachers as indicated in the following diary entry:

"Gramerime güvenmiyorum açıkçası. Daha doğrusu sevmiyorum."
(I actually don't trust my grammar. In fact, I don't like it.)

The following example shows that EFL teachers feel anxiety while teaching reading:

> *"Reading dersinde inference tartışırken tahmin edilebilecek sorunlar çıktı. Zaten baş belası bir konudur! Yarına nasıl dayanırım diye endişeleniyorum."*
> (In the reading lesson, while discussing inferencing, expected problems came up. It is a troublesome subject anyway! I am anxious about how I will put up with it tomorrow.)

Furthermore, teaching writing creates anxiety as well, as seen in the following entry:

> *"Daha önce writing dersine girmediğim için öğrencilerin bazı sorularının cevabını bilmiyorum. Kendimi biraz güvensiz hissediyorum."*
> (Because I haven't taught writing before, I don't know the answers to some of the students' questions. I feel a little insecure.)

Finally, teaching speaking/listening can provoke anxiety in language teachers.

> *"Ben gramer ve writing veriyorum. Speaking/listening çok farklı… Öyle bir kaygı oldu."*
> (I am teaching grammar and writing. Speaking/listening is very different… I was anxious.)

Considering that Numrich's study was conducted with native EFL teachers, it could be argued that the anxiety experienced by non-native language teachers should not be restricted to teaching grammar. For non-native EFL teachers, teaching any language area, and not only grammar, seemed to be anxiety provoking and not just teaching grammar.

Perhaps, correlation studies on the incidents that create anxiety in native and non-native FL teachers might reveal more information on the similarities or differences of anxiety provoking incidents.

III. Using the Native Language: The diary entries revealed incidents indicating discomfort when using the native language in the classroom. However, such incidents could not be assigned under any of the categories suggested in the literature. Therefore, a new category was established and introduced as 'using the native language'. Thus, 'using the native language' was a data driven category that emerged from this study.

The teachers who participated in this study indicated that when they used the native language (Turkish) in the classroom they felt uncomfortable and even guilty. The following two diary entries show the discomfort that EFL teachers felt when using the native language in the classroom:

Zaman zaman çok Türkçe kullandığımı düşünüp bundan rahatsız oluyorum."
(From time to time I think that I am using Turkish a lot and I feel uncomfortable.)

"Beginner grubu oldukları için Türkçe'yi sıklıkla kullanıyorum. Bu pek içime sinmiyor. Ama son care olarak Türkçe'ye sığınıyorum."
(I use Turkish very often because they are beginner level students. I am not happy with that, but using Turkish is my last resource.)

This following sample entry reveals that EFL teachers even feel guilty when using the native language in the classroom.

"Türkçe kullandığım zamanlar kendimi kötü hissediyorum, suçluluk duyuyorum."
(I feel bad, and guilty when I use Turkish.)

IV. Teaching Students at a Particular Language Proficiency Level: This is the second data driven category. Participants in this study indicated feelings of anxiety when teaching students at various language levels. Because no such category was suggested in the literature and a new category needed to be established.

The following diary entry shows discomfort felt by a teacher who was teaching students with a high level of language proficiency:

"Uzun zamandır üst kurlara gramer öğretmedim. Bunun tedirginliği var üzerimde."
(I haven't taught grammar to upper levels for a long while. That's why I feel uncomfortable.)

The following two diary entries indicate discomfort felt by teachers who were teaching students with a low level of language proficiency:

"Beginnerlarım beni zaman zaman kaygılandırıyor, sanki onlara öğretemiyorum gibi hissediyorum. Onlara genel olarak öğretemediğim kaygısı yaşıyorum."
(My beginner classes make me anxious sometimes, I feel as if I can't teach them. In general, I am worried about not being able to teach them.)

"Elinizdeki malzemeler az. Diyeceğiniz cümleler az, kelimeniz az, tenseler az. Az kelimelerle çok şey anlatmak zorundasınız başlangıçta. O yüzden beginner'a anlatmaktansa her zaman Upper, Advanced öğrencileriyle uğraşmayı tercih ederim."
(You have little material. You can use only a few sentences, few words, few tenses. You have to say a lot of things with few words at the beginning.

Therefore, I prefer teaching Upper level or Advanced students to teaching Beginner students.)

Teaching students at various levels of language proficiency seems to be a source of anxiety for some teachers. Teaching students at a high language proficiency level seems to be as anxiety provoking as teaching students at a low language proficiency level.

V. Fear of Failure: The diary entries revealed that some teachers felt uncomfortable when they thought they failed to give clear instructions or when they didn't know the meaning of a word. The literature does not suggest such a category. Therefore, this category was added as the third data driven category.

One of the teachers' entries revealed discomfort when not being able to give clear instructions:

"Instructionları açık olarak veremedim."
(I couldn't give instructions clearly.)

Not knowing the meaning of a word seems to be anxiety provoking as well.

"Kitapta geçen bir kelimeyi bilemeyince oldukça rahatsız oldum."
(I felt rather uncomfortable when I didn't know the meaning of a word in the textbook.)

VI. Being compared to fellow teachers: One participant indicated that she felt upset when her students implied that they were not unruly or disruptive in an experienced teacher's lesson. The following diary entry reveals her feelings:

"Reading hocalarından bahsettiler, kadın kaç yıllık öğretmen hiç kimse konuşamıyor dediler. Herkes kurtlarını benim dersimde döküyor, bu da beni üzdü biraz."
(They talked about their Reading teacher, 'she's an experienced teacher and nobody can talk in the class'. They are overly relaxed and talk in my lesson excessively, and that made me a little sad.)

Obviously, this incident is related to classroom management. Being compared in terms of classroom management could be experienced in teaching any subject and not just in teaching English. However, this incident inspired the establishment of two more items. In teaching English, EFL teachers might be compared to fellow teachers in terms of the language teaching methods they apply or in terms of their knowledge of the English language. Thus, 2 items were constructed considering the above diary entry:

1. *İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder* (I would feel uneasy when my English language teaching methods are compared to those of other teachers), and 2. *İngilizce bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder* (I would feel uncomfortable when my knowledge of English is compared to that of other teachers).

The results of this study supported some of the anxiety provoking incidents suggested in the literature. 'Making mistakes' was indicated to be anxiety provoking for language learners. Data obtained in Phase 1 supported this category; in this case, it was the teacher who was afraid of making mistakes in the classroom. This can be attributed to test anxiety experienced by teachers who might feel as if being tested when teaching the target language. If one considers the view that language teachers are advanced speakers of their target language and that learning is never complete for language teachers, it appears that FL teachers experience anxiety in similar situations as FL learners do.

The literature reports that native EFL teachers experience anxiety when 'teaching grammar'. The data obtained in Phase 1 showed that this is true for non-native teachers as well. Furthermore, this category is not limited to 'teaching grammar', teaching reading, writing, and speaking/listening also provoke anxiety in non-native EFL teachers. These findings showed that anxiety should not be restricted to only one language skill, and that this category needs to be adapted in order to reveal a broader view. Therefore, the category termed 'teaching grammar' was renamed as 'teaching a particular language skill' so that all language skills could be covered.

Apart from supporting the categories suggested in the literature, the findings revealed that further categories needed to be added. Incidents such as 'using the native language', 'teaching students at particular language proficiency levels', 'fear of failure', and 'being compared to fellow teachers' emerged as a result of the data analysis of Phase 1. These 4 categories were not mentioned in the literature but emerged from this study. It can be argued that anxiety provoking incidents concerning language teachers should not be restricted to those categories suggested in the literature.

4.2. Phase 2

Based on the data obtained in Phase 1 and inventories on language anxiety – the FLCAS and the Teacher Anxiety Scale with respect to English – a five-point likert scale that consisted of 54 items was developed.

The items on the scale constitute 7 categories of anxiety provoking incidents. 6 of the categories resulted from the data analysis in Phase 1 (see 4.1.1). 1 category, introduced as 'worry about target language performance', emerged in the item construction stage (see 3.2.2.1.). Inventories on language anxiety, the FLCAS and the Teacher Anxiety Scale with respect to English, were reviewed and some of the items in these scales were thought to be suitable for the current scale. The items that were suitable were related to performing the target language and they were reworded so that they would be applicable for English Language teachers.

There may be three reasons why participants did not mention anxiety in relation to performing in the target language. First, participants may not have experienced anxiety in situations where they had to perform/talk in the target language. Second, they may have experienced anxiety but may have ignored to report them in their diaries. Third, they may not have been aware of the anxiety they felt when performing the target language.

After constructing an instrument of 54-items, the initial scale was piloted with 10 non-native ELT instructors at the School of Foreign Languages at Anadolu University for the face validity and content validity of the scale (see 3.2.2.2.). The participants reported that some items were specific o the context in which they were working. Thus, such items were omitted from the scale, resulting in a 48-item scale.

As a next step, the 48-item scale was administered to 241 participants working at various language schools (see 3.2.2.1.). Prior to the statistical computations, participants who were inconsistent in their responses were determined and they were excluded from the study. Participants were expected to give consistent responses to at least 50% of the controlling items, that is, 3 of the 6 controlling items. Those participants who did not meet this criterion were excluded from further statistical analyses. Thus, 26 participants needed to be excluded and the number of participants totaled 215 (see 3.2.3.). The reasons why 26 participants were inconsistent in their responses might be that these

participants may not have taken the scale very serious. Therefore, they might have responded to the scale just for the sake of responding to it.

Before proceeding to the next computations, the 6 controlling items were excluded from the scale because their primary function was to help to determine participants with consistent responses. When the controlling items were excluded from the scale, the number of items totaled to 42. Consequently, the 42-item scale was subjected to statistical analysis considering the responses of 215 participants.

The reliability of the instrument was tested using the test-retest method. The reliability analysis was done by using the Pearson r Product – Moments Correlation technique. The Pearson correlation coefficient for each item was calculated at a .05 significance level. Items above this level were regarded as unreliable and they were excluded from the scale. Thus, 3 items (items 33, 37, and 45) needed to be excluded and a total of 39 items remained on the scale.

Even though there were only 15 days between the two applications of the scale, after the first application, some participants may have become aware of the incidents that made them feel anxious. Thus, they may have employed some strategies to overcome this anxiety and the frequency of feeling anxious in particular incidents may have changed. On the other hand, becoming aware of their anxiety may have led some other participants to become more anxious, leading to a change in the amount of experiencing anxiety and a change in the incidents that created anxiety (see Appendix H).

Next, the construct validity of the scale was examined with the remaining 39 items through Factor Analysis using the SPSS (Statistical Package for Social Sciences) 11.5 package program.

Factor analysis is a statistical technique that aims to bring variables together that measure the same construct or quality in order to explain these with a small number of factors (Büyüköztürk, 2005). Factor analysis techniques are based on the assumption that in any test there are probably one or more underlying traits (factors) that are being assessed. After getting the clusters, cover labels need to be found for the factors that result from the analysis (Hatch and Farhady, 1981).

In deciding on the number of important factors, the following 3 criteria need to be considered:

1. Factors with eigen values of 1 or above need to be determined. However, the minimum value can be determined and increased by the researcher.

2. The total variance of the scale needs to be high. For single factor scales a total variance of 30% and above is advised. For multi-factor scales a higher degree of total variance is expected. The degree of the total variance shows how well the structure or construct is measured.

In multi-factor scales, a high degree of total variance means a high number of factors. However, a high number of factors makes it difficult to name these factors.

3. The scree plot needs to be examined. Scree-plot is a graph or plot that is drawn according to the eigen values. In the plot, the vertical axis shows the amount of eigen values and the horizontal axis shows the factors. The number of important factors is shown by high velocity and fast decreases (Büyüköztürk, 2005).

Considering the information above, the initial analysis resulted in 9 factors with eigen values above 1. The total variance of these factors was 65.22. When examining the eigen values, it was observed that the decrease between the fifth and the sixth factors was not high (see Appendix I, p. 82). In addition, the scree plot revealed that there is a low difference (a low velocity decrease) between factor 5 and factor 6 (see Appendix I, p. 80). In addition, as mentioned above, a high number of factors makes it difficult to name these factors. These findings suggested that the factor analysis needed to be carried out for 5 factors.

After deciding on the number of factors, items that do not measure the same construct (factor) need to be discarded. There are 3 criteria that need to be considered when deciding on the items that have to be discarded:

1. The factor loading of an item in a certain factor needs to be high. The minimum value for a factor loading is suggested as 0.30 but 0.45 and above is advised more strongly. Items with high factor loadings under a specific factor suggest that these items form a cluster and together measure a certain construct or factor.

2. The factor loading of an item for a certain factor needs to be high for one factor but it has to be low for another factor. If the factor loading of an item is high for two factors, then the difference between the factor loadings has to be minimum 0.10. If the difference between the factor loadings is higher, then, that particular item is termed as a colliding item and should be discarded from the scale.

3. For important factors, the Communalities of items need to be high. Communalities above 0.66 are suggested. However, it is pointed out that this is difficult to achieve in practice (Büyüköztürk, 2005); therefore, this third criterion was not considered. Instead, items that were assigned to factors which they do not intend to measure were discarded. To illustrate, if an item that intends to measure the anxiety experienced when using the native language is assigned under a factor that is concerned with teaching a particular language skill, it was regarded as an inappropriate item because it did not fit under the factor it was supposed to measure. Thus, such items were discarded from the scale.

Factor analysis was performed for 5 factors and the total variance was found to be 53.59. 4 items needed to be excluded from the scale because they worked in two factors and the difference between the factor loadings was smaller than .10. They were colliding items that needed to be discarded. Thus, items 13, 21, 30, 31 were excluded (see Appendix I, p. 81). In addition, items 9 and 26 were excluded because factor analysis assigned them under factors they did not fit. Thus, 6 items in total had to be discarded and the number of items decreased to 33 items.

Factor analysis was carried out for the second time and the variance was observed to be 56.18. However, items 15, 16, 36, 40, 48 had to be excluded because they were colliding items that worked in two factors. In addition, item 24 was excluded from the scale because it did not fit under the factor it was assigned. Consequently, the number of items on the scale went down to 27 (see Appendix I, p. 84).

After discarding the items mentioned above, factor analysis was made with the remaining items and the total variance increased to 59.81. Item 38 had to be excluded because it worked under two factors and the difference between the factor loadings was less than .10 (see Appendix I, p. 86). The number of items on the scale totaled to 26 and a fourth factor analysis was made.

The results of the fourth factor analysis revealed that the total variance of the factors increased to 61.17. In addition, no items needed to be excluded (see Appendix I, p. 89).

As a result of the factor analysis, 26 items out of 42 remained and they were distributed to 5 factors. The distribution of the items under the 5 factors is given in the table below.

Table 1: Factorial Distribution of Inventory Items

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
17	19	3	29	1
23	20	2	8	45
39	22	4		25
43	28	47		
14	7	34		
12	11	5		
41	6			
	32			

The internal reliability of the scale was established by computing the Cronbach Alpha (α). The reliability of the whole scale and the reliability of each factor were calculated. It is suggested that the reliability coefficient be .70 and above (Büyüköztürk, 2005).

The reliability of the whole scale was found to be .9173, which shows that the reliability of the scale is very high.

In addition the internal reliability of each factor was found to be:

Factor 1: .8667
Factor 2: .8471
Factor 3: .8512
Factor 4: .8654
Factor 5: .6694

The reliability results of Factor 1, 2, 3, and 4 are high, but, the reliability of Factor 5 is below the suggested reliability coefficient (.70). Even though the reliability coefficient of Factor 5 is below the suggested level, it was decided not to discard Factor 5 because it does not affect the reliability of the whole instrument, which is considerably high (.9173). The reliability results for the instrument can be seen in Appendix J.

As mentioned earlier (Hatch and Farhady, 1981), after getting the clusters, cover labels needed to be found for the factors that resulted from the analysis. Considering the items that have grouped together, cover labels were given to the factors. Table 2 gives the items that grouped together under certain factors and the cover labels given to the 5 factors that resulted from the factor analysis.

Table 2: Factors, cover labels for factors, and items that grouped together under certain factors in the Foreign Language Teaching Anxiety Scale (FLTAS)

Factor 1: Teaching a Particular Language Skill ***Belirli bir dil yetisinin öğretilmesi***
12. I worry about not being able to teach grammar effectively *Gramer dersini etkili öğretememek beni endişelendirir.*
14. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough. *Yeterliliğimden kuşku duyduğum bir beceriyi öğretirken huzursuz olurum.*
17. I worry about not being able to teach listening effectively. *Dinleme-anlama dersini/aktivitesini etkili öğretememek beni kaygılandırır.*
23. I worry about not being able to teach speaking effectively. *Sözlü anlatım dersini etkili öğretememek beni endişelendirir.*
39. I worry about not being able to teach reading effectively. *Okuma-anlama dersini etkili öğretememek beni rahatsız eder.*
41. I feel uneasy when I am teaching listening topics. *Dinleme-anlama konularını anlatırken endişe duyarım.*
43. I worry about not being able to teach writing effectively. *Yazılı anlatım dersini/aktivitesini etkili öğretememek beni huzursuz eder.*
Factor 2: Worry about Target Language Performance ***Hedef dil performansı ile ilgili endişe***
6. I feel nervous when teaching English to students with an average proficiency level. *Orta derece dil seviyesindeki öğrencilere İngilizce öğretirken heyecanlanırım.*
7. I feel tense when I am giving instructions in English. *Ders esnasında aktivitelerin yönergelerini İngilizce açıklarken gerilirim.*
11. I think my knowledge of English is not good enough to teach in English. *İngilizce bilgimin dersi İngilizce anlatacak kadar iyi olmadığını düşünüyorum.*
19. I worry about not being able to give clear instructions in English. *Yönergeleri İngilizce açıklayamazsam diye endişelenirim.*
20. I feel nervous when speaking English in class. *Derste İngilizce konuşurken gerilirim.*
22. I feel nervous when teaching English to students with a high proficiency level. *Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım.*
28. Teaching English to students with a high level of language proficiency makes me feel uneasy. *İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.*
32. I feel uneasy when I am teaching speaking topics. *Sözlü anlatım konularını anlatırken tedirginlik duyarım.*

Factor 3: Making Mistakes

Hata Yapmak

2. The thought of making a grammar mistake worries me.
Gramer hatası yapma düşüncesi beni endişelendirir.
3. I feel anxious about my students testing my knowledge of English.
Öğrenciler benim İngilizce bilgimi sınayacaklar diye endişelenirim.
4. The thought of making a spelling mistake on the board disturbs me.
Tahtada bir yazım hatası yapma düşüncesi beni rahatsız eder.
5. I get so nervous when I am teaching English that I forget the things that I know.
İngilizce ders anlatırken o kadar heyecanlanırım ki bildiğim şeyleri bile unuturum.
34. I am afraid of my students critcizing my knowledge of English.
Öğrencilerimin İngilizce bilgimi eleştirmelerinden korkarım.
47. I feel anxious about making a mistake while teaching English.
İngilizce öğretirken bir hata yapacağım diye endişelenirim.

Factor 4: Being Compared to Fellow Teachers

Başka öğretmenlerle kıyaslanmak

8. I feel uncomfortable when my English knowledge is compared to that of other teachers.
İngilizce bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder.
29. I feel uneasy when my English teaching methods are compared to that of other teachers.
İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder.

Factor 5: Using the Native Language

Anadilin Kullanılması

1. I feel uncomfortable when I use Turkish in the class.
Derste Türkçe kullanmak beni rahatsız eder.
25. I feel uncomfortable when I think about having used Turkish during the lesson.
Derste Türkçe kullandığımı düşünüp rahatsız olurum.
45. I feel uneasy thinking that I might have to use Turkish during the lesson.
Derste Türkçe kullanmak zorunda kalacağım diye huzursuz olurum.

The items that grouped together under Factor 1 are related to the anxiety FL teachers experience when 'teaching a particular language area'. The items under this factor refer to feeling anxiety when teaching grammar, listening, speaking, reading and writing. In addition, one item refers to the anxiety experienced when teaching a language area one feels less competent in.

Factor 2 constitutes of items related to the target language performance. Items in this factor refer to worry or anxiety experienced when having to speak the target language in front of the students.

Items in Factor 3 convey anxiety experienced when making a mistake, such as a grammar mistake or spelling mistake, while teaching the target language. In addition, feeling anxiety when thinking that one might be criticized by students, perhaps due to a mistake, is conveyed by some items in this factor.

Factor 4 is composed of items that refer to the anxiety experienced when being compared to fellow teachers. This comparison could be in terms of the target language knowledge of the teacher or the language teaching methods applied by the teacher.

Finally, the items in Factor 5 are related to the anxiety experienced when using the native language while teaching the target language.

Even though the initial scale comprises of 7 factors, the factor analysis revealed that the scale actually comprises of 5 factors. Thus, 2 factors were eliminated: 'teaching students at a particular language proficiency level' and 'fear of failure'.

There were 7 items under the category 'teaching students at a particular language proficiency level' (see Appendix F); however, as a result of the factor analysis, 4 of the items had to be excluded and 3 of the items were assigned under the category 'worry about target language performance'. Thus, this category was eliminated from the scale.

'Fear of failure' was another category that had to be discarded due to the factor analysis. This category comprised of 6 items. As a result of the factor analysis, 2 items were assigned under the category termed as 'worry about target language performance'. Therefore, this category was eliminated from the scale.

The aim of the study was to construct an instrument that measures the anxiety experienced by EFL teachers while teaching the target language. In conclusion, a highly valid and reliable 5-point likert scale with 26 items that measures the Foreign Language Teaching Anxiety of non-native EFL teachers resulted from this study. The total variance of the factors was 61.17 and the reliability of the scale was very high: .9173.

5. CONCLUSION AND IMPLICATIONS

5.1. Summary of the Study

Studies investigating anxiety in the FL leaning context have focused on the FL learner. The sources and effects of FL anxiety in language learners were investigated. Scales that determine and measure FL anxiety were constructed to provide researcher with more practical and reliable means to investigate FL anxiety. Furthermore, FL anxiety was investigated with respect to each language skill -speaking, listening, reading, and writing- and scales were constructed to measure FL anxiety with regards to each language skill. FL teachers were provided with various suggestions to help their students overcome anxiety so that they would be more competent language learners.

Very few studies were conducted with FL teachers, who were given the sole responsibility of helping FL students cope with their anxiety, on the anxiety they experience when teaching the target FL. Due to the lack of studies on anxiety experienced by FL language teachers while teaching the target FL, little is known on this issue. Thus, the current study investigated the incidents that created anxiety in non-native EFL teachers to construct a scale that measures the FL teaching anxiety experienced.

To establish a reliable and valid scale which measures FL teaching anxiety, the current study was designed in two phases. In Phase 1, the incidents that lead to anxiety in EFL teachers were investigated. In Phase 2, a scale measuring the FL teaching anxiety was developed considering the anxiety provoking incidents obtained in Phase 1.

In Phase 1, the data were collected through diaries and semi-structured interviews. 28 non-native teachers of English as a foreign language (EFL) kept diaries for 5 to 9 weeks on a daily basis. 4 non-native EFL teachers participated in semi-structured interviews for 9 weeks. These teachers were interviewed on a weekly basis. All the participants were asked to report on any anxiety provoking incidents they experience while teaching English, the target FL. The anxiety provoking incidents

reported by the participants were categorized considering the anxiety provoking incidents suggested in the literature.

The results of Phase 1 revealed that the data could be categorized under 6 categories. 2 of the categories suggested in the literature were either directly applicable or could be adapted for the data. The remaining 4 categories were data driven. Thus, the current study supported the categories in the literature and contributed 4 more categories on anxiety provoking incidents. The following incidents were reported to provoke anxiety in non-native FL teachers: 1. making mistakes, 2. teaching a particular language skill, 3. using the native language, 4. teaching students at particular language proficiency levels, 5. fear of failure, 6. being compared to fellow teachers.

In Phase 2, a scale that measures the FL teaching anxiety of Fl teachers was developed considering the data form Phase 1. Anxiety provoking incident reported by the participants in Phase 1 were used to construct scale items. In addition, some of the items on the Foreign Language Classroom Anxiety Scale (FLCAS) and the Teacher Anxiety Scale with respect to English were adapted to the EFL teaching context and added to the scale. The initial scale was administered to 241 non-native EFL teachers. Afterwards, the reliability and validity of the instrument was tested.

As a result of Phase 2, a five-point likert scale with 26 items emerged. The items on the scale gathered under 5 factors: 1. teaching a particular language skill, 2. worry about target language performance, 3. making mistakes, 4. being compared to fellow teachers, and 5. using the native language. The computations showed that the scale was valid and reliability were considerably high.

5.2. Conclusion and Implications

The results of Phase 1 indicate that certain incidents related to teaching the target FL, English create anxiety in nonnative EFL teachers. The incidents that were reported to be anxiety provoking were categorized under 6 categories. Anxiety provoking incidents that emerged in the first phase supported two of the categories suggested in the literature: ‘making mistakes’ and ‘teaching a particular language skill’.

The remaining 4 categories that emerged from this study were: ‘using the native language’, ‘teaching students at particular language proficiency levels’, ’fear of failure’, and ‘being compared to fellow teachers’.

3 of the six categories that resulted form this study seem to be directly concerned with teaching a FL: ‘teaching a particular language skill’, ‘using the native language’, and ‘teaching students at particular language proficiency levels’. These incidents are very unlikely to occur and, therefore, to provoke anxiety in teachers teaching a different subject rather than a FL. The remaining 3 categories seem to be applicable to any teaching situation: ‘making mistakes’, ’fear of failure’, and ‘being compared to fellow teachers’. However, the anxiety provoking incidents that were reported reveal anxiety specific to teaching the FL. These findings suggest that FL teaching anxiety is similar to but yet different from teaching anxiety.

Determining the incidents that create anxiety in FL teachers could help language teachers become aware of what makes them anxious in the FL classroom and take measures to overcome their anxiety. Language teacher training institutions might integrate the topics of FL teaching anxiety in their courses. Thus, they could familiarize future teachers with situations that might provoke anxiety, and give suggestions or advice on how to reduce or overcome their FL teaching anxiety.

The primary aim of this study was to construct a valid and reliable scale that measures the FL teaching anxiety of language teachers. The results of the statistical computations in Phase 2 revealed that the scale is highly valid and reliable. This finding suggests that FL teaching anxiety is a measurable construct.

The items on the scale grouped under 5 factors:

1. teaching a particular language skill
2. worry about target language performance
3. making mistakes
4. being compared to fellow teachers
5. using the native language

4 of the 5 factors are the same as the categories obtained in Phase 1. This finding suggests that these categories can be identified through a scale. However, two of the categories that were determined in Phase 1 did not emerge in the scale. This finding has

two implications. Firstly, the categories that emerged in both phases can be identified and measured by the current scale. Secondly, those categories that only emerged in Phase 1 but not in Phase 2 can be identified through diary reports rather than through a scale.

In addition, the scale revealed 1 category that did not emerge in Phase1: 'worry about target language performance'. None of the participants in Phase 1 indicated anxiety in relation to performing in the target language. The items on the scale that grouped under this category were adapted from two anxiety measures: the Foreign Language Classroom Anxiety Scale (FLCAS) and the Teacher Anxiety Scale with respect to English. It can be argued that although teachers do not report anxiety in relation to target language performance in their diaries, they experience such anxiety as revealed by the scale.

These findings have two implications. First, some anxiety provoking incidents cannot be measured by a scale but they can be identified through diary studies. Second, subjects may be reluctant to or may ignore to report certain anxiety provoking incidents but these can be identified through a scale.

The scale that resulted from this study enables researchers to investigate FL teaching anxiety in a more practical and reliable way. The scale enables to determine what incidents are particularly anxiety provoking for FL teachers. Determining such incidents will also enable researchers to give useful suggestions and strategies on overcoming FL teaching anxiety.

Administering the scale to FL teachers working at their institutions and identifying the anxiety provoking incidents might help schools to assist their teachers to understand and overcome the triggers of FL teaching anxiety. As mentioned earlier, anxiety experienced by FL teachers cannot only increase the anxiety experienced by their learners but can also result in ineffective language instruction.

The Foreign Language Teaching Anxiety Scale that resulted from the current study was applied to FL teachers primarily teaching teenagers and young adults. These teachers were working at schools which have an extensive English language teaching program. Administering the scale to EFL teachers teaching pre-school or primary school students might reveal different results. Thus, the current scale could be administered to FL teachers teaching pre-school or primary school students.

It is hoped that the present study would shed some light on the FL teaching anxiety experienced by language teachers and help fill an important gap in the literature. It is also hoped that this study has opened a door to a field that has been relatively untouched so far. Thus, the findings of this study might draw the attention of researchers to the issue of FL teaching anxiety and urge them to conduct more studies on this issue.

The findings of this study could be valuable for teacher training institutions, in-service training programs and even for teachers themselves, contributing to teacher self-development. It might be possible to better understand FL teachers experiencing anxiety and, thus, contribute to the effectiveness of language teachers.

5.3. Suggestions for Further Research

In Phase 1, data was collected from 32 participants for 9 weeks. During the course of the data collection, it was observed that after about 5 weeks, the information reported by the participants became repetitious. Thus, to obtain more diverse data on FL teaching anxiety a study that collects data in a shorter period of time (approximately 5 weeks) and with a larger number of participants could be conducted.

It was also observed that solely interviewing teachers on their anxiety in FL teaching was not very satisfactory. Oral reports on anxiety tended to be very limited. Thus, future studies may not prefer to use just interviews when investigating FL teaching anxiety or they might prefer to interview participants more frequently (each day or every two days).

The participants in this study were Turkish non-native EFL teachers. Thus, anxiety experienced by nonnative EFL teachers from different language backgrounds could be conducted. In addition, studies could investigate FL teaching anxiety in non-native teachers of other foreign languages. The results of such studies could be correlated.

Incidents that create anxiety in native English language teachers could also be investigated. The findings of such studies could be compared with the findings of studies with non-native English language teachers. The similarities or differences

between the anxiety provoking incidents of native and non-native English language teachers could be compared.

Investigating the anxiety provoking incidents of EFL teachers teaching children, adolescents, young adults, and adults might evoke different sources of anxiety.

Using the scale that emerged form this study, correlation studies could be investigated. The level of anxiety experienced by FL teachers could be compared in terms of experience, teacher training or language training background, age, and gender.

The level of anxiety of FL teachers teaching students of various age groups could be determined and compared. This might enable to see whether teaching students at various ages affects FL teaching anxiety. In addition, the FL teaching anxiety of FL teachers working at schools with an integrated language teaching program could be compared with the FL teaching anxiety of FL teachers working at a language skills based program.

This scale could also be used with teachers of a FL other than English. Correlations of these studies might reveal interesting results.

The level of FL teaching anxiety and FL teaching effectiveness could also be investigated. It could be examined how the level of FL teaching anxiety affects the effectiveness of a FL teacher.

As mentioned earlier, novice teachers tended to report on teaching anxiety rather than FL teaching anxiety. This could be investigated further to determine whether the type of anxiety changes with experience.

APPENDICES

APPENDIX A

PATICIPANT PROFILE

The Diary Group

(ranked by years of experience)

Participant	*Years of Experience.*	*Skill taught*	*Language Level of students*
1	16	Speaking & Listening. Speaking & Listening Grammar 2 Reading 2	Beginner Lower-Intermediate Advanced Advanced
2	12	Speaking & Listening Writing Translation	Lower-Intermediate Beginner Advanced
3	9	Grammar Reading Grammar 1 Wrting 1	Intermediate Beginner Advanced Advanced
4	8	Speaking & Listening Reading Writing 2 Observation	Beginner Elementary Advanced Advanced
5	7	Grammar Grammar 1	Elementary. Advanced
6	6	Grammar Speaking & Listening. Reading 1&2	Lower-Intermediate Elementary. Advanced
7	6	Speaking & Listening Writing Grammar 1 Translation Observation	Intermediate Lower-Intermediate. Advanced Advanced Advanced
8	5	Grammar	Elementary.
9	5	Writing Reading Reading 2 Writing 2	Elementary. Elementary. Advanced Advanced
10	5	Grammar Writing Grammar 2 Reading 2	Lower-Intermediate Elementary. Advanced Advanced
11	4	Grammar	Elementary.

PATICIPANT PROFILE

The Diary + Interview Group

(ranked by years of experience)

Participants of the first term			
Participant	*Years of Experience.*	*Skill taught*	*Language Level of students*
12	2	Grammar Speaking & Listening Grammar 2	Lower-Intermediate Elementary Advanced
13	2	Speaking & Listening Grammar Grammar 2 Writing 2	Intermediate Intermediate Advanced Advanced
14	2	Reading Writing Writing 1 Grammar 1	Lower-Intermediate Elementary. Advanced Advanced
15	2	Grammar Speaking & Listening Grammar 2 Translation Observation	Lower-Intermediate Elementary. Advanced Advanced Advanced
16	1	Reading Writing Writing 1&2	Beginner Beginner Advanced
17	1	Writing Grammar Writing 2 Grammar 2	Beginner Lower-Intermediate Advanced Advanced
Participants of the second term			
18	4	Grammar Writing Writing	Elementary Lower-Intermediate Lower-Intermediate
19	2	Grammar Writing Writing	Elementary Elementary Lower-Intermediate
20	1,5	Reading Reading Writing	Upper-Intermediate Upper-Intermediate Upper-Intermediate
21	1	Reading	Lower Intermediate

PATICIPANT PROFILE

The Diary + Interview Group

Participant	*Years of Experience.*	*Skill taught*	*Language Level of students*
22	1	Reading Writing	Lower-Intermediate Lower-Intermediate
23	1	Writing Speaking	Lower-Intermediate Lower-Intermediate
24	1	Writing Grammar	Lower-Intermediate Elementary
25	8 months	Speaking & Listening Writing	Intermediate Intermediate
26	8 months	Grammar Writing	Lower-Intermediate Lower-Intermediate
27	6 months	Grammar Writing	Lower-Intermediate Lower-Intermediate
28	6 months	Reading	Upper-Intermediate

The Interview Group

(ranked by years of experience)

Participant	*Years of Experience.*	*Skill taught*	*Language Level of students*
29	14	Speaking & Listening Reading	Beginner Lower-Intermediate
30	6	Reading Grammar Reading 1 Writing	Elementary. Beginner Advanced Advanced
31	2	Speaking & Listening Speaking & Listening Writing 1 Writing 2 Speaking 1	Beginner Lower-Intermediate. Advanced Advanced Advanced
32	2	Speaking & Listening Reading Writing 1 Speaking 1 Reading 1	Beginner Lower-Intermediate Advanced Advanced Advanced

APPENDIX B

CONSENT FORM

KABUL FORMU

Bu çalışmanın amacı İngilizce Öğretmenleri'nin ders esnasında yaşadıkları kaygı, endişe ve rahatsızlıkları saptamaktır. Çalışmada yer alacak bireyler kişisel olarak değerlendirilmeyeceklerdir ve isimleri hiçbir şekilde açıklanmayacaktır.

Çalışma esnasında içten ve samimi olmanız çok önemlidir. Sizlerden elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacaktır.

Lütfen bu dönem (2003-2004 Güz Dönemi) öğrettiğiniz dersleri ve seviyelerini yazınız:

1._____

2._____

3._____

Kaç yıldır İngilizce öğretiyorsunuz? Lütfen yazınız: _____

Bu çalışmaya yapacağınız katkılardan dolayı sizlere çok teşekkür ederim.

Hülya İpek

Lütfen aşağıdaki formu doldurunuz.

Yukarıda yazılanları dikkatle okudum ve Hülya İpek tarafından 2003-2004 öğretim yılında yürütülecek çalışmaya katılmayı gönüllü olarak kabul ediyorum.

İsim _____ Tarih _____

İmza _____

APPENDIX C

GUIDELINE AND DIARY QUESTIONS
For the first term of the 2003-2003 academic year

Lütfen her günün sonunda günlüğünüze aşağıdaki soruları cevaplayacak şekilde yaşadıklarınızı yazınız.

1. Bir sonraki gün anlatacağınız ders ile ilgili sizi neler kaygılandırıyor, endişelendiriyor veya rahatsız ediyor?

2. Ders anlatırken sizi kaygılandıran, endişelendiren veya rahatsız eden şeyler nelerdi?

Günlüğünüze her gün için tarih ve isim (veya rumuz) yazmayı lütfen unutmayınız! Günlükler biten haftayı takip eden Pazartesi günü - haftalık olarak - araştırmacı tarafından toplanacaktır. Günlükler yaklaşık 9 hafta süreyle tutulacaktır. Günlükler araştırmacı tarafından sizlerden aşağıdaki tarihlerde teslim alınacaktır:

1. 10 Kasım
2. 17 Kasım
3. 8 Aralık
4. 15 Aralık
5. 22 Aralık
6. 29 Aralık
7. 5 Ocak
8. 12 Ocak
9. 19 Ocak

Yardımlarınız için çok teşekkür ederim!

Hülya İpek

GUIDELINE AND DIARY QUESTIONS

For the second term of the 2003-2003 academic year

Lütfen her günün sonunda günlüğünüze aşağıdaki soruları cevaplayacak şekilde yaşadıklarınızı yazınız.

1. Bir sonraki gün anlatacağınız ders ile ilgili sizi neler kaygılandırıyor, endişelendiriyor veya rahatsız ediyor?

2. Ders anlatırken sizi kaygılandıran, endişelendiren veya rahatsız eden şeyler nelerdi?

Günlüğünüze her gün için tarih ve isim (veya rumuz) yazmayı lütfen unutmayınız! Günlükler biten haftayı takip eden Pazartesi günü - haftalık olarak - araştırmacı tarafından toplanacaktır. Günlükler yaklaşık 9 hafta süreyle tutulacaktır. Günlükler araştırmacı tarafından sizlerden aşağıdaki tarihlerde teslim alınacaktır:

1. 22 Nisan 2. 3 Mayıs 3. 10 Mayıs 4. 17 Mayıs 6. 24 Mayıs

Yardımlarınız için çok teşekkür ederim!

Hülya İpek

APPENDIX D

Items on the Foreign Language Classroom Anxiety Scale (FLCAS)

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

APPENDIX E

Teacher Anxiety Scale with respect to English

Each of the statements refers to how you feel about your proficiency in English. For each statement, please indicate whether you: strongly agree (1), agree (2), neither agree nor disagree (3), disagree (4), or strongly disagree (5). Please answer every item and write your response of the line following each statement.

1. It frightens me when I don't understand what someone is saying in English. _____
2. I would not worry about taking a course conducted entirely in English. _____
3. I am afraid that native speakers will notice every mistake I make. _____
4. I am pleased with the level of English proficiency I have achieved. _____
5. When speaking English, I can get so nervous I forget things I know. _____
6. I feel overwhelmed by the number of rules you have to learn in order to speak English. _____
7. I feel comfortable around native speakers of English. _____
8. I never feel quite sure of myself when I am speaking English in front of native speakers. _____
9. I am not nervous speaking English with students. _____
10. I don't worry about making mistakes in English. _____
11. I speak English well enough to be a good English teacher. _____
12. I get nervous when I don't understand every word a native speaker says. _____
13. I feel confident when I speak English. _____
14. I always feel that the other teachers speak English better than do. _____
15. I don't understand why some people think learning English is so hard. _____
16. I try to speak English with native speakers whenever I can. _____
17. I feel that my English preparation was adequate to become an English teacher. _____

APPENDIX F

CATEGORIES AND ITEMS

Anadilin Kullanılması *(Using the NL)*

1. Derste Türkçe kullanmak beni rahatsız eder.
   (I feel uncomfortable when I use Turkish in the class.)
2. Derste Türkçe kullandığımı düşünüp rahatsız olurum.
   (I feel uncomfortable when I think about having used Turkish during the lesson.)
3. Derste Türkçe kullanmak zorunda kalacağım diye huzursuz olurum.
   (I feel uneasy thinking that I might have to use Turkish during the lesson.)

Belirli bir dil yetisinin/alanının öğretimi (*Teaching a particular laguage area)*

Gramer konularını anlatırken gerilirim.
(I feel tense when I have to teach grammar topics.)

Gramer dersini etkili öğretememek beni endişelendirir.
(I worry about not being able to teach grammar effectively.)

Okuma-anlama konularını anlatırken tedirginlik duyarım.
(I feel uneasy when I am teaching reading topics.)

Okuma- anlama dersini etkili öğretememek beni rahatsız eder.
(I worry about not being able to teach reading effectively.)

Yazılı anlatım konularını anlatırken endişe duyarım.
(I feel uneasy when I am teaching writing topics.)

Yazılı anlatım dersini/aktivitesini etkili öğretememek beni huzursuz eder.
(I worry about not being able to teach writing effectively.)

Sözlü anlatım konularını anlatırken tedirginlik duyarım.
(I feel uneasy when I am teaching speaking topics.)

Sözlü anlatım dersini etkili öğretememek beni endişelendirir.
(I worry about not being able to teach speaking effectively.)

Dinleme-anlama konularını anlatırken endişe duyarım.
(I feel uneasy when I am teaching listening topics.)

Dinleme-anlama dersini/aktivitesini etkili öğretememek beni kaygılandırır.
(I worry about not being able to teach listening effectively.)

Sevmediğim bir beceriyi öğretmek beni endişelendirir.

(I feel anxious when teaching a skill I don't like.)

Yeterliliğimden kuşku duyduğum bir beceriyi öğretirken huzursuz olurum.

(I feel uncomfortable when teaching a skill in which I feel I am not proficient enough.)

Hata Yapmak *(Making mistakes)*

1. İngilizce öğretirken bir hata yapacağım diye endişelenirim.
   (I feel anxious about making a mistake while teaching English.)
2. Gramer hatası yapma düşüncesi beni endişelendirir.
   (The thought of making a grammar mistake worries me.)
3. İngilizce öğretirken bir telaffuz hatası yapma düşüncesi beni endişelendirir.
   (The thought of mispronuncing a word when teaching English worries me.)
4. Tahta'da bir yazım hatası yapma düşüncesi beni rahatsız eder.
   (The thought of making a spelling mistake on the board disturbs me.)
5. Öğrencilerimin İngilizce bilgimi eleştirmelerinden korkarım.
   (I am afraid of my students critcizing my knowledge of English.)
6. Öğrenciler benim İngilizce bilgimi sınayacaklar diye endişelenirim.
   (I feel anxious about my students testing my knowledge of English.)

Başarısız olma korkusu (*Fear of failure)*

1. Öğrencilerimin bana sorduğu bir kelimenin İngilizce anlamını bilememek beni korkutur.
   (I feel afraid about not knowing the English cognate of a Tırkish word my students ask me.)
2. Bir gramer sorusunu cevaplayamamak beni rahatsız eder.
   (I would feel uneasy about not being able to answer a grammar question.)
3. Ders esnasında bir kelimenin doğru telaffuzunu bilememek beni kaygılandırır.
   (Not knowing the correct pronunciation of a word makes me feel anxious.)
4. Öğrencilerimin İngilizce öğrenemeyeceklerini düşünmeleri beni endişelendirir.
   (I feel worried when my students think that they are not able to learn English.)

5. Yönergeleri İngilizce açıklayamazsam diye endişelenirim.
   (I worry about not being able to give clear instructions in English.)
6. Ders esnasında aktivitelerin yönergelerini İngilizce açıklarken gerilirim.
   (I feel tense when I am giving instructions in English.)

Belirli bir seviyedeki öğrencilere İngilizce öğretmek
(Teaching students at a particular language level)

1. Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım.
   (I feel nervous when teaching English to students with a high proficiency level.)
2. Orta derece dil seviyesindeki öğrencilere İngilizce öğretirken heyecanlanırım.
   (I feel nervous when teaching English to students with an average proficiency level.)
3. Düşük dil seviyesindeki öğrencilere İngilizce öğretirken gerilirim.
   (I feel nervous when teaching English to students with a low proficiency level.)
4. Ders anlatırken İngilizcemi basitleştirmem gerektiğinde gerilirim.
   (I feel nervous when I have to simplify my English while I am teaching.)
5. Farklı dil seviyelerinde öğrencilerin bulunduğu sınıflara İngilizce öğretirken huzursuz olurum.
   (I feel uneasy when teaching English to students with different proficiency levels.)
6. Öğrencilerin dil seviyesine inemezsem diye rahatsız olurum.
   (I feel uneasy about not being able to adapt my English to the level of my students.)
7. İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.
   (Teaching English to students with a high level of language proficiency makes me feel uneasy.)

Başka öğretmenlerle kıyaslanmak *(Being Compared to Fellow Teachers)*

1. İngilizcedeki bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder.
   (I feel uncomfortable when my English knowledge is compared to that of other teachers.)

2. İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder

   (I feel uneasy when my English teaching methods are compared to that of other teachers.)

Hedef dil performansı ile ilgili endişe *(Worry about Target Language Performance)*

1. Derste İngilizce konuşurken gerilirim.
   (I feel nervous when speaking English in class.)
2. İngilizce ders anlatırken o kadar heyecanlanıyorum ki bildiğim şeyleri bile unuturum.
   (I get so nervous when I am teaching English that I forget the things that I know.)
3. İngilizce ders anlatırken heyecanlanırım.
   (I get nervous when I am teaching in English.)
4. Öğrencilerimle İngilizce konuşurken heyecanlanırım.
   (I get nervous when I am talking in English with my students.)
5. Sınıfın önünde İngilizce konuşmak beni korkutur.
   (I feel afraid when I am talking in English in front of the class.)
6. İngilizce bilgimin dersi İngilizce anlatacak kadar iyi olmadığını düşünüyorum.
   (I think my knowledge of English is not good enough to teach in English.)

Controlling Items

1. Yazılı anlatım konularını anlatmayı severim.
   (I love teaching writing topics.)
2. Dil seviyesi düşük öğrencilere İngilizce öğretmekten keyif alırım.
   (I enjoy teaching students with a low language proficiency level.)
3. İngilizce ders anlatırken kendimi rahat hissederim.
   (I feel comfortable teaching in English.)
4. Gramer konularını anlatmaktan keyif alırım.
   (I enjoy teaching grammar topics.)
5. Yüksek seviyedeki öğrencilere İngilizce öğretirken kendimi rahat hissederim.
   (I feel comfortable teaching students with a high level of language proficiency.)
6. Derste İngilizce konuşurken kendime güvenirim.
   (I feel confident when I talk English in the class.)

APPENDIX G

Foreign Language Teaching Anxiety Scale

(Initial Version)

Değerli Arkadaşlar,

Bu ölçek, İngilizce öğretmenlerinin sınıfta İngilizce öğretirken kaygı ve endişe yaşadıkları durumları belirlemek amacıyla hazırlanmıştır. Bu ölçek bir doktora tez çalışması kapsamında hazırlanmış olup ölçeğin sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Her bir ifadeyi açık yüreklilikle cevaplamanız bu çalışma için çok önemlidir. Ölçeği cevaplarken isminizi ve çalıştığınız kurumu belirtmenize gerek yoktur. Sadece cinsiyet, yıl olarak tecrübeniz, mezun olduğunuz fakülte ve bölüm, İngilizce öğrettiğiniz öğrencilerin seviyesi ve çalıştığınız kurum ile ilgili aşağıdaki bölümü doldurmanız yeterli olacaktır.

Bu ankette yer alan hiçbir ifadenin "doğru" ya da "yanlış" cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir.

Yardımlarınızdan dolayı teşekkür ederim.

Hülya İpek
Anadolu Üniversitesi
Yabancı Diller Yüksekokulu
Yunus Emre Kampüsü
Eskişehir

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları yaşadığınız sıklık derecesine göre “Her Zaman”, “Sık Sık”, “Bazen”, “Nadiren” veya “Hiçbir Zaman” seçeneklerinden birini seçerek, sütundaki kutucuğa çarpı (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz.

	Her Zaman	**Sık sık**	**Bazen**	**Nadiren**	**Hiçbir Zaman**
1. Derste Türkçe kullanmak beni rahatsız eder.					
2. Gramer hatası yapma düşüncesi beni endişelendirir.					
3. Öğrenciler benim İngilizce bilgimi sınayacaklar diye endişelenirim.					
4. Tahtada bir yazım hatası yapma düşüncesi beni rahatsız eder.					
5. İngilizce ders anlatırken o kadar heyecanlanırım ki bildiğim şeyleri bile unuturum.					
6. Orta derece dil seviyesindeki öğrencilere İngilizce öğretirken heyecanlanırım.					
7. Ders esnasında aktivitelerin yönergelerini İngilizce açıklarken gerilirim.					
8. İngilizce bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder.					
9. Sevmediğim bir beceriyi öğretmek beni endişelendirir.					
10. Yazılı anlatım konularını anlatmayı severim.					
11. İngilizce bilgimin dersi İngilizce anlatacak kadar iyi olmadığını düşünüyorum.					
12. Gramer dersini etkili öğretememek beni endişelendirir.					
13. Okuma-anlama konularını anlatırken tedirginlik hissederim.					
14. Yeterliliğimden kuşku duyduğum bir beceriyi öğretirken huzursuz olurum.					
15. Öğrencilerimle İngilizce konuşurken heyecanlanırım.					
16. Farklı dil seviyelerinde öğrencilerin bulunduğu sınıflara İngilizce öğretirken huzursuz olurum.					
17. Dinleme-anlama dersini/aktivitesini etkili öğretememek beni kaygılandırır.					
18. Dil seviyesi düşük öğrencilere İngilizce öğretmekten keyif alırım.					

	Her Zaman	Sık sık	Bazen	Nadiren	Hiçbir Zaman
19. Yönergeleri İngilizce açıklayamazsam diye endişelenirim.					
20. Derste İngilizce konuşurken gerilirim.					
21. Yazılı anlatım konularını anlatırken endişe duyarım.					
22. Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım.					
23. Sözlü anlatım dersini etkili öğretememek beni endişelendirir.					
24. Ders esnasında bir kelimenin doğru telaffuzunu bilememek beni kaygılandırır.					
25. Derste Türkçe kullandığımı düşünüp rahatsız olurum.					
26. Gramer konularını anlatırken gerilirim.					
27. İngilizce ders anlatırken kendimi rahat hissederim.					
28. İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.					
29. İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder.					
30. Öğrencilerin İngilizce dil seviyesine inemezsem diye rahatsız olurum.					
31. İngilizce öğretirken bir telaffuz hatası yapma düşüncesi beni endişelendirir.					
32. Sözlü anlatım konularını anlatırken tedirginlik duyarım.					
33. Düşük dil seviyesindeki öğrencilere İngilizce öğretirken gerilirim.					
34. Öğrencilerimin İngilizce bilgimi eleştirmelerinden korkarım.					
35. Gramer konularını anlatmaktan keyif alırım.					
36. Sınıfın önünde İngilizce konuşmak beni korkutur.					
37. Öğrencilerimin İngilizce öğrenemeyeceklerini düşünmeleri beni endişelendirir.					
38. Ders anlatırken İngilizcemi basitleştirmem gerektiğinde gerilirim.					
39. Okuma-anlama dersini etkili öğretememek beni rahatsız eder.					
40. Öğrencilerimin bana sorduğu bir kelimenin İngilizce anlamını bilememek beni korkutur.					
41. Dinleme-anlama konularını anlatırken endişe duyarım.					

	Her Zaman	Sık sık	Bazen	Nadiren	Hiçbir Zaman
42. Yüksek seviyedeki öğrencilere İngilizce öğretirken kendimi rahat hissederim.					
43. Yazılı anlatım dersini/aktivitesini etkili öğretememek beni huzursuz eder.					
44. Bir gramer sorusunu cevaplayamamak beni rahatsız eder.					
45. Derste Türkçe kullanmak zorunda kalacağım diye huzursuz olurum.					
46. Derste İngilizce konuşurken kendime güvenirim.					
47. İngilizce öğretirken bir hata yapacağım diye endişelenirim.					
48. İngilizce ders anlatırken heyecanlanırım.					

APPENDIX H

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ILK1 & SON1	31	,721	,000
Pair 2	ILK2 & SON2	31	,734	,000
Pair 3	ILK3 & SON3	31	,794	,000
Pair 4	ILK4 & SON4	31	,710	,000
Pair 5	ILK5 & SON5	31	,726	,000
Pair 6	ILK6 & SON6	31	,607	,000
Pair 7	ILK7 & SON7	31	,731	,000
Pair 8	ILK8 & SON8	31	,818	,000
Pair 9	ILK9 & SON9	31	,556	,001
Pair 10	ILK11 & SON11	31	,612	,000
Pair 11	ILK12 & SON12	31	,732	,000
Pair 12	ILK13 & SON13	31	,842	,000
Pair 13	ILK14 & SON14	31	,489	,005
Pair 14	ILK15 & SON15	31	,693	,000
Pair 15	ILK16 & SON16	31	,461	,009
Pair 16	ILK17 & SON17	31	,660	,000
Pair 17	ILK19 & SON19	31	,666	,000
Pair 18	ILK20 & SON20	31	,852	,000
Pair 19	ILK21 & SON21	31	,602	,000
Pair 20	ILK22 & SON22	31	,741	,000
Pair 21	ILK23 & SON23	31	,815	,000
Pair 22	ILK24 & SON24	31	,771	,000
Pair 23	ILK25 & SON25	31	,480	,006
Pair 24	ILK26 & SON26	31	,749	,000
Pair 25	ILK28 & SON28	31	,757	,000
Pair 26	ILK29 & SON29	31	,739	,000
Pair 27	ILK30 & SON30	31	,718	,000
Pair 28	ILK31 & SON31	31	,745	,000
Pair 29	ILK32 & SON32	31	,635	,000
Pair 30	ILK33 & SON33	31	,097	,604
Pair 31	ILK34 & SON34	31	,751	,000
Pair 32	ILK36 & SON36	31	,696	,000
Pair 33	ILK37 & SON37	31	,276	,132
Pair 34	ILK38 & SON38	31	,610	,000
Pair 35	ILK39 & SON39	31	,562	,001
Pair 36	ILK40 & SON40	31	,759	,000
Pair 37	ILK41 & SON41	31	,761	,000
Pair 38	ILK43 & SON43	31	,639	,000
Pair 39	ILK44 & SON44	31	,722	,000
Pair 40	ILK45 & SON45	31	,214	,248
Pair 41	ILK47 & SON47	31	,818	,000
Pair 42	ILK48 & SON48	31	,361	,046

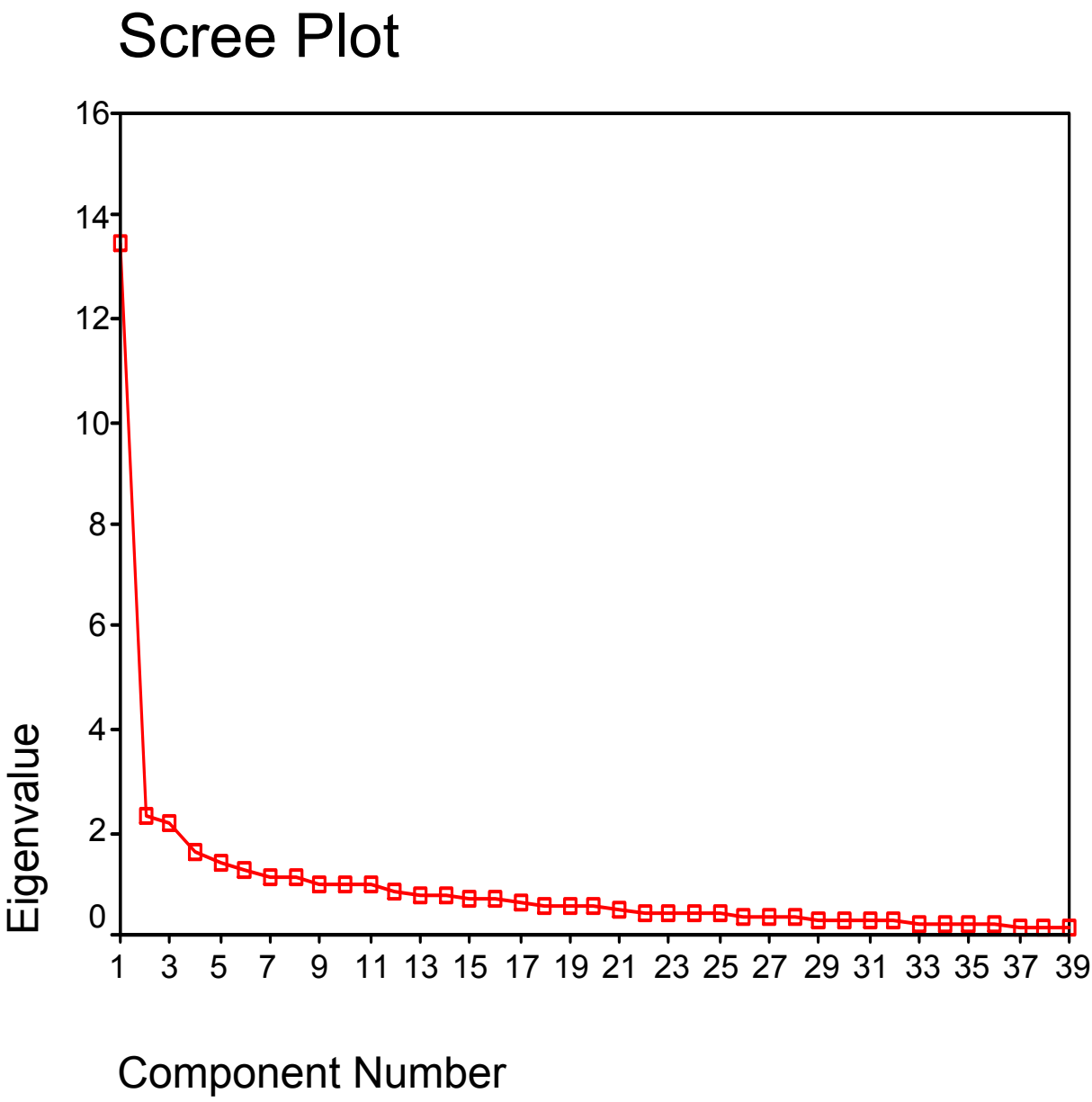
APPENDIX I

Factor Analysis Results

Communalities

	Initial	Extraction
S1	1,000	,643
S2	1,000	,678
S3	1,000	,752
S4	1,000	,603
S5	1,000	,670
S6	1,000	,592
S7	1,000	,530
S8	1,000	,785
S9	1,000	,624
S11	1,000	,502
S12	1,000	,704
S13	1,000	,516
S14	1,000	,589
S15	1,000	,655
S16	1,000	,570
S17	1,000	,802
S19	1,000	,631
S20	1,000	,731
S21	1,000	,665
S22	1,000	,643
S23	1,000	,763
S24	1,000	,675
S25	1,000	,659
S26	1,000	,766
S28	1,000	,629
S29	1,000	,793
S30	1,000	,649
S31	1,000	,677
S32	1,000	,582
S34	1,000	,685
S36	1,000	,724
S38	1,000	,682
S39	1,000	,642
S40	1,000	,463
S41	1,000	,659
S43	1,000	,696
S45	1,000	,676
S47	1,000	,720
S48	1,000	,413

Extraction Method: Principal Component Analysis.


Scree Plot
16
14
12
10
8
6
4
2
0
Eigenvalue
1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39
Component Number

Rotated Component Matrix[a]

	Component								
	1	2	3	4	5	6	7	8	9
S36	,779	,153	,144	,148	,113	,169	1,022E-02	3,315E-02	9,338E-02
S20	,753	,206	,103	8,015E-02	,227	,210	-1,16E-02	5,750E-02	7,371E-02
S15	,745	,225	,107	2,957E-02	,123	2,752E-02	7,456E-02	,127	-9,19E-03
S28	,585	7,575E-02	,288	,165	,324	,198	,103	,124	2,289E-02
S3	,576	,106	,334	,368	3,257E-02	-,102	,101	6,819E-02	,367
S47	,570	,222	,381	,214	8,706E-03	,184	3,287E-02	,246	,245
S34	,563	,150	,285	,417	7,154E-02	-,129	,153	,109	,183
S11	,552	,106	-8,17E-02	,119	,260	7,556E-02	,264	-,130	-7,06E-02
S22	,550	,201	,287	8,764E-02	,349	,288	3,343E-04	6,784E-02	-1,64E-02
S5	,540	,142	,167	-3,86E-02	1,695E-02	,115	1,093E-02	,171	,535
S32	,483	,370	5,318E-02	,148	,340	,172	3,125E-02	,202	2,806E-02
S48	,476	3,468E-02	,131	2,990E-02	3,509E-03	,375	-1,16E-02	,163	-1,02E-03
S17	,174	,843	7,287E-02	,117	,106	8,460E-02	1,955E-02	,126	8,722E-02
S23	,324	,723	,121	-2,16E-03	,207	,207	-1,00E-02	3,801E-02	,182
S39	,231	,666	9,326E-03	8,805E-02	-6,18E-02	,223	,136	,227	,118
S24	7,711E-02	,574	,553	8,766E-02	5,580E-02	,128	7,338E-02	2,350E-02	2,854E-02
S16	,109	,526	5,237E-02	,200	,433	-4,46E-02	7,639E-02	,202	-4,35E-02
S31	,237	,523	,513	,196	5,891E-02	9,510E-02	,106	,147	1,106E-02
S41	,438	,499	-9,56E-03	,154	,229	,183	-2,78E-02	,327	2,536E-02
S4	,341	1,716E-02	,626	,148	,160	-9,62E-02	,127	6,040E-02	,132
S40	,104	4,213E-03	,604	6,192E-02	,135	,133	7,761E-02	,203	5,806E-03
S2	,394	,310	,470	,107	-,192	-,101	,247	-8,64E-02	,283
S29	,169	,107	,110	,822	,108	,138	7,524E-02	,155	6,933E-02
S8	,203	,161	,125	,818	7,833E-02	,139	1,179E-02	2,866E-02	8,334E-02
S7	,170	9,600E-02	,108	,152	,654	3,642E-02	1,690E-02	1,285E-02	,163
S19	,426	,185	4,282E-02	2,645E-02	,632	7,727E-02	1,842E-03	6,085E-02	5,742E-02
S6	,374	5,497E-02	,247	-8,95E-02	,510	,114	3,367E-02	,186	,267
S21	,362	,125	-1,05E-02	,104	3,349E-02	,703	2,591E-02	,105	2,761E-02
S43	,184	,494	2,005E-02	-3,36E-02	-2,67E-02	,609	4,352E-02	4,331E-03	,208
S9	,106	,214	7,703E-02	,399	,252	,545	4,340E-02	,180	8,396E-02
S14	7,583E-02	,391	,196	,247	,229	,493	4,160E-02	9,254E-02	,158
S1	1,564E-03	-5,12E-02	3,712E-02	-3,22E-02	-1,13E-02	2,214E-02	,795	-6,33E-03	7,544E-02
S45	,129	,143	6,537E-02	,180	2,798E-02	-9,80E-02	,740	,189	8,975E-02
S25	,113	,159	,353	-9,48E-03	9,372E-02	,241	,639	,141	1,841E-02
S38	,138	,147	,215	3,189E-02	7,224E-02	2,254E-02	,162	,736	,144
S30	8,906E-02	,223	,164	,196	,100	,204	8,292E-02	,683	2,977E-02
S13	,408	,345	-8,56E-02	7,813E-02	8,225E-02	,117	6,868E-02	,433	6,423E-02
S26	4,173E-02	1,963E-02	1,782E-02	,272	,397	,159	,170	,173	,670
S12	2,887E-02	,460	9,181E-02	9,413E-02	,170	,121	,129	2,027E-02	,644

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 15 iterations.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %
1	13,448	34,482	34,482	13,448	34,482	34,482	6,380	16,359	16,359
2	2,314	5,933	40,415	2,314	5,933	40,415	5,647	14,480	30,839
3	2,141	5,490	45,905	2,141	5,490	45,905	3,730	9,563	40,402
4	1,613	4,136	50,041	1,613	4,136	50,041	2,771	7,106	47,508
5	1,387	3,556	53,596	1,387	3,556	53.596	2,375	6,089	53,596
6	1,282	3,286	56,883						
7	1,145	2,937	59,820						
8	1,098	2,815	62,634						
9	1,011	2,593	65,227						
10	,980	2,514	67,741						
11	,963	2,468	70,209						
12	,834	2,139	72,348						
13	,757	1,940	74,288						
14	,744	1,907	76,195						
15	,720	1,847	78,042						
16	,670	1,717	79,759						
17	,624	1,601	81,360						
18	,589	1,511	82,870						
19	,569	1,458	84,329						
20	,528	1,354	85,682						
21	,494	1,268	86,950						
22	,453	1,161	88,111						
23	,451	1,156	89,267						
24	,405	1,038	90,305						
25	,397	1,018	91,323						
26	,379	,972	92,295						
27	,362	,929	93,224						
28	,339	,870	94,094						
29	,295	,756	94,850						
30	,282	,723	95,573						
31	,262	,671	96,244						
32	,249	,638	96,882						
33	,240	,614	97,497						
34	,213	,547	98,044						
35	,190	,487	98,531						
36	,181	,465	98,996						
37	,144	,369	99,365						
38	,126	,324	99,689						
39	,121	,311	100,000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
S20	,753	,259	,286	7,117E-02	-3,95E-02
S36	,700	,194	,403	8,288E-02	-5,02E-02
S19	,669	,183	-4,21E-02	,185	,115
S15	,657	,216	,365	-5,12E-02	2,441E-02
S22	,650	,289	,242	,151	3,195E-02
S28	,648	,151	,311	,209	,133
S6	,610	,138	5,526E-02	,131	,278
S32	,565	,415	,135	,201	6,344E-02
S11	,550	5,626E-02	,141	4,989E-02	,101
S5	,506	,239	,318	2,184E-02	,170
S48	,469	,203	,178	5,178E-02	-3,65E-02
S7	,452	8,888E-02	-6,55E-02	,350	,186
S21	,443	,393	-2,52E-02	,189	-5,54E-02
S17	,144	,809	,194	7,681E-02	3,265E-02
S23	,366	,738	,167	2,317E-02	3,844E-02
S39	,158	,726	,179	4,715E-02	,110
S43	,239	,690	-1,01E-02	3,414E-02	1,324E-02
S24	3,907E-02	,583	,437	5,290E-02	,136
S41	,480	,563	,120	,193	1,048E-02
S14	,222	,560	5,612E-02	,375	9,897E-02
S31	,162	,538	,510	,139	,152
S12	,116	,498	9,834E-02	,219	,315
S16	,236	,468	3,665E-02	,262	,154
S13	,398	,426	9,583E-02	,105	,111
S30	,162	,413	8,884E-02	,331	,260
S2	,148	,245	,700	-6,81E-02	,231
S3	,420	7,874E-02	,638	,279	,149
S34	,404	9,642E-02	,606	,297	,143
S4	,299	3,981E-03	,578	,133	,253
S47	,480	,331	,527	,198	,110
S40	,158	,112	,352	,141	,236
S29	,112	,152	,343	,770	7,929E-03
S8	,116	,179	,390	,730	-8,69E-02
S9	,269	,424	-1,49E-02	,539	6,197E-02
S26	,271	,135	-5,21E-02	,527	,426
S1	-2,97E-02	-5,34E-02	8,586E-02	-7,07E-02	,690
S45	4,288E-02	,106	,252	,106	,669
S25	,142	,256	,234	1,653E-02	,628
S38	,182	,299	,152	,170	,412

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %
1	11,649	35,300	35,300	11,649	35,300	35,300	4,900	14,848	14,848
2	2,193	6,645	41,944	2,193	6,645	41,944	4,871	14,760	29,607
3	2,004	6,074	48,018	2,004	6,074	48,018	4,392	13,309	42,916
4	1,441	4,366	52,384	1,441	4,366	52,384	2,246	6,807	49,723
5	1,255	3,802	56,186	1,255	3,802	56,186	2,133	6,464	56,186
6	1,119	3,391	59,577						
7	1,003	3,039	62,616						
8	,950	2,880	65,496						
9	,923	2,797	68,292						
10	,833	2,525	70,818						
11	,794	2,405	73,223						
12	,702	2,127	75,349						
13	,680	2,060	77,410						
14	,656	1,988	79,397						
15	,618	1,872	81,270						
16	,565	1,712	82,982						
17	,550	1,666	84,648						
18	,495	1,501	86,149						
19	,484	1,467	87,616						
20	,462	1,401	89,017						
21	,446	1,353	90,370						
22	,414	1,253	91,623						
23	,382	1,158	92,781						
24	,342	1,035	93,816						
25	,316	,959	94,775						
26	,289	,875	95,650						
27	,274	,830	96,479						
28	,265	,803	97,282						
29	,223	,675	97,957						
30	,193	,585	98,542						
31	,174	,527	99,069						
32	,168	,508	99,578						
33	,139	,422	100,000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
S17	,828	,163	,109	5,636E-02	,137
S23	,763	,341	,206	2,207E-02	1,191E-02
S39	,735	,114	,186	,118	6,575E-02
S43	,702	,165	,121	-7,17E-03	-4,77E-02
S12	,577	7,662E-02	,164	,205	,114
S24	,572	4,535E-02	,287	,199	,137
S14	,571	,249	9,034E-02	9,214E-02	,271
S41	,546	,469	,220	-2,03E-02	,119
S16	,472	,396	-9,81E-02	,162	,274
S19	,176	,733	5,122E-02	7,090E-02	,130
S20	,261	,642	,488	-6,74E-02	2,665E-02
S6	,161	,619	,188	,201	4,206E-02
S22	,290	,610	,355	4,645E-02	,121
S28	,147	,590	,444	,131	,158
S32	,408	,574	,227	5,226E-02	,132
S7	,111	,562	-4,54E-02	,139	,285
S15	,205	,536	,507	3,113E-02	-1,66E-02
S11	4,256E-02	,527	,245	9,527E-02	2,172E-02
S48	,199	,383	,354	-6,22E-02	-3,98E-02
S3	,127	,252	,705	,156	,323
S2	,284	-3,84E-02	,685	,282	3,946E-02
S47	,343	,326	,638	,114	,207
S34	,122	,294	,602	,182	,390
S36	,205	,546	,597	-5,55E-02	6,571E-02
S4	1,927E-02	,201	,563	,311	,201
S5	,297	,317	,553	7,021E-02	-5,13E-02
S40	,112	,123	,333	,278	,139
S45	,123	6,870E-02	,140	,730	,158
S1	-4,24E-02	-1,14E-02	3,648E-02	,728	-8,78E-02
S25	,236	,147	,200	,677	1,645E-03
S38	,280	,215	,161	,382	,119
S29	,175	,164	,199	8,464E-02	,831
S8	,216	,136	,257	-6,47E-03	,805

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 19 iterations.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %
1	9,745	36,093	36,093	9,745	36,093	36,093	4,406	16,317	16,317
2	2,039	7,550	43,644	2,039	7.550	43,644	4,120	15.260	31,577
3	1,794	6,646	50,290	1,794	6,646	50,290	3,598	13,325	44,901
4	1,399	5,180	55,470	1,399	5,180	55,470	2.038	7,548	52,449
5	1,174	4,347	59,816	1,174	4,347	59,816	1,989	7,367	59,816
6	,992	3,673	63,489						
7	,881	3,264	66,754						
8	,850	3,147	69,901						
9	,786	2,909	72,810						
10	,714	2,644	75,454						
11	,656	2,430	77,884						
12	,624	2,310	80,194						
13	,570	2,113	82,307						
14	,552	2,045	84,351						
15	,509	1,885	86,236						
16	.470	1,740	87,976						
17	,465	1,722	89,698						
18	,406	1,505	91,203						
19	,369	1,368	92,571						
20	,361	1,339	93,910						
21	,310	1,148	95,058						
22	,298	1,105	96,164						
23	,276	1,023	97,187						
24	,224	,831	98,018						
25	.203	,752	98,769						
26	,181	,671	99,440						
27	,151	,560	100,000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
S17	,816	,122	,152	4,309E-02	,123
S23	,777	,330	,202	1,109E-02	5,287E-03
S39	,758	8,755E-02	,145	,153	,114
S43	,725	,147	5,328E-02	4,390E-02	1,021E-02
S14	,579	,262	7,102E-02	,100	,281
S12	,572	9,918E-02	,186	,192	8,790E-02
S41	,561	,457	,177	-1,98E-02	,139
S19	,178	,752	8,494E-02	1,698E-02	6,663E-02
S20	,306	,633	,374	-4,13E-02	8,075E-02
S22	,309	,620	,356	1,308E-02	9,572E-02
S28	,170	,611	,439	9,786E-02	,134
S7	,104	,603	7,533E-04	8,670E-02	,204
S6	,181	,594	,286	,117	-4,78E-02
S11	5,586E-02	,577	,114	,151	9,020E-02
S32	,447	,548	,227	3,910E-02	,120
S3	,136	,276	,762	9,158E-02	,270
S2	,282	-3,86E-02	,755	,230	2,377E-03
S4	-3,85E-04	,249	,652	,200	,103
S34	,126	,310	,635	,143	,360
S47	,354	,343	,630	8,173E-02	,198
S5	,332	,328	,526	5,461E-02	-5,05E-02
S1	-4,80E-02	-2,45E-02	5,130E-02	,765	-5,90E-02
S45	,121	5,934E-02	,172	,755	,178
S25	,217	,196	,173	,690	2,020E-02
S38	,279	,213	,183	,361	,111
S29	,166	,176	,183	,111	,859
S8	,206	,163	,212	2,464E-02	,843

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %	Total	%of Variance	Cumulative %
1	9,540	36,691	36,691	9,540	36,691	36,691	4,343	16,703	16,703
2	2,035	7,827	44,518	2,035	7,827	44,518	4,053	15,589	32,292
3	1767	6,797	51,315	1,767	6,797	51,315	3,636	13,986	46,278
4	1,396	5,370	56,685	1,396	5,370	56,685	1,985	7,633	53,911
5	1,168	4,494	61,179	1,168	4,494	61.179	1,890	7,267	61,179
6	,982	3,775	64,954						
7	,854	3,285	68,239						
8	,787	3,028	71,267						
9	.735	2,826	74,093						
10	,672	2,584	76,676						
11	,644	2,475	79,152						
12	,584	2,248	81,400						
13	,553	2,126	83,525						
14	,527	2,028	85,553						
15	,472	1,815	87,368						
16	,467	1,798	89,166						
17	,426	1,640	90,806						
18	,370	1,425	92,231						
19	,362	1,393	93,624						
20	,315	1,210	94,834						
21	,301	1,156	95,990						
22	,278	1,071	97,061						
23	,227	,872	97,933						
24	,203	,781	98,714						
25	,183	,703	99,417						
26	,152	,583	100,000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
S17	,817	,123	,152	,124	3,313E-02
S23	,779	,330	,204	5,799E-03	3,489E-03
S39	,760	9,004E-02	,148	,116	,140
S43	,726	,149	5,578E-02	1,051E-02	3,596E-02
S14	,580	,262	7,788E-02	,281	8,192E-02
S12	,576	,102	,188	8,959E-02	,187
S41	,557	,455	,184	,139	-4,84E-02
S19	,178	,751	9,460E-02	6,570E-02	5,627E-04
S20	,305	,631	,377	8,097E-02	-4,89E-02
S22	,309	,616	,362	9,549E-02	-3,47E-04
S28	,172	,610	,442	,135	9,278E-02
S7	,106	,603	1,069E-02	,203	7,484E-02
S11	5,963E-02	,587	,105	9,346E-02	,172
S6	,181	,587	,305	-4,91E-02	8,406E-02
S32	,446	,546	,235	,121	1,804E-02
S3	,136	,271	,763	,272	7,886E-02
S2	,288	-3,90E-02	,749	6,071E-03	,245
S4	-1,28E-05	,242	,662	,104	,178
S47	,352	,335	,640	,199	5,005E-02
S34	,127	,307	,637	,362	,133
S5	,328	,319	,538	-5,07E-02	1,957E-02
S29	,166	,176	,187	,859	9,205E-02
S8	,207	,163	,212	,843	1,950E-02
S1	-3,44E-02	-1,03E-02	5,368E-02	-5,26E-02	,781
S45	,131	6,884E-02	,183	,184	,745
S25	,229	,206	,181	2,531E-02	,691

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

APPENDIX J

Reliability Analysis Results

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S1	43,3442	176,3857	,1345	,9213
S2	44,2930	166,0493	,5319	,9142
S3	44,8512	167,0712	,6544	,9124
S4	44,7349	169,6724	,4855	,9149
S5	45,1860	173,6381	,5689	,9150
S6	45,1442	173,5445	,5245	,9152
S7	45,0698	170,4297	,4124	,9161
S8	44,1628	163,0902	,5172	,9151
S11	45,2605	176,0627	,4133	,9165
S12	44,4233	165,6565	,5063	,9148
S14	43,9767	163,8266	,5700	,9135
S17	44,4047	163,7000	,6178	,9125
S19	45,0326	171,4802	,5103	,9148
S20	45,1581	172,1618	,6529	,9141
S22	44,6233	165,0583	,6609	,9120
S23	44,5674	162,7045	,6861	,9112
S25	44,0744	169,1907	,4586	,9154
S28	44,8093	165,7065	,6495	,9122
S29	44,1349	163,4256	,5124	,9151
S32	44,8465	166,1679	,6485	,9123
S34	44,9814	168,2240	,6448	,9128
S39	44,5163	163,8771	,5864	,9131
S41	44,7860	166,6456	,6250	,9127
S43	44,3349	165,4294	,4891	,9153
S45	44,2558	168,7987	,3867	,9172
S47	44,6791	163,4059	,7242	,9108

Reliability Coefficients

N of Cases = 215,0 N of Items = 26

Alpha = ,9173

FACTOR1 Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S12	11,7302	22,2820	,5299	,8632
S14	11,2837	21,7836	,5785	,8566
S17	11,7116	20,7950	,7525	,8322
S23	11,8744	20,9608	,7680	,8308
S39	11,8233	21,0808	,6838	,8415
S41	12,0930	23,3184	,5949	,8546
S43	11,6419	21,2964	,6035	,8536

Reliability Coefficients

N of Cases = 215,0 N of Items = 7

Alpha = ,8667

FACTOR 2 Reliability

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S6	9,9023	13,5558	,5788	,8329
S7	9,8279	12,2646	,4675	,8489
S11	10,0186	14,3641	,4544	,8449
S19	9,7907	12,5775	,6263	,8242
S20	9,9163	13,2827	,6854	,8246
S22	9,3814	11,0408	,7094	,8119
S28	9,5674	11,1812	,7058	,8123
S32	9,6047	11,7729	,6126	,8259

Reliability Coefficients

N of Cases = 215,0 N of Items = 8

Alpha = ,8471

FACTOR 3 Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S2	7,4977	8,6156	,6115	,8384
S3	8,0558	9,0062	,7758	,8001
S4	7,9395	9,5431	,5870	,8360
S5	8,3907	11,3326	,5372	,8496
S34	8,1860	9,6007	,6944	,8172
S47	7,8837	8,6827	,7076	,8123

Reliability Coefficients

N of Cases = 215,0 N of Items = 6

Alpha = ,8512

FACTOR 4 Reliability

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S8	2,2512	1,4787	,7627	.
S29	2,2233	1,5107	,7627	.

Reliability Coefficients

N of Cases = 215,0 N of Items = 2

Alpha = ,8654

FACTOR 5 Reliability

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S45	5,3535	2,3791	,5325	,5043
S25	5,1721	2,9843	,4844	,5752
S1	4,4419	2,9113	,4370	,6310

Reliability Coefficients

N of Cases = 215,0 N of Items = 3

Alpha = ,6694

APPENDIX K

Foreign Language Teaching Anxiety Scale

(Final Version)

Değerli Arkadaşlar,

Bu ölçek, İngilizce öğretmenlerinin sınıfta İngilizce öğretirken kaygı ve endişe yaşadıkları durumları belirlemek amacıyla hazırlanmıştır. Bu ölçek bir doktora tez çalışması kapsamında hazırlanmış olup ölçeğin sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Her bir ifadeyi açık yüreklilikle cevaplamanız bu çalışma için çok önemlidir. Ölçeği cevaplarken isminizi ve çalıştığınız kurumu belirtmenize gerek yoktur. Sadece cinsiyet, yıl olarak tecrübeniz, mezun olduğunuz fakülte ve bölüm, İngilizce öğrettiğiniz öğrencilerin seviyesi ve çalıştığınız kurum ile ilgili aşağıdaki bölümü doldurmanız yeterli olacaktır.

Bu ankette yer alan hiçbir ifadenin "doğru" ya da "yanlış" cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir.

Yardımlarınızdan dolayı teşekkür ederim.

Hülya İpek
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Yabancı DillerYüksekokulu
Yunus Emre Kampüsü
Eskişehir

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları yaşadığınız sıklık derecesine göre “Her Zaman”, “Sık Sık”, “Bazen”, “Nadiren” veya “Hiçbir Zaman” seçeneklerinden birini seçerek, sütundaki kutucuğa çarpı (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz.

	Her Zaman	**Sık sık**	**Bazen**	**Nadiren**	**Hiçbir Zaman**
1. Derste Türkçe kullanmak beni rahatsız eder.					
2. Gramer hatası yapma düşüncesi beni endişelendirir.					
3. Öğrenciler benim İngilizce bilgimi sınayacaklar diye endişelenirim.					
4. Tahtada bir yazım hatası yapma düşüncesi beni rahatsız eder.					
5. İngilizce ders anlatırken o kadar heyecanlanırım ki bildiğim şeyleri bile unuturum.					
6. Orta derece dil seviyesindeki öğrencilere İngilizce öğretirken heyecanlanırım.					
7. Ders esnasında aktivitelerin yönergelerini İngilizce açıklarken gerilirim.					
8. İngilizce bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder.					
9. İngilizce bilgimin dersi İngilizce anlatacak kadar iyi olmadığını düşünüyorum.					
10. Gramer dersini etkili öğretememek beni endişelendirir.					
11. Yeterliliğimden kuşku duyduğum bir beceriyi öğretirken huzursuz olurum.					
12. Dinleme-anlama dersini/aktivitesini etkili öğretememek beni kaygılandırır.					
13. Yönergeleri İngilizce açıklayamazsam diye endişelenirim.					
14. Derste İngilizce konuşurken gerilirim.					
15. Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım.					
16. Sözlü anlatım dersini etkili öğretememek beni endişelendirir.					
17. Derste Türkçe kullandığımı düşünüp rahatsız olurum.					
18. İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.					
19. İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder.					

	Her Zaman	Sık sık	Bazen	Nadiren	Hiçbir Zaman
20. Sözlü anlatım konularını anlatırken tedirginlik duyarım.					
21. Öğrencilerimin İngilizce bilgimi eleştirmelerinden korkarım.					
22. Okuma-anlama dersini etkili öğretememek beni rahatsız eder.					
23. Dinleme-anlama konularını anlatırken endişe duyarım.					
24. Yazılı anlatım dersini/aktivitesini etkili öğretememek beni huzursuz eder.					
25. Bir gramer sorusunu cevaplayamamak beni rahatsız eder.					
26. İngilizce öğretirken bir hata yapacağım diye endişelenirim.					

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