

**EXPLORING FOREIGN LANGUAGE TEACHING ANXIETY
IN NATIVE AND NON-NATIVE EFL TEACHERS**

**Yüksek Lisans Tezi
Zeyneb Berfin GENCE
Eskişehir 2024**

**EXPLORING FOREIGN LANGUAGE TEACHING ANXIETY IN NATIVE AND
NON-NATIVE EFL TEACHERS**

Zeyneb Berfin GENÇE

MA THESIS

**Department of Foreign Language Education
MA in English Language Teaching Program
Supervisor: Doç. Dr. Safiye İpek Kuru Gönen**

**Anadolu University
Graduate School
December 2024
Eskişehir**

JÜRİ VE ENSTİTÜ ONAYI

ABSTRACT

EXPLORING FOREIGN LANGUAGE TEACHING ANXIETY IN NATIVE AND NON-NATIVE EFL TEACHERS

Zeyneb Berfin GENÇE

Department of Foreign Language Education

MA Program in English Language Teaching

Graduate School of Anadolu University, December 2024

Supervisor: Assoc. Prof. Safiye İpek Kuru Gönen

Although Foreign Language Teaching Anxiety (FLTA) has been an essential aspect of the native and non-native EFL teachers teaching Turkish EFL students, studies on FLTA among both groups are scarce. As a result, the current study aimed to investigate the FLTA levels of native and non-native EFL teachers, identify the sources of FLTA, and explore the strategies to deal with their FLTA. For this purpose, 220 participants (118 native and 112 non-native EFL teachers) completed the Foreign Language Teaching Anxiety Scale (Aydın & Uştuk, 2020a). Additionally, 12 EFL teachers, six native and six non-native, agreed to participate in the semi-structured interviews. Employing a convergent parallel design method (Creswell, 2015), the study revealed moderate levels of FLTA for both groups. The qualitative analysis also revealed several sources of FLTA, such as sources related to teaching, personalities, English proficiency and other sources, and coping mechanisms to deal with their FLTA, such as strategies related to self-improvement, teaching preparation and other strategies. Finally, the study has outlined the implications, including cultural orientation programs, English proficiency workshops, pedagogical trainings and mindfulness techniques. Despite several limitations, the current study suggests that bigger sample size, different EFL contexts, longitudinal studies, and other factors affecting FLTA could be investigated in the future.

Keywords: Foreign language teaching anxiety, Native EFL teachers, Non-native EFL teachers, Teacher anxiety, Teaching anxiety

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ANADİLİ İNGİLİZCE OLAN VE OLMAYAN İNGİLİZCE ÖĞRETMENLERİNİN YABANCI DİLDE ÖĞRETME KAYGISININ İNCELENMESİ

Zeyneb Berfin GENÇE

Yabancı Diller Eğitimi Anabilim Dalı

İngilizce Eğitimi Tezli Yüksek Lisans Programı

Anadolu Üniversitesi, Lisansüstü Eğitim Enstitüsü, Aralık 2024

Danışman: Doç. Dr. Safiye İpek KURU GÖNEN

Yabancı dil öğretme kaygısı (YDÖK), İngilizceyi yabancı dil olarak öğreten öğretmenler için önemli bir konu olmasına rağmen bu konuda yapılan çalışmaların sayısı azdır. Bu sebeple, bu karma yöntem araştırma çalışması, anadili İngilizce olan 118 ve olmayan 112 İngilizce öğretmeninin yabancı dil öğretme kaygısı seviyelerini, bu kaygının nedenlerini ve bu kaygıyla başa çıkma yollarını ortaya koymayı amaçlamıştır. Yakınsayan paralel tasarım yöntemi kullanılan bu çalışmada (Creswell, 2015), Yabancı Dil Öğretim Kaygı Ölçeği (Aydın ve Uştuk, 2020a) her iki grup öğretmenin ortalama düzeyde öğretim kaygısına sahip olduğunu göstermiştir. 12 İngilizce öğretmeniyle yapılan yarı-yapılandırılmış görüşmeler ise tematik analiz ile incelenmiştir. Ayrıca görüşmeler sonucunda, öğretim, kişilik, İngilizce yeterliliği ve diğer kaynaklar olmak üzere YDÖK'nın nedenleri, kendini geliştirme, öğretim hazırlığı ve diğer stratejiler olmak üzere, bu kaygıyla başa çıkma yöntemleri ortaya konmuştur. Son olarak, mevcut çalışma kültürel oryantasyon programları, İngilizce yeterlilik atölyeleri ve pedagojik eğitimler gibi tekniklerin gerekliliğini ortaya koymuştur. Ayrıca, gelecekteki araştırmalar için örneklem büyüklüğü, farklı bağlamlar, çalışma süresinin uzatılması ve YDÖK'nı etkileyen diğer faktörlerle ilişkisi gibi önerilerde bulunmuştur.

Anahtar Sözcükler: Ana dili İngilizce olan İngilizce öğretmenleri, Ana dili Türkçe olan İngilizce öğretmenleri, Öğretim kaygısı, Öğretmen kaygısı, Yabancı dil öğretme kaygısı

19/12/2024

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis, and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study and included these sources in the references section; and that this study has been scanned for plagiarism with the “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Zeyneb Berfin GENÇE

19/12/2024

DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE

I declare that I received support from a generative artificial intelligence program, ChatGPT, while preparing this thesis. I have received support from a generative artificial intelligence program for language translation and paraphrasing during the preparation of the thesis. I declare that I have checked the accuracy of the information I received from generative artificial intelligence programs. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Zeyneb Berfin GENÇE

ACKNOWLEDGEMENTS

First and foremost, I would like to extend my heartfelt gratitude to my supervisor, Doç. Dr. S. İpek KURU GÖNEN, for their invaluable guidance, patience, and encouragement throughout this journey. Their expertise and support have been a constant source of motivation, and I am truly grateful for their belief in me and my work.

I would also like to sincerely thank my jury members, Prof. Dr. Ali MERÇ and Dr. Öğretim Üyesi Işıl YALÇIN, for their insightful feedback and contributions to this study. Their perspectives and expertise have greatly enhanced the quality of this research.

I am deeply appreciative of all the EFL teachers across Türkiye who willingly participated in this study. Their time and honest reflections were the foundation of this research, and without their valuable contributions, this thesis would not have been possible.

Last but certainly not least, my deepest gratitude goes to my beloved husband and my forever support, Doğukan Hazar ÖZÇUBUK, for his unwavering love, support, patience, and encouragement. Through every challenge and late-night effort, you stood by my side, believing in me even when I struggled to believe in myself. Thank you for being my greatest source of strength and for sharing this journey with me and being my partner in this achievement and in life.

Zeyneb Berfin GENCE

Eskişehir 2024

TABLE OF CONTENTS

TITLE PAGE	v
JÜRİ VE ENSTİTÜ ONAYI	vi
ABSTRACT	iii
ÖZET	iv
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES ...	v
DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
1. INTRODUCTION	1
1.1. Background to the Study	1
1.2. Statement of the Problem	5
1.3. Significance and Purpose of the Study	8
1.4. Research Questions	10
1.5. Definition of Key Terms	10
2. LITERATURE REVIEW	12
2.1. Foreign Language Anxiety (FLA)	12
2.2. Foreign Language Teaching Anxiety (FLTA)	16
2.3. Research on Foreign Language Teaching Anxiety	18
2.3.1. Foreign language teaching anxiety-related research studies in EFL/ESL contexts	19
2.3.2. Foreign language teaching anxiety-related research studies in Türkiye	24
3. METHODOLOGY	28
3.1. Design of the Study	28
3.2. Setting and Participants of the Study	29
3.3. Instruments of the Study	36
3.3.1. Foreign Language Teaching Anxiety Scale (FLTAS)	36
3.3.2. Semi-structured interviews	37
3.4. Data Procedures	38
3.5. Data Analysis	40
4. RESULTS	43
4.1. The Level of Foreign Language Teaching Anxiety of EFL Teachers	43

4.2. Sources of FLTA	48
4.2.1. Teaching-related FLTA	53
4.2.2. Personality-related FLTA.....	59
4.2.3. English proficiency-related FLTA	63
4.2.4. Other FLTA factors	67
4.3. Strategies to cope with FLTA.....	70
4.3.1. Self-improvement	71
4.3.2. Teaching preparation.....	76
4.3.3. Other Strategies	80
CHAPTER 5.....	84
5. DISCUSSION	84
5.1. FLTA levels of EFL teachers	84
5.2. Sources of FLTA	86
5.3. Strategies for FLTA	91
6. CONCLUSION	96
6.1. Summary of the Study	96
6.2. Conclusions of the Study	98
6.3. Implications	101
6.4. Limitations and Suggestions for Future Research.....	104
REFERENCES.....	109
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 3.1. Demographic information of the participants	31
Table 3.2. Educational information of the participants.....	32
Table 3.3. Information on the interview participants	35
Table 4.1. Mean scores and standard deviations of the items	44
Table 4.2. Descriptive statistics results of native and non-native EFL teachers' FLTA	46
Table 4.3. Independent samples t-test results.....	47
Table 4.4. Information on the semi-structured interview participants	49
Table 4.5. Distribution of codes according to the main sources of FLTA.....	52
Table 4.6. Distribution of codes according to the teaching-related sources of FLTA	54
Table 4.7. Distribution of codes according to the personality-related sources of FLTA.....	59
Table 4.8. Distribution of codes according to the English proficiency-related sources of FLTA	64
Table 4.9. Distribution of codes according to the other sources of FLTA.....	67
Table 4.10. Distribution of codes according to main strategies to cope with FLTA	70
Table 4.11. Distribution of codes according to the self-improvement strategies to cope with FLTA	71
Table 4.12. Distribution of codes according to the teaching preparation strategies to cope with FLTA	77
Table 4.13. Distribution of codes according to the other strategies to cope with FLTA	80

LIST OF FIGURES

	<u>Page</u>
Figure 3.1. Convergent parallel research design.....	29
Figure 3.2. Qualitative data analysis process.....	41
Figure 4.1. Distribution of FLTA levels among native and non-native EFL teachers	47
Figure 4.2. Distribution of codes of teaching-related sources of FLTA among participants	58
Figure 4.3. Distribution of codes of personality-related sources of FLTA among participants.....	62
Figure 4.4. Distribution of codes of English proficiency-related sources of FLTA among participants.....	66
Figure 4.5. Distribution of codes of other sources of FLTA among participants.....	69
Figure 4.6. Distribution of codes of self-improvement strategies of FLTA among participants.....	75
Figure 4.7. Distribution of codes of teaching preparation strategies for FLTA among participants.....	79
Figure 4.8. Distribution of codes of other strategies for FLTA among participants	82
Figure 6.1. A summary of the implications of the study	104

LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
FL	: Foreign Language
FLA	: Foreign Language Anxiety
FLLA	: Foreign Language Learning Anxiety
FLTA	: Foreign Language Teaching Anxiety
FLTAS	: Foreign Language Teaching Anxiety Scale

CHAPTER 1

1.INTRODUCTION

The introduction chapter of this study will provide an overview of the background of FLTA, outline the statement of the problem, and discuss the significance and purpose of the study. It will also present the specific research questions guiding the investigation and define key terms essential for understanding the scope and focus of this research.

1.1.Background to the Study

Encountering challenges is a natural reaction one can have while they are experiencing new things, and that tends to impact individuals in numerous ways in their lives. Anxiety requires recognition and skilled management abilities to reach one's aims in life (Kim et al., 2015). This intense sense of tension is universal across different contexts, fields, and skill levels, such as education (Arabai, 2015). Even though they are one of the most crucial parts of the education field, it is quite usual for teachers, regardless of their pedagogical domain or level of expertise, to encounter difficult situations in the presence of their students or colleagues that cause them to feel hopeless and stressed during their teaching sessions (Farhadi, 2021). Since this makes it imperative to emphasize and draw attention to the fact that teacher anxiety has an equal amount of weight and impact as learner anxiety does, and that teacher anxiety should not be disregarded or underestimated (Merç, 2015; İpek, 2016; Young, 1991).

Additionally, both new and experienced teachers go through stages related to various aspects of teaching, which can cause a variety of emotions like excitement, happiness, stress, and nervousness (Aslrasouli & Vahid, 2014). It can be understood that regardless of demographics related to teaching, academic degree, experience, gender, or native or non-native English-speaking status, teachers consistently struggle with these emotional states while performing their professional obligations (Eren, 2020). Furthermore, teachers need to learn how to effectively control their emotions to maintain the best possible learning and teaching atmosphere since their anxiety levels while teaching also directly affect their learners' anxiety levels during their learning process (Elkhafaifi, 2005; Horwitz, 2001; Matsuda & Gobel, 2004; Mercer, 2018). As the language students already tend to experience high levels of anxiety when they are learning a language, their teachers' anxiety greatly

affects their performances in the classroom (Awan et al., 2010; Chastain, 1975; Merç, 2015; Sparks et al., 2000).

In the field of language education, specifically when it comes to teaching English to students who are studying English as a foreign language (EFL), language teachers in this field are responsible for teaching their students not just the language but also a language environment, its importance in their daily, educational, and professional lives, and its cultural aspects (Yashima, 2002). As EFL teachers, they are responsible for trying to take their lessons outside the classroom and giving them a deeper, more meaningful purpose to promote a better teaching and learning process (Atifnigar, 2024; Boroujeni et al., 2015; Obodo, 1990; Williams & Andrade, 2008). Moreover, it was evidenced in the literature that there is a big and an important difference between speaking a language and teaching that same language to others (Cheng, 2023; Horwitz, 1996; Novitasari & Murtafi'ah, 2022). Therefore, it is necessary to emphasize that emotional areas, particularly anxiety, play a vital role in language teachers' working lives, which makes it one of the most important areas of research in the field of ELT.

The world of teaching a language involves various dimensions, including classroom administration, following instructional guidelines, parent-student interactions, assisting students in adjusting to the academic environment, and the thought process for the classroom size (İpek, 2016). What is more, Liu and Wu (2021) stress that teaching non-native speakers, teaching a foreign language to unwilling students who tend to get demotivated easily during the teaching process, drawing the interest of these pupils by trying to catch up with the trending and attention-getting topics, resolving student confusion, and negotiating the difficulties of managing packed classrooms are separate stages that teachers must go through. Similarly, Kralova and Tirpakova (2019) suggest that educators with high levels of anxiety may struggle to use the target language in foreign language (FL) teaching. This event is known as Foreign Language Teaching Anxiety (FLTA).

To fully understand EFL teaching anxiety, a subcategory within educational anxiety types, it is important to explore this type of anxiety. FLTA is a specific type of anxiety that can negatively impact teachers' performance, self-esteem, and self-efficacy, as well as their ability to positively affect their students' language learning processes, and it can also affect teachers' personal interactions with students and their capacity to motivate their language

students (Aydın, 2016). In a similar vein, according to İpek (2016), FLTA is simply referred to as a stress-provoking sensation in English language teachers that occurs while they are teaching the target language. Correspondingly, Mercer (2018) characterized FLTA as a negative feeling that foreign language teachers with low English proficiencies may have when they feel provoked while teaching their EFL learners, causing hardships in the learning and teaching processes.

In addition to having a pessimistic and depressive attitude toward their students and the teaching profession, educators who are experiencing high levels of anxiety may start to doubt their academic knowledge and teaching abilities (Mercer, 2018). Therefore, this could hinder productive classroom participation, and it could lower students' motivation and academic performance (Acheson et al., 2016; Kırmav, 2010). Moreover, Mercer et al. (2016) claim that a teacher's academic career may be in danger depending on the intensity of their anxiety related to teaching. In line with this, Aydın (2016) discovered that teaching anxiety had a negative effect on EFL teachers' successes, emotional health, and coping mechanisms. Similarly, Böttger and Költzsch (2020) stress the essential role of effective communication in the classroom settings, highlighting that a teacher's high communication abilities or reluctance to engage in communication becomes notably significant. The classroom necessitates teachers to communicate proficiently, with such communication significantly influencing the teacher-student dynamic, the classroom environment, and student learning outcomes (Mercer et al., 2016).

Since teachers play such a crucial role in education, experiencing anxiety is a normal part of their work (Cowie, 2011; Wiczorek, 2016). For non-native foreign language instructors, anxiety is more problematic, making it more difficult to manage anxiety in a classroom environment (Öztürk, 2016). As individuals facing difficulties in both language learning and teaching, non-native educators have gotten scholarly interest as English language instructors and lifelong learners. Horwitz (1996) stresses that the non-native status has been seen as a weakness, shifting the focus of academic research from non-native EFL students to non-native EFL teachers. Since they have also been language learners, non-native language instructors may relate to the common negative feelings that learners get when they are learning a new language (İpek, 2016). This is also true for native EFL teachers, whose nervousness can have a significant impact on how they teach, what kind of language input

they give students, and how effective they are as role models (Yentürk & Dağdeviren-Kırmızı, 2020). Furthermore, Ghane and Razmi (2023) argue that both the EFL teachers who are native and non-native speakers of the language dedicate a significant amount of time, energy, and motivation to learning the language in detail to teach, which causes them to set performance and competence standards that may be naturally too high, which in turn creates a feeling of discomfort. When teaching foreign languages, prolonged exposure to such feelings might lead to the development of chronic language anxiety (Bielak, 2022). In the realm of foreign language teaching, in addition to anxiety hindering the act of teaching itself, the language itself can become an anxiety-inducing factor for both native and non-native EFL teachers (Bozavlı & Gülmez, 2012). Previous investigations on the sources of anxiety in foreign language teaching indicate key topics of such worries regarding language performance, the delivery of instructions, and the teaching of grammar (İpek, 2006; Merç, 2015; Numrich, 1996).

Horwitz (1996) launched the investigation into FLTA while also examining the students' perspectives on Foreign Language Anxiety (FLA). He also brought attention to the nuanced experiences of FLTA, asserting that educators, like students, struggle with anxiety within the classroom environment. Mercer et al. (2016) supported the notion that language teacher psychology qualities deserve equal consideration in research agendas as that of language learners. Despite this reinforcement, FLTA remains a relatively underexplored domain in the field of education, and research on FLTA has grown in prominence recently (Atifnigar, 2024; Aydın, 2021; Farhadi, 2021; Mercer et al., 2016). Research studies highlight the fact that anxiety related to teaching foreign languages hinders the pedagogy of EFL instructors (Aydın, 2016; Kim & Kim, 2004), their self-efficacy (Eren, 2020; Gorospe, 2022; Merç, 2015), and even their personal lives (Liu & Wu, 2021). The literature on anxiety in foreign language education (Aydın & Uştuk, 2020a; İpek, 2006; Kim & Kim, 2004; Merç, 2011) has provided additional frameworks for a distinct understanding of this phenomenon, which is helpful in directing future research initiatives in this field. As it was presented earlier, there is still a need for better insight into the issue since this stress-provoking phenomenon affects the foreign language teachers' professional performance, their mental health, as well as their learners' learning processes negatively (Cowie, 2011).

Within the light of this information, this study aims to explore and have a broader understanding of the levels and sources of FLTA between the native and non-native participants, the strategies that EFL teachers use to cope with FLTA, and to find out the possible similarities and differences between native and non-native EFL teachers regarding their FLTA.

1.2.Statement of the Problem

Although anxiety in education has received a lot of attention, especially when it comes to language learning as language students (Chen & Hwang, 2022; Daymiel et al., 2022; MacIntyre & Gardner, 1991; Zheng, 2008), studies focusing on instructors' worries are still scarce (Aydın, 2021). The idea that educators are a never-ending source of knowledge makes this neglected subject more challenging (Evişen, 2021), particularly when it pertains to teaching foreign languages (Wern & Rahmat, 2021). Teachers may feel anxious and have low self-efficacy, much like their students, even if it is expected of them to reduce anxiety in their students and even motivate them to learn (Gorospe, 2022). Additionally, Sari and Anwar (2021) draw attention to the challenges faced by language teachers who must constantly be prepared to speak the language in classes. The need to always be prepared and have in-depth knowledge can cause anxiety in teachers: teachers need to stick to course materials, teach materials only they are already familiar with, and avoid dialogues with students and their questions (Liu & Wang, 2023). Similarly, Ouastani (2020) emphasizes the absurdity of denying the existence of anxiety related to teaching foreign languages and calls for recognition of this widespread phenomenon.

Recently, although there has been a greater recognition of teaching anxiety in EFL classrooms (Aydın, 2021), the bulk of research to date has focused on the causes of anxiety related to teaching foreign languages of pre-service teachers. The latest studies concerning FLTA of pre-service teachers (e.g., Novitasari & Murtafi'ah, 2022; Tüfekçi-Can, 2018) discovered that pre-service teachers feel anxious while teaching English. An example of such studies is Cheng's (2023) review of literature regarding pre-service EFL teachers in the Chinese context. The results of the literature review showed that while doing their practicum teaching, pre-service EFL teachers felt very insecure. With similar findings, Sanjaya et al.'s (2024) study, including three pre-service EFL teachers in Indonesia, revealed that pre-service

EFL teachers struggle with high levels of FLTA. Another example is the study of Li et al. (2023), conducted with seventy-two pre-service EFL teachers in China, which showed similar results. Pre-service EFL teachers had high FLTA levels. Overall, there are other studies in the literature that also found similar results regarding the high FLTA levels of pre-service EFL teachers (e.g., Akinsola, 2014; Ao et al., 2024; Ardi et al., 2023; Aydın & Uştuk, 2020a; Charisma & Nurmalasari, 2020; Mardhatillah et al., 2024; Merç, 2015).

Furthermore, a similar and insufficient number of research studies have examined FLTA of in-service teachers in different contexts. The studies in the literature concerning FLTA explored and presented the high incidence of anxiety among in-service EFL teachers. As an example, Klanrit and Sroinam (2013), in their study conducted with 673 in-service EFL teachers, uncovered that the participant in-service EFL teachers were suffering from high levels of FLTA while teaching English. Yielding similar findings, other studies in the literature also called attention to the matter in relation to FLTA of in-service EFL teachers (e.g., Ameen et al., 2002; Aslrasouli & Vahid, 2014; Han & Tulgar, 2019; İpek, 2006; Kim & Kim, 2004; Numrich, 1996; Ouastani, 2018; Öztürk, 2016).

Alongside these matters, prior research has primarily focused on non-native EFL teachers, creating a knowledge gap on whether FLTA problems affect native EFL teachers equally. As an illustration, although it is an outdated but pioneering study in the field of ELT, Numrich's (1996) study sheds light on the difficulties regarding grammar instruction and expertise among inexperienced native English as a Second Language (ESL) teachers. Even for native speakers, there is a difference between teaching and speaking a language, which emphasizes the importance of further research.

The current research was conducted within the dynamic educational context of Türkiye, a country renowned for its rich cultural heritage and strategic geopolitical positioning bridging Europe and Asia. Specifically focusing on the domain of EFL instruction, the study took place within the realm of private language schools scattered across diverse regions of Türkiye. These private language schools represent significant pillars of language learning and cultural exchange, catering to a diverse array of learners seeking proficiency in English, the global lingua franca (Norley et al., 2016). Türkiye's educational landscape is characterized by its multicultural character, reflecting a union of historical influences and global interactions (Yaman & Şahin, 2019). Despite Türkiye's growing

emphasis on English as a medium for international communication, the field of EFL teaching continues to face challenges, such as inequalities in teacher training, classroom resources, and student motivation (Kırkgöz, 2007). Moreover, the cultural expectation of fluency in English places considerable pressure on both teachers and learners, further complicating the teaching process in diverse educational settings (Öztürk & Gürbüz, 2016). This unique blend of cultural and linguistic diversity provides a fertile ground for exploring the complexities of FLTA among both native and non-native English language teachers living and working in Türkiye (Aydın, 2021; Aydın & Uştuk, 2020a). Studies focusing on FLTA within Türkiye have highlighted the nuanced challenges faced by EFL teachers, including linguistic proficiency, cultural adaptation, and institutional expectations (Merç, 2011; Öztürk, 2016). However, much of this research has concentrated on either pre-service teachers or specific institutional contexts, leaving a gap in understanding FLTA among practicing EFL teachers, particularly within private language school environments. The decision to situate the study within Türkiye was deliberate, as it offered a microcosm of the broader challenges and opportunities essential in EFL education, particularly within private language school settings, as in the case of the current study.

Exploring the impact of teaching anxiety on the teaching-learning process in Turkish EFL classrooms is crucially important, as it affects both native and non-native EFL teachers. The researcher, who is a native speaker of both English and Turkish, was inspired to investigate this subject after witnessing several incidents coming from both native English-speaking and non-native English-speaking colleagues who have been experiencing anxiety when they are engaged in teaching-related activities. For this reason, the researcher wanted to find out where FLTA might be coming from in her colleagues and other native and non-native EFL teachers, as well as how to deal with it more effectively by getting information from native and non-native in-service EFL teachers and then share the results and strategies with other EFL teachers who may be having trouble with FLTA. Thus, further research is needed to provide both native and non-native EFL teachers with guidance on how to create a calm, interesting, and productive learning environment for both them and their learners by lowering their FLTA levels through strategies used by other EFL teachers suffering from high levels of FLTA while teaching English (Aydın, 2016).

1.3. Significance and Purpose of the Study

Teaching a foreign language can be a complex and demanding task for both native and non-native EFL teachers (Dervic & Bećirović, 2019). This challenge can give rise to various issues, puzzlements, and even problems that can have an adverse impact on their professional lives. EFL instructors are expected to be well-prepared, have in-depth subject knowledge, and respond to questions from students promptly (Hakimian, 2024). However, it is not always possible to do so. When many factors are considered, teachers are required to do more than just teach English. They also need to plan lessons, manage the classroom, adjust to the changing needs of the students, and deal with reluctant students. As a result, teachers may experience unwanted apprehension and stress when they are teaching English (Altaai & Gokgoz-Kurt, 2023).

Due to the anxiety's broad definition, it would be most beneficial to identify and observe it in distinct circumstances. A high number of research studies have been conducted on anxiety related to foreign languages throughout the years; however, anxiety related to teaching foreign languages is new in the field of foreign language research (Aydın, 2021). Moreover, in the literature of language education, there has been a lack of studies focusing on the FLTA of not only the non-native EFL teachers but also of the native EFL teachers (Demir, 2017). Although the FLTA of native English-speaking EFL teachers has not been studied as much as the FLTA of non-native pre-service and in-service EFL teachers, even the results of the studies with non-native EFL teachers that have already been done on FLTA (İpek, 2006; Kim & Kim, 2004; Liu and Wu, 2021; Ouastani, 2018; Öztürk, 2016; Tum, 2010) demand attention to the problem. Therefore, this research aims to offer a greater understanding of the current state of anxiety related to foreign language instruction in the Turkish EFL environment, focusing on both native and non-native EFL teachers.

Since FLTA is a topic which has been studied recently, studies on Foreign Language Learning Anxiety (FLLA) and FLTA of the candidate EFL teachers are evident when the literature is revised (Azidatun-Noor & Fazilah, 2024). On the other hand, the condition of in-service EFL teachers has not been sufficiently studied regarding the anxiety levels of native and non-native EFL teachers and the origins of their teaching anxiety. Research on this subject therefore intends to clarify the situation of in-service native and non-native EFL teachers and comprehend the causes of their worries while teaching English. Furthermore,

by identifying the triggers for FLTA, it might be possible to explain why these in-service EFL teachers experience anxiety and, as a result, reduce their anxiety levels. In conclusion, this short background information on FLTA suggests that there are not many studies that look at FLTA of both non-native and native EFL teachers. This means that a study like this would make a significant difference in the body of research (Aydın 2016; Tomohisa, 2011).

Following the previous information, the researcher, as one of the native EFL teachers and who is a native speaker of both English and Turkish, noticed that both native and non-native EFL teachers expressed anxiety and negative feelings about teaching English in a classroom setting (Demir, 2017; Numrich, 1996). Because the sample of this study includes both native and non-native EFL teachers, it can benefit the teaching field that is assessing the FLTA levels of EFL teachers and contrasting native and non-native participants could shed more light on the causes and effects of FLTA. Therefore, this study aims to identify similar and dissimilar FLTA traits among EFL teachers who are native speakers and non-native speakers. By focusing on FLTA of native and non-native EFL instructors more broadly, this study aims to add to the body of literature and validate earlier research in this field. For these reasons, the primary goal of this study is to compare the anxiety levels of native and non-native EFL teachers. Also, this study aims to identify the factors that cause EFL teachers to have FLTA and the coping mechanisms they employ to deal with FLTA.

Overall, because of the attempt to fill in these gaps on this specific matter related to the FLTA of EFL teachers in the literature, this study may provide valuable and useful information for the native and non-native EFL instructors, who are suffering from FLTA, in the future. Also, the information and findings coming from this study will assist and encourage not only the EFL teachers but also the other stakeholders, such as policymakers, government officials, and, more importantly students, to acknowledge the importance of FLTA. Hence, it is possible that the information regarding FLTA's current state among native and non-native EFL teachers, the variables associated with teaching anxiety, and the recommendations made at the study's conclusion will increase every stakeholder's knowledge of FLTA. Through this investigation, it is also hoped to gain a comprehensive understanding of FLTA and to suggest potential remedies to get rid of or lessen the possibility that it would negatively impact native and non-native EFL teachers.

1.4. Research Questions

Thus far in the literature, there has been a lack of research concerning the FLTA of native and non-native EFL teachers in Türkiye. More research is needed to explain the FLTA levels, sources, and strategies of native and non-native EFL teachers. This is in response to Farhadi's (2021) call for more research to find ways to lower the FLTA levels of EFL teachers, get rid of the sources of FLTA, and give FLTA-affected EFL teachers helpful ways to deal with and navigate their FLTA. Consequently, the following research questions serve as a guide for this study:

1. a. What is the FLTA level of native and non-native EFL teachers in Türkiye?
b. Is there a difference between the FLTA levels of native and non-native EFL teachers?
2. What are the reported FLTA sources experienced by native and non-native EFL teachers?
3. a. How do native and non-native EFL teachers cope with the sources of FLTA?
b. What strategies do native and non-native EFL teachers propose for managing these anxiety-inducing factors?

1.5. Definition of Key Terms

In this section, the terms that will be mentioned in this study will be explained. The definitions of these terms are given below:

Anxiety: The term anxiety was described as a negative and unpleasant feeling which is triggered by the sense of a potential unpleasant situation occurrence. (Akhtar, 2009).

Teaching Anxiety: The term was defined by Thomas (2006) as feelings stopping teachers from starting, continuing, or finishing a teaching task, thereby affecting their overall performance and effectiveness in the classroom.

Foreign Language Anxiety: Foreign Language Anxiety was explained as a personal and distinct mixture of beliefs, self-perceptions, actions, and emotions related to acquiring a

language in a foreign language classroom environment, coming from the uniqueness of the language learning experience. (Horwitz et al., 1986).

Foreign Language Teaching Anxiety: The term was characterized as an emotional and affective condition in which a foreign language teacher suffers from stress coming from personal, conceptual, motivational, and technical problems prior to, during, and after their teaching activities. (Aydın, 2016). In the same vein, the term is also defined as an anxiety type which is felt by EFL instructors of the target language (İpek, 2016).

English Language Teaching Anxiety: According to Suwannaset & Rimkeeraikul (2014), the term was defined as the stress which is directly related to the use and instruction of the English language in English classroom settings, causing anxiety and undesirable emotional responses from EFL instructors.

Native Speaker: The term itself referred to an individual who has learned the language as their primary language throughout their childhood, possessing an instinctive understanding of the language, naturally using it with accuracy, fluency, and appropriateness accordingly (Thornbury, 2006). In parallel with this, the term is also explained as a person who comes from, as Kachru (1985) calls, the ‘inner circle’ countries, also known as the nations, where English has been spoken as a native language (Kiczkowiak & Lowe, 2024, p. 1410).

Native English Teacher: Medgyes (2001) defined the term as an English instructor who is a native speaker of the English language.

Non-Native Speaker: According to Deng et al. (2023), a non-native speaker is a person who learns the target language as a second or foreign language throughout their life.

Non-Native English Teacher: The term was identified as an individual for whom the English language is a second or a foreign language, sharing the same native language as their EFL students (Medgyes, 2001).

CHAPTER 2

2.LITERATURE REVIEW

This chapter offers a comprehensive outline of the relevant research in Foreign Language Teaching Anxiety (FLTA) under three main parts. The first section begins by introducing Foreign Language Anxiety (FLA) along with detailed information about different definitions of anxiety, the types of anxiety, and the definition of FLA. The next section presents the definition of FLTA as well as the importance of recognizing FLTA. The last section delves into the research studies which have been done in the literature regarding FLTA.

2.1. Foreign Language Anxiety (FLA)

Anxiety is a universal human experience, and it manifests in various forms and countless contexts, exerting its influence on individuals' thoughts, emotions, and behaviors (Mash & Wolfe, 2002). Therefore, anxiety has started becoming a popular term to have a deeper understanding in the last century, and since then, numerous definitions have been proposed to explain what constitutes anxiety by the scholars and researchers all around the world (e.g., Akhtar, 2009; Sarason, 1975; Selye, 1976; Spielberger, 1983). To give an example, anxiety is a complex interplay of physiological arousal, cognitive appraisals, and emotional responses to perceived threats or challenges (Leary, 1991). To give another example, anxiety is described as an aftermath of stress and an agent of the impact of stress on people's behavior (Spielberger, 1966). Later, as an updated definition, anxiety was described to be associated with sensations of impending danger and terror, causing human beings to feel an unpleasant and dysphoric sense (Akhtar, 2009). In addition, anxiety can also be described as the result of psychological signals like nervousness and high pulsation (Yoon, 2012). Additionally, she also stated that anxiety is the result of self-doubts over one's ability to manage stress. In another explanation of anxiety, Kral'ova and Soradova (2016) defined anxiety as a condition of both mind and body that is characterized by behavioral, emotional, cognitive, and physical manifestations. Considering all the definitions of anxiety mentioned above, most academics and researchers agree that anxiety is associated with tension, uneasy thoughts, and visible symptoms in people.

To understand and discuss this term better, there have been numerous types of anxiety proposed by the scholars since the term has been classified from different perspectives. To start with the initial categorization of anxiety in the literature, Alpert and Haber (1960) stated that anxiety consists of two types: debilitating anxiety and facilitating anxiety. On one hand, the facilitating anxiety of one individual may be helpful for them to better their performance and boost their potential, even going beyond their existing potential to achieve a goal (Ahmed, 2024). Additionally, according to Kobul and Saraçoğlu (2020), feeling concerned might inspire individuals to do tasks more effectively. On the other hand, debilitating anxiety, being the opposite of facilitating anxiety, may harm one's performance and prevent them from excelling at their deeds (Akinmulegun & Kunt, 2017).

Furthermore, Philips (1992) categorized anxiety as state anxiety and trait anxiety. First, state anxiety is described as situation-specific anxiety that mostly happens in intimate settings (Atifnigar, 2024; Woodrow, 2006). On the other hand, trait anxiety is characterized as learning to experience anxiety in a variety of situations (Horwitz, 2010). Furthermore, as Atifnigar (2024) stated, state anxiety is associated with subjective sensations of uneasiness and is believed to be an occasional condition, whereas trait anxiety is thought to be a consistent personality feature that reflects differences in how people respond to stressful circumstances (Fitriah & Muna, 2019). Trait anxiety is characterized by a general feeling of anxiety in every circumstance. However, Atifnigar (2024) and Brown (1994) stated that persons with state anxiety are said to become apprehensive in certain settings and at specific times. Alazeer and Ahmed (2023) believe that one example of state anxiety could be test anxiety.

Similarly, MacIntyre and Gardner (1989) divided anxiety into two types: communication anxiety and general anxiety. According to MacIntyre and Gardner (1989), communication anxiety is related to concerns that emerge when there are dialogues and speaking involved, while general anxiety resembles state anxiety, which is like test anxiety. Moreover, Spielberg (1983) mentioned a new type of anxiety to be categorized along with state anxiety and trait anxiety, which is called situational-specific, and it was stated that situational anxiety happens in specific situations (Suwannaset & Rimkeeraikul, 2014). According to Akinmulegun and Kunt (2017), language anxiety is situation-specific and should be studied in relation to specific second or foreign language settings that cause worry

among the language learners and EFL teachers. Lane (2010) also notes that because of language students' and teachers' lack of confidence and their elevated levels of worry regarding English, this type of anxiety is the most dangerous type of anxiety, although it is exceedingly difficult to avoid in the FLTA classrooms. As previously mentioned, individuals might be suffering from facilitating anxiety, debilitating anxiety, state anxiety, trait anxiety, communicative anxiety, general anxiety, or situational anxiety in different scenarios because of distinct reasons, as it was explained earlier. Regardless of the sort of anxiety people experience, they exhibit comparable reactions to worry when learning or teaching a foreign language.

Learning a new language is like venturing into uncharted territory; it requires new obstacles, increased concentration, mostly voluntary involvement, and active engagement by students and instructors (Frashini & Park, 2022). On the other hand, in educational settings, anxiety emerges as a significant factor impacting learning and teaching dynamics, shaping both students' and teachers' engagement, motivation, and academic performance (Jedynak 2011; Liu, 2012). As instructors struggle to create supportive and encouraging learning environments for their students, they grapple with the challenges of managing their own anxieties while concentrating on those of their students (Shillingford-Butler et al., 2012). Similarly, this shared relationship between teacher and student anxiety highlights the intricate interaction between affective states and educational outcomes (Jedynak, 2011). Furthermore, the recognition of anxiety as a dynamic and context-dependent phenomenon prompts a deeper exploration into its manifestations within specific educational contexts, such as foreign language learning environments (Benamara & Behlhadj, 2022). Moreover, teachers who experience anxiety while teaching, resulting from numerous sources such as classroom management, student interactions, and assessment pressures, profoundly influence their instructional practices and professional well-being (Çapan et al., 2024).

As a distinct subset of anxiety in educational contexts, Foreign Language Anxiety (FLA) has long been a popular topic on which people have differing viewpoints (Frashini & Park, 2021). Several academics have studied how FLA affects language teaching throughout the years (e.g., Bailey 1999; Gardner & Leak, 1994; Jedynak, 2011). To put it simply, FLA refers to the anxiety that students or teachers experience when learning or teaching a foreign language (Suwannaset & Rimkeeraikul, 2014). Likewise, the term encompasses the

apprehension and unease experienced by individuals when engaging in language-related tasks, such as speaking, listening, reading, and writing in a non-native language (MacIntyre et al., 2020). Initially, Horwitz et al. (1986) defined it as a unique system of self-perceptions, beliefs, emotions, and actions associated with language acquisition in the classroom, coming from the individuality of the language learning experience.

To elucidate further, Gerencheal and Mishra (2019) defined FLA as an increased level of tension, nervousness, and concern associated with learning a second or foreign language. Similarly, Chen and Chang (2004) defined language learning as a complex process involving the affective domain, which is as crucial as the cognitive domain. It involves emotions and feelings, personality traits, and qualities like self-esteem, empathy, and introversion. Horwitz (2001) emphasizes that language learning indirectly affects our emotional lives, but language anxiety, an invisible aspect, can cause problems. In addition to the explanations and definitions of FLA above, Klanrit and Sroinam (2012) defined it as a common sensation of language learners when learning a new language, although both students and teachers experience FLA.

Furthermore, teaching a foreign language can cause teachers to experience stress, known as Foreign Language Teaching Anxiety (FLTA) (Mercer et al., 2018). Within the domain of EFL instruction, FLA assumes particular significance, given the global prominence of English as a lingua franca and the diverse backgrounds of learners and teachers (Tüfekçi-Can, 2018). Understanding and addressing FLA among EFL teachers and learners is a key point for promoting effective language acquisition and increasing communicative competence (Eren, 2020). As educators navigate the complexities of language instruction, they must be aware of the myriad factors that contribute to anxiety in the language learning process (Kral'ova & Soradova, 2016). As a result, it should be accepted that some scenarios, such as the hardship of teacher-parent relationships and contacts with the other teachers in the facility, cause tension and nervousness for teachers (Shillingford et al., 2012). Furthermore, as language teachers are expected to adopt whatever modern technology that comes their way, the competitive technology landscape of today may put additional burdens on their shoulders (Henderson & Corry, 2021).

Correspondingly, MacIntyre et al. (2019) highlight the significance of language anxiety, noting that while it may not impact language instruction, it poses a risk to the mental

well-being and professional fulfillment of instructors of foreign languages. Likewise, Mousavi (2017) states that by acknowledging and mitigating the impact of FLA, teachers can create supportive and inclusive learning environments that empower students to overcome linguistic challenges and cultivate their proficiency in English. In addition to explaining how it relates to teaching and teachers, that really provides us with a reason to consider it a problem that needs to be researched (Alrashidi, 2022).

Over the years, many researchers have looked at FLA and how it relates to various situations, skills, and factors (e.g., Bailey et al., 1999; Kuru-Gönen, 2009; Matsuda & Gobel, 2004; Saito et al., 1999), as well as its causes and impacts on the FLL process (e.g., Aida, 1994; Alrabai, 2015; Cheng, 1998; Gannoun & Deris, 2023). Consequently, FLA's significance has been established in the education field, although there is still room for a deeper insight into FLA in different contexts. Thus, unraveling the intricacies of FLA not only enhances our understanding of language teaching and learning dynamics but also informs the development of evidence-based pedagogical strategies tailored to the diverse needs of EFL learners and educators.

2.2. Foreign Language Teaching Anxiety (FLTA)

The teaching profession is a stressful job to have, and, because of that very reason, there are many anxious teachers who feel worried and stressed while doing their jobs (Alrashidi, 2022). A teacher has various responsibilities and problems about being a teacher and being a part of an institution of teaching and shaping human minds (Kazazoğlu, 2020). Such responsibilities and issues that make teachers stressed and anxious include staying at school and doing extra work that is not related to their students' learning process, lack of teaching materials and supplies at school, misbehavior of their students, and lack of support from their institutions (Türkmen, 2019). On a similar note, Han and Takkaç-Tulgar (2019) stated that teachers tend to feel anxious when they feel like their students do not like them, when they feel like they have to maintain discipline in their classrooms all the time, when they have to know everything related to the topic they need to teach and they should not make any mistakes while teaching, and also when they have to personally reach and interact with the other teachers and students' parents.

In addition, how effectively a teacher can teach depends on numerous aspects, such as their motivation to teach and their attitudes towards teaching (Öztürk, 2016). Another important aspect that changes and affects the effectiveness of a teacher during teaching is anxiety. Both pre-service and in-service teachers are experiencing this phenomenon, and both new teachers and teachers with years of experience in their fields experience this type of anxiety (Dişli, 2020; Merç, 2010). According to Gong et al. (2013), there are three ways in which teachers could feel anxious. Firstly, teachers' unpleasant or frightful thoughts might be a cognitive manifestation of anxiety. Secondly, physiological signs of teachers' anxiousness include elevated heart rate, fast breathing, and increased sweating. Finally, stuttering while teaching, having tense muscles, and shivering from time to time are examples of motorial displays of anxiety.

Moreover, anxious teachers can cause some issues in their classrooms, such as giving students confusing and unnecessarily long answers when they ask a question, being sarcastic all the time while communicating with their students, making disturbing comments about students, openly having favorite and disliked students, altering their moods too rapidly and dramatically, and paranoidly and obsessively thinking about what their students are thinking about them (Williams & Andrade, 2008). Furthermore, Kim et al. (2004), in line with Moskowitz and Dewaele's (2021) study, discovered that the primary symptoms of teachers' emotions include feeling tired, frustrated, nervous, sad, and angry. The most frequently mentioned physical signs of stress include headaches, elevated blood pressure, heart palpitations, and stomach acid. Psychological signs of teaching anxiety include shyness, self-consciousness, apprehension, and even panic (Rivers, 2022). Additionally, the signs of this type of stress are also said to be noticeable and observable (Kyriacou, 2001).

Considering the information so far, teaching anxiety became more popular as interest in anxiety studies grew, and the scholars who are interested in teaching anxiety have defined the phenomena in ways that are like each other but different from one another (Çapan et al., 2024). To illustrate, teaching anxiety is seen as an emotion whose intensity fluctuates over time and as a transient feature of teaching that happens in connection to teaching scenarios inside and outside of the classroom (Li et al., 2024). Additionally, another definition for teaching anxiety defines the term as the tension response to classroom circumstances, which might be felt in terms of reasoning and motor function (Suwannaset & Rimkeeraikul, 2014).

Furthermore, according to Aydın (2016), teaching anxiety is characterized as a temporary situational feature of teaching, representing an emotional state that might fluctuate in the degree of intensity and may reduce and lower with experience. Similarly, İpek (2016) defined FLTA as a feeling of high concern and worry that English language teachers experience while they are teaching the language. This kind of anxiety is particularly common among high performers who have idealistic, often unrealistic, perfectionist attitudes toward teaching languages (Kim & Kim, 2004).

In this sense, the literature has examined teaching anxiety in a variety of educational environments in relation to numerous variables and factors. Foreign language teaching classes are among the situations that have been studied the most. Anxiety related to teaching foreign languages is a new topic of study for FLA. According to Aydın (2021), who examined the research studies on the topic between 1973 and 2008, there has been an accumulation of scholarly investigations on teaching anxiety in the past ten years. Furthermore, their results indicated that, after teaching anxiety among math teachers, English teachers' teaching anxiety was the second most researched topic in the field. Although it is mostly linked to non-native teachers since it is believed that when they are nervous, they are more likely to suffer from language-related failures, which manifests itself in their limited use of L2 and communicative activities (Çapan et al., 2024), native English speakers who teach English to EFL learners also feel foreign language teaching anxiety while teaching their native language (Gannoun & Deris, 2023; Numrich, 1996).

2.3. Research on Foreign Language Teaching Anxiety

The manifestation of FLTA among EFL teachers has been investigated in numerous studies in the literature. Numerous research studies in the literature have investigated the phenomena of anxiety related to teaching foreign languages. The research on FLTA is presented in the first two sections of this part. The first section deals with the research conducted in the EFL/ESL context, while the second section focuses on research studies focusing on FLTA in Türkiye.

2.3.1. Foreign language teaching anxiety-related research studies in EFL/ESL contexts

Although FLTA has been attracting scholars' attention in the literature over the years (e.g., Borg et al., 1991; Horwitz, 1996; Kyriacou & Sutcliffe, 1978), it has been an underrated topic. According to those rare studies, there is too much stress in their line of work for English teachers. Additionally, studies on English instructors have shown that the anxiety of instructors has an impact on students' performance, attendance, and attitude toward the language and school. As a leading example in the literature, Numrich (1996) conducted one of the initial investigations on the anxiety felt during FL teaching practice. While this event is primarily linked to non-native language speakers, Numrich worked with native ESL teachers, which makes this study significant for this literature review. The qualitative data from the diaries of twenty-six inexperienced ESL teachers helped to identify the four main causes of anxiety among the participants. These sources were the assessment methods, time management in the classroom, task instructions, and the perception of not knowing enough about teaching grammar. Similar findings on instruction, assessment, and successful grammar instruction were noted when comparing these studies on novice and pre-service non-native EFL teachers.

Second, Kim and Kim (2004) conducted a study on 147 in-service EFL teachers in Korea. The researchers developed the Foreign Language Teacher Anxiety Scale (FLTAS) specifically for their study, and the scale was based on Horwitz (1996). Also, open-ended questions were used to collect additional data for the study. The results revealed that EFL teachers experienced anxiety, and they felt highly anxious when faced with unexpected questions and when teaching a foreign language. They had greater anxiety than usual when they were being observed when they were to teach a skill like speaking, writing, listening, reading, or speaking.

Furthermore, Mousavi (2007) compared the stress-inducing factors for native and non-native EFL teachers. A survey was given to sixteen native and sixteen non-native speakers of English. Eight participants from each group were then interviewed. While the non-native teachers identified their workload, students' misconceptions, and perceived language proficiency as specific stress causes, the native teachers thought that their observations in the classroom were especially taxing. In Mousavi's (2007) study, although it was made clear that both native and non-native EFL teachers felt anxiety while teaching English to their students,

non-native EFL teachers had higher levels of stress than native teachers, and non-native teachers also had less teaching experience.

Additionally, Machida (2011) conducted a study on FLTA and its causes in Japanese teachers of English in elementary schools. The purpose of the study was to determine how anxious teachers were about teaching English and about their own level of English competence. Teachers' coping mechanisms for their anxieties when teaching foreign languages were also addressed in the study. The study included 133 Japanese teachers along with a native teacher and an in-service teacher trainer. The Teacher Foreign Language Anxiety Scale is an 18-item, five-point Likert-type scale designed to measure language anxiety with respect to proficiency. The Situational Teacher Anxiety Scale, which examined anxiety in educators, consisted of fifteen items about scenarios that could cause anxiety. The study also included a survey and interviews with the selected teachers of English. The findings showed that 90.2% of participant English teachers felt FLTA related to teaching English, and 77.4% of teachers were anxious about their own English language skills. Additionally, the study outlined the causes of the anxiousness, including a lack of teaching knowledge, lack of confidence in English interaction, and lack of practice in English teaching.

In another study, Jedynek (2011) worked with twenty English teachers. These twenty English instructors were divided into three groups based on their level of experience: pre-service, junior, and senior. Her research showed that there is not a significant relationship between experience and anxiety levels. Remarkably, Jedynek's (2011) research revealed that pre-service teachers with seven months to a year and a half of experience had lower levels of anxiety than junior teachers with three to five years of experience. Her research also revealed that senior teachers with at least twenty years of classroom experience were happy with their sense of self.

As a further instance to be considered, Tomohisa (2011) sought to investigate Japanese teachers' English language anxiety, its sources, and the strategies teachers used to cope with it. The study involved 133 Japanese teachers working at an elementary school: a native English teacher and three in-service teacher trainers. The research instruments used were the Teacher Foreign Language Anxiety Scale (Horwitz, 2008) and the Situational Teaching Anxiety Scale. The findings indicated that most participants experienced anxiety regarding

their English proficiency and teaching English. The study also revealed that teachers with prior English teaching experience reported lower levels of anxiety when instructing in the target language. Their anxiety was primarily caused by two factors: their lack of experience and training in teaching English and their lack of confidence in their English communication skills.

Furthermore, Sammephet and Wanphet (2013) included four candidate teachers in their qualitative investigation. As the data collection tool, focus-group interviews were conducted in this study. As a result of the interviews, it was discovered that the English EFL teachers experienced anxiety when instructing. They discovered that the primary cause for teaching anxiety is the characteristics of the instructors, such as their indecision and sense of inadequacy in using the target language, as well as the attitudes of the pupils. The second factor raising teaching anxiety is the teaching environment, which includes interactions and performance in classroom settings when administrators or supervisors are present. Time management is the third element contributing to teaching anxiety.

Moreover, in 2014, Aslrasouli and Vahid conducted a mixed-methods study with 114 EFL teachers working in Iranian language centers, high schools, and universities. They discovered that both inexperienced and seasoned teachers experience anxiety when they are teaching. 57.62% of those surveyed declared that they experience anxiety when instructing English. Aslrasouli and Vahid (2014) categorize the origins of anxiety into five groups: the job system, facilities and resources, language knowledge and proficiency, interpersonal interactions, which are the main sources of anxiety, and other factors. Consequently, according to Coates and Thoresen (1976), anxiety can be observed in both novice and experienced teachers, suggesting that anxiety may exist in teachers of all experience levels.

In accordance with earlier studies, Suwannaset and Rimkeeratikul (2014) carried out a study in Thailand to investigate the causes of FLTA, which Thai English student-teachers reported experiencing. Based on relevant studies and theories, the researchers developed an interview guide as the data collection tool. The participants of the study were fifty-six ELT teacher candidates who paid a visit to either primary or secondary schools as their teaching practicum. The findings showed that the participant novice teachers felt FLTA while teaching, and there were several reasons for their FLTA: having a guest or a supervisor in class, performing lower than what they imagined, realizing their students' lack of knowledge

related to English and English learning skills, having no energy to teach properly, having problems about preparing lesson plans, teaching in infamous schools, having no to little experience in developing teaching materials, and being compared to their classmate pre-service EFL teachers.

As an additional case to point out, in the Chinese context, a study was conducted (Liu et al., 2021) with the aim of investigating teaching anxiety and FLA among 151 Chinese EFL teachers in relation to their individual characteristics. Data were collected through self-report questionnaires to assess teaching anxiety and FLA levels. The participants were Chinese teachers teaching English at colleges, and the data analysis involved statistical methods such as correlation analysis and regression analysis to examine the relationships between teaching anxiety, FLA, and individual characteristics. The findings revealed that there was a significant positive correlation between teaching anxiety and FLA among the teachers. Additionally, certain individual characteristics such as gender, education level, and teaching experience were found to influence teaching anxiety and FLA levels. In sum, the study highlighted the importance of understanding and addressing teaching anxiety and FLA among Chinese EFL teachers to improve their language teaching effectiveness and well-being.

Alrashidi's (2022) qualitative study, which serves as another illustration, sought to investigate the sources of FLTA that non-native Arabian pre-service EFL experienced. The data were collected from fourteen pre-service EFL teachers via an in-depth, semi-structured interview. The data proved was analyzed following the structure of thematic analysis. The findings revealed that the participant EFL teachers had high anxiety, and being afraid of negative evaluation, fearing making mistakes in front of the students and their supervisors, teaching the topic they were not good at, having no preparation, and teaching a big group of students were the reasons for their FLTA. Novitasari and Murtafi'ah (2022) sought to investigate the causes of the teaching anxiety that EFL teacher candidates experienced during the teaching practicum processes in their case study, which produced similar results. The only participant of their study was a pre-service EFL teacher. The information coming from the data collected through a semi-structured interview showed that the participant pre-service teacher was highly anxious, and the reasons for her FLTA were due to her lack of experience

in English language teaching, lack of her students' motivation to learn English, and fear of making mistakes in front of her students.

Also, Fithriani (2023) focused on understanding the causes of teaching anxiety among EFL novice teachers in an Indonesian context, along with exploring their coping strategies and the support provided by schools to manage anxiety. Data were collected through online closed-ended questionnaires and interviews from sixteen EFL novice teachers in Medan, Indonesia, teaching in both junior and senior high schools. The data analysis revealed three main causes of teaching anxiety: student involvement and classroom setting, mastery of contents and materials, and confidence issues. The participants highlighted the importance of school support in the form of teaching and learning resources, such as English books and teaching materials, to aid in class preparation and alleviate anxiety related to material mastery. Additionally, the provision of training and consultation on teaching English techniques was identified as beneficial in helping teachers overcome anxiety stemming from teaching challenges. The coping strategies employed by the novice teachers included having better teaching preparation, establishing familiarity, and understanding with students, designing and implementing warm-up activities, and creating such groups for EFL learners to support and help each other.

In the Indonesian context, Irhamna and Fithriani (2023) investigated the levels and sources of FLTA of Indonesian pre-service EFL teachers. The participants of this qualitative study were sixteen pre-service EFL teachers from seven junior high schools and nine senior high schools. The data were collected through semi-structured interviews. The results for the study yielded that the participant novice teachers were struggling with FLTA. The reasons for their FLTA were the lack of their students' participation during their English lessons and the lack of the teachers' self-confidence.

As an additional example to be noted, the aim of the study by Li et al. (2023) was to investigate the influence of teaching practicum on FLTA among pre-service EFL teachers. Data were collected through the administration of the FLTAS and semi-structured interviews. The participants included pre-service EFL teachers with and without four months of practicum experience. Descriptive analyses revealed a high level of FLTA among the pre-service teachers. The data analysis involved independent sample t-test analyses, which showed that the group with practicum experience had significantly higher FLTA compared

to the group without practicum. Additionally, female teachers consistently exhibited higher levels of FLTA than male teachers within both groups. The findings from the interview content analyses highlighted that anxiety-provoking factors stemmed from fear of negative comments and feedback, self-perception problems of language proficiency, and inexperience in teaching English. These results provide valuable insights into FLTA in the EFL context and offer implications for reducing anxiety in English teaching practice.

The final study to be included in this part of the section is the study by Li et al. (2024) aimed at exploring the relationships among Chinese pre-university teachers' FLA and teacher self-efficacy. The data were collected through a battery of questionnaires completed by 210 Chinese primary and secondary EFL teachers. Statistical analysis was employed as the data analysis method to investigate the relationships between foreign language anxiety, teaching anxiety, and teacher self-efficacy among the Chinese pre-university teachers. The findings revealed that the participants reported moderate levels of FLA and teaching anxiety but demonstrated a high level of self-efficacy. FLA had a direct negative influence on self-efficacy and was a positive predictor of teaching anxiety. Additionally, teaching anxiety was identified as a mediator in the relationship between FLA and self-efficacy among the teachers.

Overall, these studies underscore the significance of FLTA as a critical area of investigation within the field of English language teaching. In the following section, research studies on FLTA in the Turkish context will be analysed.

2.3.2. Foreign language teaching anxiety-related research studies in Türkiye

In Türkiye, only several studies have been conducted with the purpose of examining the FLTA levels of EFL teachers, the reasons for FLTA, and the strategies that EFL teachers in Türkiye used to cope with FLTA.

First, İpek (2007) conducted her PhD study in a Turkish setting to develop a valid and reliable instrument, FLTAS, to gauge the degree of anxiety Turkish EFL teachers experience when teaching foreign languages. The participants were thirty-two Turkish EFL teachers with various teaching experience years who were working at a state university in Türkiye. The participant instructors were purposefully chosen. İpek (2007) found that EFL teachers

who taught English to EFL learners experienced anxiety while teaching. Six categories of anxiety sources were identified by the study's findings: fear of failure, teaching a certain language domain, utilizing the native language, teaching pupils at a specific language level, making mistakes, and being compared to other teachers.

Supporting these findings, at a private university, Kesen and Aydın (2014) conducted a case study on both experienced and inexperienced lecturers of English in Türkiye. They collected their data from thirty-five EFL teachers who were not native speakers of English. The FLTAS was used as the instrument of the study. According to their research, although EFL teachers of both sides suffered from FLTA occasionally, instructors with more expertise display higher levels of anxiety than those with less experience. On the same note, Öztürk (2016) conducted a mixed-methods study with 103 teachers from various state institutions in Türkiye. After collecting data from the EFL teachers using the FLTAS, he conducted semi-structured interviews with ten teachers of the study. In the end, the results revealed that the participants had moderate levels of FLTA and that years of teaching experience had a substantial impact on their FLTA. Furthermore, the interviews revealed that the key issues that made students anxious were their critical demeanor, and their lack of familiarity with the target language and culture.

Additionally, considering how anxious the non-native EFL pre-service teachers are, Tüfekçi-Can (2018) explored the factors that provoke FLTA of EFL teachers while they were teaching English. In the study, there were twenty-five instructors who were non-native English-speaking EFL student teachers studying in the ELT department. To collect qualitative data, a background questionnaire, interviews, reflections, and essay papers were used. The findings revealed that pre-service EFL teachers experienced anxiety while teaching English, particularly when they were working with young students, and the researcher suggested that those anxious teachers should receive education to help them deal with their FLTA.

In the same vein, Dişli (2020) also gave the FLTAS to 151 high school EFL teachers. She conducted structured interviews with twenty people to get qualitative data. The individuals' degree of anxiety was found to be moderate. The sources of worry, according to the results of the interviews, were using Turkish, teaching a specific skill, making mistakes, instructing students at a specific level, students' attitudes, and misusing technology. Gender

did not significantly affect the results; however, experience, the kind of school they work at, and major degrees did significantly affect the results. Anxiety levels were noticeably greater among novice teachers and teachers who had graduated from English literature departments.

Additionally, Eren (2020), who used questionnaire data from her master's study with 183 non-native EFL teachers working at different universities in Türkiye and 53 native EFL teachers, found that while all EFL teachers had low levels of FLTA, it was found that the non-native EFL teachers at the universities had higher levels than the native EFL teachers. The sources of FLTA, coming from the semi-structured interviews, were not feeling ready to teach, having to teach a specific grammar point, not knowing what to do when students ask a question, and not feeling proficient enough to be an EFL teacher.

In addition to the studies mentioned before, in her master's degree study, Gürkaya Dindar (2023) aimed to discover the technology integration self-efficacy beliefs and FLTA of non-native EFL university instructors in İstanbul, Türkiye. The participants were 226 EFL instructors working at universities. The data were collected via a background questionnaire and two different scales. The findings of the study showed that the participant EFL teachers have a moderate level of FLTA. Similarly, Çapan et al. (2024) conducted another example of a mixed-method quasi-experimental study. The participants were primary school teacher candidates who taught English to young learners. The aim of the study was to explore the FLTA levels of the candidate teachers as well as the sources of their FLTA. The quantitative and qualitative data collection tools were FLTAS by İpek (2016), and a structured form to get the participants' perceptions about FLA and FLTA. The findings revealed that the participant EFL teachers were moderately anxious about teaching English.

In conclusion, EFL teachers as well as EFL learners also experience foreign language anxiety while teaching (Gannoun & Deris, 2024; Tüfekçi-Can, 2018). To additionally explain, as they feel stressed, their existent anxieties may affect their learners, and this may negatively affect their classroom environment (Gorospe, 2022). However, the level of FLTA may change in accordance with their nativeness (Eren, 2020). According to the literature, there are various stressors that can activate FLTA and have varying degrees of impact on non-native EFL teachers (Saidin & Jaafar, 2024). There is, however, little research on native teachers' teaching anxiety (e.g., Eren, 2020; Numrich, 1996; Tomohisa, 2011). Furthermore, it is evident that prior research has primarily focused on mostly pre-service teachers (e.g.,

Alrashidi, 2022; Cheng, 2023; Gorospe, 2022; Kawanami & Kawanami, 2012; Merç, 2011; 2015) and in-service teachers working in various types of schools, such as elementary schools, secondary schools, or high schools (e.g., Aslrasouli & Vahid, 2014; Çapan et al., 2024; Liu et al., 2021). The significance of native English-speaker and non-native English-speaker EFL teachers' opinions of FLTA in private language schools has not been investigated (Aydın & Uştuk, 2020a). Thus, by addressing this gap, this study aimed to contribute to the literature to offer native and non-native EFL teachers and other stakeholders, such as government, managers of schools, and language academies, guidance for the future.

CHAPTER 3

3.METHODOLOGY

This chapter presents the methodological framework of the study, beginning with an overview of the research design and followed by descriptions and details of the research setting and participant demographics. It gives information about the data collection methods utilized, specifically the questionnaire and semi-structured interviews. Lastly, the chapter explores the data collection procedure, and the data analysis process aligned with the objectives of the current study.

3.1.Design of the Study

The current study intended to investigate FLTA levels and resources of the FLTA of native and non-native Turkish EFL teachers working in private language schools in Türkiye, along with the methods they used to cope with their FLTA. To answer the research questions, a mixed-method study design was adopted, utilizing both quantitative and qualitative data collection tools. In the first section of the study, quantitative data were gathered regarding the FLTA levels of the participant teachers and to identify whether there was a difference between the FLTA levels of native English-speaker EFL teachers' and Turkish non-native English speaker EFL teachers. In the second section of the study, a qualitative data collection instrument was used to interpret and analyze the data collected to have a deeper insight and understanding of the matter aligned with the research questions (Creswell, 2009). Consequently, Creswell (2015) states that the foundation of this research design is based on the principle that quantitative data can provide the researchers with a wider and more holistic perspective of the research problem when it is analyzed alongside qualitative data. As a result, enabling the data to address multiple questions that might not be fully answered by either method alone or by combining these two data collection techniques together, the study can achieve a more comprehensive understanding of the studied research problem (Creswell & Plano Clark, 2017).

Creswell and Plano Clark (2011) state that there are four types of mixed methods designs: explanatory sequential design, exploratory sequential design, embedded design, and convergent parallel design. For this study, the convergent parallel design was selected to

match with the purpose and the context of the research. Figure 3.1 shows the research design of the study.

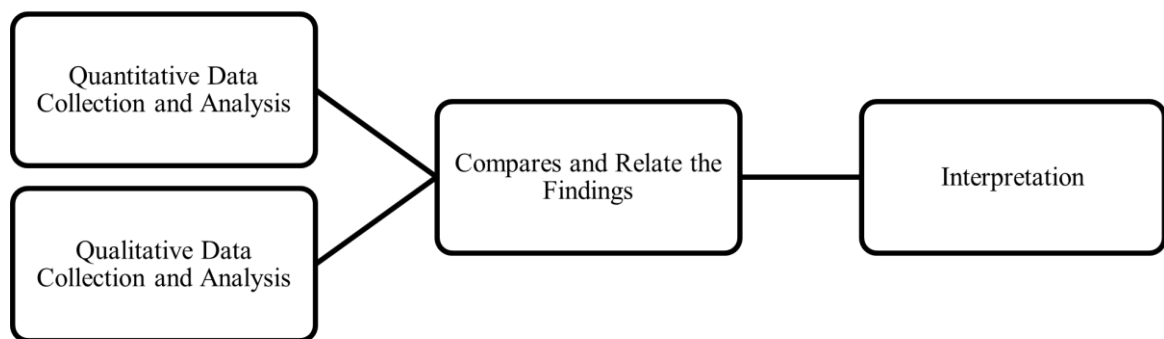


Figure 3.1. Convergent parallel research design (adapted from Creswell & Plano Clark, 2011, p. 69)

As shown in Figure 3.1, the current study used a convergent parallel design. In this research design, both methods are given equal priority, but they are conducted independently. For the analysis part, the results from both methods are integrated for a complete understanding of the data gathered. Quantitative analysis, which was applied to the questionnaire data, focused on the numerical findings of the study, while qualitative analysis was done for the semi-structured interview data to explore themes, perspectives, and insights of the participants, giving a holistic view of the outcomes of the current study.

3.2. Setting and Participants of the Study

Türkiye's strategic positioning as a link of international connections underscores the relevance of examining FLTA in such a multilayered context (Demir, 2017). The interactions between English-speaking teachers and Turkish EFL teachers who do not speak English as their first language in this changing setting teach us a lot about cross-cultural teaching methods, language learning strategies, and the social and emotional aspects of language learning (Koşar, 2018). The reason behind including all language teachers, both native and non-native, in the study from the private language schools is that native speaker EFL teachers are unable to secure positions in public schools in Türkiye, and, instead, they are mostly hired by the private language schools or language academies which are seeking to hire native

English speakers. To avoid introducing a new variable into the study and to have a better insight into their FLTA levels and coping strategies for FLTA, Turkish non-native English-speaking EFL teachers who were working in private language schools in Türkiye were also included in the current study. Thus, by situating the study within Türkiye's EFL landscape, the research aims to examine the complexities of FLTA within a nuanced and culturally diverse educational setting such as Türkiye.

Additionally, the present research study is targeted to explore the FLTA levels of EFL teachers and their coping strategies for the FLTA they feel while teaching English in the Turkish classrooms. To serve the purpose of the study, the participant EFL teachers were chosen through convenience sampling, as this type of sampling is used in the studies which enable the researcher to choose the participants available and suitable for their studies (Mackey & Gass, 2022). The study included 220 English language teachers actively engaged in EFL instruction within private language schools situated across various regions of Türkiye.

To highlight more information about the participant EFL teachers, the demographic information of the participant EFL teachers' can be found in Table 3.1.

Table 3.1. *Demographic information of the participants*

Demographic Information	Categories	n*	Percentage
Gender	Female	113	51.4%
	Male	107	48.6%
Teaching experience in Türkiye	0-5 years	58	26.4%
	6-10 years	51	23.2%
	11- 15 years	37	16.8%
	16-20 years	37	16.8%
	21+ years	37	16.8%
Native language	Turkish	112	50.9%
	English	108	49.1%
Country of birth	Australia	21	9.55%
	Britain	17	7.73%
	Canada	9	4.09%
	Ireland	7	3.18%
	New Zealand	11	5%
	The United States of America	43	19.55%
	Türkiye	112	50.91%

n* number of the participants

As it can be seen in Table 3.1, the gender distribution among participants was notably balanced, with 113 female EFL teachers (51.4%) and 107 male EFL teachers (48.6%), reflecting the inclusive nature of the study and acknowledging the diverse perspectives that female and male educators contribute to EFL instruction. Second, participants exhibited a spectrum of teaching experiences, ranging from novice educators with 0-5 years of teaching experience (26.4%) to seasoned professionals with more than 21 years of teaching experience (16.8%). Also, 6-10 years of teaching experience among the participants teachers were 51 (23.2%), 11-15 years of teaching experience among the participants teachers were 37 (16.8%), and 16-20 years of teaching experience were 37 (16.8%). This diverse range of teaching backgrounds and tenure provided a comprehensive view of the factors influencing FLTA across various stages of a teacher's career.

Furthermore, this diverse participant group included 108 native English speakers (49.1%), hailing from diverse linguistic and cultural backgrounds, and 112 non-native Turkish English teachers (50.9%), bringing their unique experiences and pedagogical

approaches to the EFL classroom. Additionally, regarding the information coming from the background information questions, the birthplaces of the native English-speaking ELT teachers, who came from the inner circle countries, were presented in the table. There were EFL teachers from other nations in this study, including Canada (4.09%), Ireland (3.18%), and New Zealand (5%) even though the majority of the native participants were from the United States (19.55%), Australia (9.55%), and Britain (7.73%). For the educational information of the participants, see Table 3.2.

Table 3.2. *Educational information of the participants*

Demographic Information	Categories	n*	Percentage
Education level of Turkish teachers	English Language Teaching (BA)	45	40.18%
	English Language Teaching (MA)	11	9.82%
	English Language Teaching (PhD)	7	6.25%
	English Language and Literature (BA)	8	7.14%
	English Language and Literature (MA)	2	1.79%
	English Language and Literature (PhD)	1	0.89%
	Translation and Interpretation Studies (BA)	21	18.75%
	Translation and Interpretation Studies (MA)	8	7.14%
	Translation and Interpretation Studies (PhD)	1	0.89%
	American Culture and Literature (BA)	6	5.36%
	American Culture and Literature (MA)	1	0.89%
	American Culture and Literature (PhD)	1	0.89%

Table 3.2. *Educational information of the participants continues*

Demographic Information	Categories	n	Percentage
Education level of native teachers	English Language and Literature (BA)	37	34.26%
	English Language and Literature (MA)	5	4.63%
	English Language and Literature (PhD)	2	1.85%
	Applied Linguistics (BA)	18	16.67%
	Applied Linguistics (MA)	4	3.70%
	Applied Linguistics (PhD)	3	2.78%
	Second Language Education (BA)	19	17.59%
	Second Language Education (MA)	6	5.56%
	Second Language Education (PhD)	1	0.93%
	Other Departments	13	12.04%

n* number of the participants

As can be seen in Table 3.2, the questionnaire also asked for the educational information regarding the participants. As additional information about the participant EFL teachers, considering their educational levels and situations, the participants were divided into two groups: Turkish teachers and native teachers of English. First and foremost, in the table regarding the Turkish EFL teachers' education levels, in terms of bachelor's degrees, most Turkish teachers in the study graduated from ELT (40.18%) and Translation and Interpretation Studies (18.75%). Also, the other Turkish EFL teachers of the study graduated from the English Language and Literature (ELL) department (7.14%) and the American Culture and Literature department (5.36%). In terms of the Turkish teachers with master's degrees and doctoral degrees, the majority of the Turkish EFL teachers' highest levels of education was master's degrees in ELT (9.82%), followed by master's degree in Translation and Interpretation Studies (7.14%), doctoral degree in ELT (6.25), and master's degree in ELL department (1.79%). Meanwhile the rest of the Turkish EFL teachers hold master's degree in American Culture and Literature (0.89%) and doctoral degree in American Culture and Literature (0.89%) and ELL (0.89%).

Similarly, the educational levels of native English-speaking EFL teachers were also collected. According to their answers to the background information, a greater bulk of the native EFL teachers had bachelor's degree in ELL (34.26%), Second Language Education (SLE) (17.59%), and Applied Linguistics (AL) (16.67%), while some native EFL teachers held master's degrees in SLE (5.56%), ELL (4.63%) and AL (3.70%), and some a doctoral degree in AL (2.78%), ELL (1.85%) and SLE (0.93%). The remaining native English-speaker ELT teachers (12.04%) held master's degrees in different departments which are not related to English language teaching.

The purposeful selection of participants aimed to ensure a representative sample that could offer nuanced insights into the phenomenon under investigation (Creswell, 2017). Additionally, adopting a purposive sampling approach (Bernard, 2018), semi-structured interviews were conducted with twelve EFL teachers, comprising both six native EFL teachers and six non-native Turkish EFL teachers, further enriching the qualitative dimension of the study and providing in-depth perspectives on foreign language teaching anxiety within the Turkish EFL context. All the participants of the interviews voluntarily agreed to participate in the interviews. As the study held its ethical committee approval, the participants signed the consent forms, ensuring their volunteered participation in the study, and they were also reminded that they can opt out of the study whenever they want. See Appendix-1 for the consent form. The detailed information on the participants who volunteered for the semi-structured interviews can be seen in Table 3.3.

Table 3.3. *Information on the interview participants*

#	Gender	Nationality	Interview duration	Department of graduation	Education level	Years of teaching ELT
T1	Female	Turkish	29" 43'	ELT	MA	6
T2	Male	Turkish	34" 17'	ELT	BA	2
T3	Female	Turkish	21" 56'	ELT	BA	4
T4	Female	Turkish	37" 10'	ELT	MA	17
T5	Male	Turkish	38" 58'	ELT	MA	13
T6	Male	Turkish	39" 15'	ELT	PhD	13
T7	Male	American	37" 33'	AL	BA	2
T8	Male	American	31" 47'	ELL	BA	25
T9	Female	Australian	28" 56'	ELL	MA	11
T10	Male	British	27" 19'	SLE	BA	4
T11	Female	American	39" 51'	ELL	PhD	28
T12	Female	Canadian	37" 22'	SLE	BA	9

Table 3.3 shows the information regarding the interviews and details about the interviewees. The distribution of the participants in terms of their genders was equal. Meanwhile, there were six female participants, three Turkish EFL teachers and three native EFL teachers; there were also six male participants, three Turkish EFL teachers and three native EFL teachers. Additionally, out of twelve participants, six of them were Turkish, three of them were American, one of them was British, one of them was Australian, and, lastly, one of them was Canadian. While the longest interview lasted for thirty-nine minutes and fifty-one seconds, the shortest interview lasted for twenty-one minutes and fifty-six seconds, and the total minutes and seconds combined for the interview time for all twelve participant EFL teachers was six hours and thirteen minutes. All the interviews were conducted in English. Although all the Turkish EFL instructors graduated from ELT, three native EFL teachers graduated from English Language and Literature, two native ELT teachers graduated from SLE, and the remaining native EFL teacher graduated from Applied Linguistics. In total, out of twelve EFL teacher participants, four of them held master's degrees, and two of them held PhDs. As the final information to be mentioned, the range of the years of experience of the interviewees was between two and twenty-eight years.

3.3. Instruments of the Study

In this study, both quantitative and qualitative data collection instruments were employed. The study employed an online questionnaire with a background information section, which explored the participants' genders, teaching experiences, birthplaces, and educational degrees related to teaching English. The questionnaire was used to estimate the FLTA among native and non-native EFL teachers. Also, semi-structured interviews were used to gather qualitative data to gain a better understanding of the participants' perspectives on FLTA.

Before administering FLTAS, demographic questions about the participants' genders, how long they had been teaching EFL, their native language, the countries they were born in, and their educational degree in terms of English language teaching were asked. The information coming from this background information form was not used to answer research questions; instead, the information gathered via this form was used to have a deeper and better understanding of the background of the participants that may be related to their FLTA (See Appendix-2 for the background survey).

3.3.1. Foreign Language Teaching Anxiety Scale (FLTAS)

The first research question asked what level of FLTA the native and non-native EFL teachers in Türkiye had. To answer this, FLTAS (See Appendix-3 for the scale), which was created by Aydın and Uştuk (2020a), was used in this study. The FLTAS was chosen for the current study as it was deemed highly suitable for the participants of the study, the context, given its focus on FLTA, and its established validity and reliability. For this scale to be developed in Aydın and Uştuk's (2020a) study, 100 pre-service EFL teachers participated in preliminary testing of its validity and reliability; by the time the data were gathered, the participants had only been teaching for half a semester. Throughout the development process, the FLTAS was meticulously created over the years. Based on Aydın's (2016) initial study and following Aydın and Uştuk's (2020a) study, the individuals generously shared their experiences and insights through essay submissions, reflective narratives, and in-depth semi-structured interviews for their studies to develop the FLTAS. In these rich exchanges, the participants delved into the nuances of their teaching journey. They reflected on their existing knowledge of EFL pedagogy, recounted their emotional landscapes during teaching episodes,

articulated the challenges they encountered, and discussed the inventive strategies they deployed to navigate these obstacles. The data they collected and presented in their study provided a fertile ground for eliciting detailed narratives and nuanced perspectives on the multifaceted dimensions of the teaching experiences of EFL teachers. After this meticulous procedure, FLTAS was finalized.

In alignment with standard practice, this study employed a 5-point Likert-type scale. Participants were asked to give their responses on a scale between 1 and 5, where 1 denoted “never,” 2 indicated “rarely,” 3 signified “sometimes,” 4 represented “often,” and 5 corresponded to “always.” This scale structure facilitated a nuanced assessment of participants’ perceptions and experiences related to FLTA across varying degrees of frequency or occurrence. Twenty-seven items within the FLTAS were used to gather information from the EFL teachers. These items were categorized into five distinct factors. There were statements regarding self-perception of language proficiency (items 1 to 12); teaching inexperience (items 13 to 17); lack of student engagement (items 18 to 21); fear of negative feedback (items 22 to 24); and challenges with time management (items 25 to 27). The original study’s five-factor model accounted for 69.09% of the variance, highlighting a strong explanatory power. Furthermore, the scale’s internal consistency was calculated, and Cronbach’s alpha yielded a commendable coefficient of .95, indicating an elevated level of reliability. In this current study, all the twenty-seven items of the original scale were used for participant EFL teachers of the current study to answer. Cronbach’s alpha value of the whole scale was calculated as .985, showing a strong and elevated level of reliability as the original (Dörnyei & Dewaele, 2022; Özdamar, 2019).

3.3.2.Semi-structured interviews

Semi-structured interviews were employed as they were used to explain the sources of the participant EFL teachers’ FLTA as well as the strategies they used to cope with their FLTA. To put this in other words, the researcher delved deeper into the areas of the current study to explore, aiming to understand the resources of FLTA and the coping methods employed by teachers in dealing with FLTA. To achieve this, individual semi-structured interviews were conducted via video call using an online platform called Zoom. This choice

of virtual interviews facilitated engagement with teachers residing in different cities, enhancing accessibility and feasibility for this study.

The decision to conduct the qualitative part of the study as well as the semi-structured interviews in that section was multifaceted (McIntosh & Morse, 2015). Through the semi-structured interviews, the primary objective was to capture distinct mental or physical responses exhibited by teachers towards FLTA. A set of questions addressing the research areas was drafted and shared with three ELT experts for their insights and feedback. Following their valuable input, the final set of questions was curated to guide the semi-structured interviews. The semi-structured interviews consisted of two warm-up questions and six main questions (See Appendix-4 for the semi-structured interview questions).

There were twelve native and non-native EFL teachers, six native and six non-native EFL teachers, who volunteered to be interviewed, and all the volunteer EFL teachers were interviewed via Zoom since there were teachers living and teaching in different cities in Türkiye. The interviews were conducted in March 2023 to fit the suitable times to the work schedules of the participant EFL teachers. The semi-structured interviews were conducted in the English language. Prior to the interviews, all participants were thoroughly briefed about the study's objectives and their voluntary participation. With explicit consent from the participants, all interviews were tape-recorded to ensure accuracy and capture the nuances of the discussions and then transcribed by the researcher. These measures were implemented to uphold ethical standards, promote transparency, and facilitate a conducive environment for open and candid dialogue during the interviews (Creswell & Plano Clark, 2011). Additionally, it took around twenty to forty minutes for each interview on Zoom.

3.4. Data Procedures

The data collection for the study encompassed both quantitative and qualitative methodologies, following a convergent parallel design where the procedures were conducted independently without interference. Prior to the start of the data collection procedure, ethical approval was obtained from the Anadolu University Social Sciences and Humanities Scientific Research and Publication Ethics Committee. The application submitted to the committee included documents detailing the scope of the study, methodology, contribution,

and significance, along with a brief literature review. The ethics committee approval is provided in Appendix-5.

After getting the necessary permits, the initiation of data collection involved sending request emails and messages to teachers personally affiliated with various private schools. These communications detailed the purpose and methodologies of the study, providing an online link to the questionnaire. The questionnaire ensured participants' privacy, included a consent form, emphasized their right to abandon the study at any point, and underscored the voluntary nature of participation in the study. Quantitative data were gathered over a span of four weeks in February and March 2024 through a background information form as well as the FLTAS (Aydın & Uştuk, 2020a). Simultaneously, after a week, qualitative data were acquired through semi-structured interviews conducted over a week in March 2024. The data collection procedures lasted for five weeks in total in this study.

Subsequently, teachers exhibiting varying levels of anxiety (i.e., low, moderate, and high) in the questionnaire and expressing willingness to participate were invited for the interview phase. Conducted in English via Zoom, each interview lasted twenty-five to forty minutes and was recorded for transcription. Twelve teachers, six native EFL teachers and six non-native Turkish EFL teachers, engaged in the qualitative data collection process, resulting in twenty-six pages of transcribed interviews prepared for subsequent content analysis. Stored in the electronic servers, the interviews lasted 405 minutes. Also, transcriptions were sent to participants for a final check-up. The participants were given time to comment on their transcriptions. They were also asked to mention anything that they thought of after the interviews and add their concluding thoughts. After this process, the transcriptions of the semi-structured interviews were finalized.

To note, in order to ensure the credibility and authenticity of the data collected, measures were taken to minimize the researcher's influence on participants' responses during the study. Although the researcher facilitated the semi-structured interviews and administered the scale, great care was taken to create a neutral and supportive environment. The questions were designed to encourage honest and reflective answers without guiding or leading the participants toward specific responses. Additionally, participants were reassured that their responses would remain confidential and used solely for academic purposes, further reducing the potential for researcher influence.

3.5. Data Analysis

The study aimed to explore the FLTA levels of native English-speaker and Turkish non-native English-speaking ELT teachers and their coping strategies for FLTA. For this study, both quantitative and qualitative data collection methods were implemented. Consequently, different methods were employed to analyze the data collected from both parts of the study.

First, descriptive statistics were applied to calculate the mean scores, percentages, and frequencies of the participants' responses in the first section of the questionnaire, which asked about their demographic and personal information, such as their genders, years of teaching ELT, native languages, birthplaces, and highest completed education levels. There were six questions to ask about their demographic and personal details. Overall, the second section of the questionnaire included twenty-seven items with high reliability regarding Cronbach's alpha.

To focus on the first research question, the quantitative data analysis was conducted. The first research question, concerning the level of EFL teachers' FLTA, was explored using descriptive statistics. The data collected from the FLTAS was processed using SPSS (version 26). Mean scores, frequencies, and standard deviations were computed to provide a comprehensive overview of the study's descriptive measures. To find out if there was a difference in the anxiety levels of native and non-native EFL teachers who took part, an independent samples *t-test* was used to figure out the difference between the groups based on the teachers' native language and FLTA levels.

Following the quantitative analysis, qualitative data analysis was undertaken to address research questions two and three, which explored the resources of FLTA and the coping strategies for FLTA on teaching practices, respectively. To explore the second and third research questions, qualitative data analysis was conducted using insights gathered from semi-structured interviews with EFL teachers, who were encouraged to share their experiences openly. The data analysis of the qualitative section of the study was analyzed applying the qualitative data analysis process (Figure 3.2), proposed by Creswell (2015).

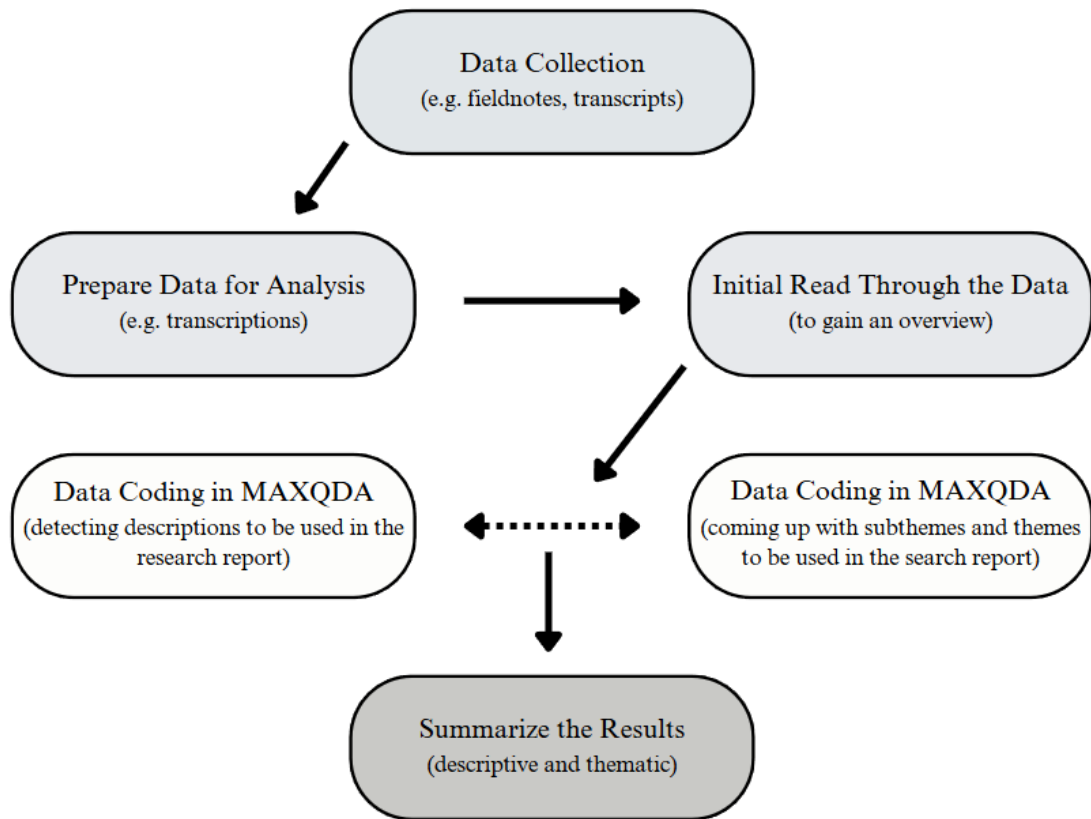


Figure 3.2. *Qualitative data analysis process (adapted from Creswell, 2015, p. 236)*

As the first step of this process, the researcher transcribed all the interviews recorded. Following transcription, the researcher familiarized herself with the overall dataset, allowing her to gain an initial understanding before diving into more detailed analysis. MAXQDA software was employed to facilitate the finding of recurring codes, aiding in the systematic identification of the subthemes, and later the themes regarding the sources of FLTA and strategies for FLTA. This software enabled the researcher to group similar codes together, thus shaping the final main codes and themes that capture the essence of the data, with each code carefully labeled. To improve the reliability of the findings, the codes, subthemes, and themes were reviewed and assessed by two other researchers proficient in qualitative data analysis within the English language teaching area. Additionally, the researcher cross-referenced the identified codes and themes with those documented in existing literature, ensuring consistency, and aligning with established frameworks (Nowell et al., 2017). Also,

the research had peer-debriefing sessions with an expert on the field for weeks to improve the reliability and trustworthiness of the study (Spall, 1998).

Upon finalizing the codes and themes, the researcher quantified the number of occurrences under each category and tabulated their frequencies in subsequent chapters, particularly in the results section. This meticulous approach ensured a systematic analysis of the qualitative data, thereby enriching the depth of the study's findings.

CHAPTER 4

4.RESULTS

This study employed a mixed-methods research design and used two data-gathering tools to investigate the level of anxiety associated with teaching foreign languages among native and non-native EFL teachers. Additionally, it aimed to uncover the underlying causes of FLTA and to identify the coping mechanisms and strategies employed by the native English-speaking EFL teachers as well as non-native English-speaking EFL teachers to manage FLTA. In this study, 220 native English-speaking and non-native English-speaking EFL teachers based in Türkiye, working either at private language schools or as private tutors, participated. Their levels of FLTA were defined through FLTAS (Aydın & Uştuk, 2020a). Additionally, semi-structured interviews were conducted with twelve native and non-native EFL teachers to gather qualitative data regarding the research questions of the current study.

The data analysis in this chapter starts with an exploration of the FLTA levels among native and non-native EFL teachers. Subsequently, the chapter explores the underlying reasons for FLTA, and the coping strategies employed by both native and non-native EFL teachers, addressing each interview question comprehensively.

4.1. The Level of Foreign Language Teaching Anxiety of EFL Teachers

To answer the first research question exploring the FLTA levels of the participant EFL teachers, the data collected via FLTAS (Aydın & Uştuk, 2020a) was subjected to descriptive analysis. The data came from 220 EFL teachers, 112 non-native English-speaking EFL teachers and 108 native English-speaking EFL teachers. For this purpose, the questionnaire asked twenty-seven questions about the participants' FLTA to reveal their overall FLTA levels. Initially, each item of the FLTAS was examined individually, and the descriptive statistics relating to non-native English-speaker EFL teachers and native English-speaker EFL teachers' responses on the FLTAS items from highest to lowest are detailed in Table 4.1.

Table 4.1. Mean scores and standard deviations of the items

Item	M	SD
27.I feel tense when I am not prepared for the class.	3.95	1.089
20.I feel discouraged when students lose interest in the activities.	3.92	1.07
16.I think my lack of teaching experience makes me nervous.	3.89	1.146
18.I feel stressed when students do not participate in the activities.	3.89	1.082
24. Students' negative comments about me make me nervous.	3.89	1.069
21.I feel tense when students are not interested in the activities.	3.87	1.119
14.I feel worried before entering the classroom.	3.86	1.126
19.I feel upset because my students are bad at learning languages.	3.86	1.126
22.My colleagues' observations make me nervous.	3.86	1.139
17.I fear making mistakes while I am teaching in the classroom.	3.85	1.105
26.I am nervous when I finish the activities before the class ends.	3.85	1.163
23.I feel panicked when my colleague observes me.	3.84	1.119
5.Unfamiliar topics in the textbook confuse me.	3.83	1.1
11.I forget almost everything while I am teaching.	3.83	1.193
25.I feel panicked when I cannot finish the class on time.	3.81	1.189
2.I feel embarrassed when some students speak English better than me.	3.80	1.065
7.Pronunciation mistakes while I am speaking make me nervous.	3.80	1.22
6.I feel embarrassed when I think that I am not good at English.	3.79	1.213
12.I feel tense when I have difficulty teaching grammar.	3.78	1.097
15.I feel anxious when I teach in the classroom.	3.78	1.234
8.Making mistakes while I am speaking makes me feel embarrassed.	3.76	1.107
3.I feel embarrassed because I am not good at English.	3.75	1.23
9.I am bothered when I have difficulty teaching the cultural content of English.	3.75	1.18
10.Unexpected questions from students put pressure on me.	3.74	1.228
13.I feel tense when I am in the classroom.	3.74	1.195
4.It makes me nervous to use English in class.	3.73	1.238
1.I feel anxious in class, I have difficulty using English.	3.57	1.271
Average	3.82	0.98

In Table 4.1, the highest FLTA values in the factor named '*self-perception of language proficiency*' were obtained in the expression "Unfamiliar topics in the textbook confuse me" (M=3.83; SD=1.089) and "I forget almost everything while I am teaching" (M=3.83; SD=1.193). The highest mean score of anxiety on the scale for the factor '*teaching*'

inexperience’ was obtained in the expression “I think my lack of teaching experience makes me nervous” (M=3.89; SD=1.46). The highest mean score of anxiety in the statement about the ‘*lack of students’ interest*’ was obtained in the statement “I feel discouraged when students lose interest in the activities” (M=3.92; SD=1.07). The highest mean of the factor ‘*fear of negative evaluation*’ was observed in the expressions “Students’ negative comments about me make me nervous” (M=3.89; SD=1.069). In the last factor related to ‘*time management,*’ the highest mean of anxiety was revealed in the expression “I feel tense when I am not prepared for the class” (M=3.95; SD=1.089).

Among all the items, item “I feel tense when I am not prepared for the class” showed the highest mean score (M=3.95; SD=1.089), and that shows that the participant native and non-native EFL teachers felt most FLTA in the situations where they felt like they were not prepared enough or at all for their lessons. The following item with the second highest mean score was “I feel discouraged when students lose interest in the activities” (M=3.92; SD=1.07), indicating that the participant EFL teachers got discouraged when their students exhibited a lack of interest in the activities they prepared or used during teaching English. The following high mean score items were “I think my lack of teaching experience makes me nervous” (M=3.89; SD=1.146), “I feel stressed when students do not participate in the activities” (M=3.89; SD=1.082), and “Students’ negative comments about me make me nervous” (M=3.89; SD=1.069). Based on the mean scores of these items, it can be concluded that the participant EFL teachers, both native and non-native, experienced FLTA because of their insufficient teaching experience, inadequate student engagement, and unfavorable student feedback. Meanwhile, the item “I feel anxious in class, I have difficulty using English” had the lowest mean score (M=3.57; SD=1.271), indicating that the participant teachers showed a degree of FLTA regarding all the items, including the lowest mean-scored item of the scale. Regardless of these, the descriptive statistics indicate that both groups of teachers experienced a certain level of FLTA, which would affect them in various instances while teaching English. For the descriptive statistics results of both groups of participants, see Table 4.2.

Table 4.2. *Descriptive statistics results of native and non-native EFL teachers' FLTA*

Native language	n*	Mean	Standard deviation
Turkish	112	3.78	0.98
English	108	3.85	0.97

n* number of participants

According to Table 4.2, considering mean scores and standard deviation of the native languages the EFL teacher participants speak, there is not a notable difference between Turkish-speaking EFL teachers and English-speaking EFL teachers in terms of their FLTA levels. Considering the mean scores in the table, the FLTA levels revealed that Turkish non-native English-speaking EFL teachers had a mean anxiety score of 3.78, while native English-speaking EFL teachers scored slightly higher, with a mean of 3.85. Consequently, the mean scores of both groups of teachers are notably similar.

In relation to the first part of RQ1, the overall mean score of participants' FLTA levels was 3.82, with a standard deviation of 0.98, suggesting an elevated level of anxiety among participant EFL teachers. Additionally, to classify participants' anxiety levels, the upper-lower quartile method was applied directly to the Likert scale scores (Cohen & Cohen, 1983; Kelley, 1939; Warren et al., 2021). This method classifies participants according to the highest and lowest quartiles of their FLTA scores derived from the FLTAS, putting individuals into the top 27% to the high-anxiety group, those in the bottom 27% into the low-anxiety group, and the intermediate group constitutes the moderate-anxiety group. According to the upper-lower quartile method calculations, the low anxiety levels were defined as scores less than 3.44, the moderate anxiety levels included scores within 3.45 and 4.51, and the high anxiety levels were classified as scores exceeding 4.52. This method enabled a categorization of anxiety levels, capturing variations both above and below the average on the 5-point scale (Preacher et al., 2005). Furthermore, to illustrate the distribution of FLTA levels among native and non-native teachers, see Figure 4.1.

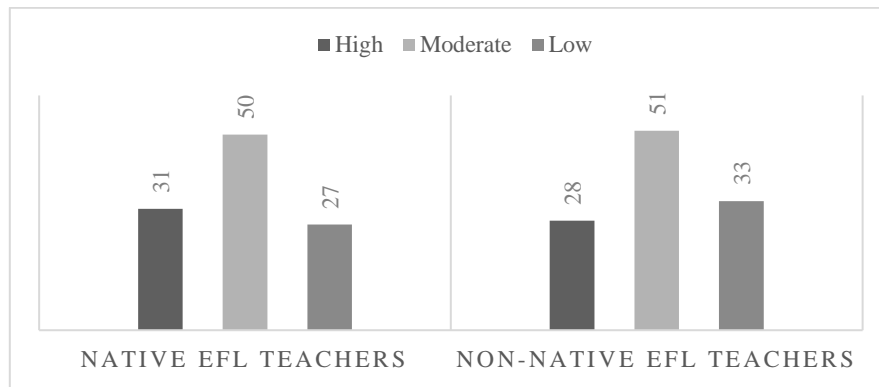


Figure 4.1. Distribution of FLTA levels among native and non-native EFL teachers

Figure 4.1 shows the distribution of FLTA levels among non-native and native EFL teachers. As shown in Figure 4.1, most teachers in both groups fall into the moderate anxiety category, with 51 Turkish EFL teachers and 50 native English-speaking EFL teachers experiencing moderate FLTA levels. Moreover, at the high FLTA level, there are 31 native EFL teachers compared to only 28 Turkish English-speaking EFL teachers, indicating that a higher proportion of native English-speaker EFL teachers report high levels of FLTA. In addition, at the low FLTA level, there are 27 native EFL teachers compared to 33 Turkish English-speaking EFL teachers, indicating that a higher proportion of Turkish EFL teachers report low levels of FLTA. Overall, the distribution highlights that while moderate FLTA is common in both groups, native English-speaking EFL teachers tend to report slightly higher levels of teaching anxiety, particularly in the moderate FLTA range.

To tackle the second part of the first research question, exploring the difference between the FLTA levels of both groups of EFL teachers, the mean scores and standard deviations given through the descriptive statistics were calculated, and an *independent samples t-test* was further processed. See Table 4.3 for the *t-test* results.

Table 4.3. Independent samples *t-test* results

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Overall	Equal variances assumed	.000	.997	-.523	218	.601
	Equal variances not assumed			-.523	217.838	.601

According to Table 4.3, there is not a significant difference between Turkish-speaking EFL teachers and English-speaking EFL teachers in terms of their FLTA levels ($t(218) = -.523, p > .05$). Although, the results and the information in Table 4.3 show that both groups of EFL teachers suffer from a degree of FLTA, there is no difference between their FLTA levels.

As a result, the descriptive statistics regarding the first research question showed that both groups of EFL teachers experienced a certain level of FLTA while teaching English. Although it was close to high anxiety levels, this level of FLTA fell in the moderate range. When both groups were examined, these statistical results showed that the EFL teachers in both groups did not differ according to their FLTA levels, meaning both groups experienced FLTA. However, the descriptive and statistical results only give us that the existent FLTA among those teachers. To explore the reasons behind their FLTA and whether there were any differences in their reasons of FLTA among the two groups when they experienced FLTA in their teaching contexts, qualitative data gathered from the semi-structured interviews were analyzed. The next section deals with the sources for FLTA and strategies for FLTA among two groups of EFL teachers in detail.

4.2. Sources of FLTA

This section provides an analysis of the data gathered from the semi-structured interview answers according to the second research question. 12 participants, six native EFL teachers and six non-native Turkish EFL teachers, from different private language schools and tutoring Turkish EFL students, took part in the interviews voluntarily. The participant EFL teachers were asked to answer the interview questions sincerely and attentively. Table 4.4 provides a detailed overview of the FLTA levels of the twelve EFL teachers who participated in the semi-structured interviews on a voluntary basis, including their gender, nationality, individual FLTA scores, and categorized FLTA levels based on the FLTA level ranges to better understand the responses coming from the semi-structured interviews. The participant EFL teachers are rowed as starting from the highest FLTA level to the lowest FLTA levels among them in their categories as non-native Turkish EFL teachers (from T1 to T6) and native EFL teachers (from T7 to T12).

Table 4.4. *Information on the semi-structured interview participants*

#	Gender	Nationality	FLTA score	FLTA level
T1	Female	Turkish	5.00	High
T2	Male	Turkish	4.84	High
T3	Female	Turkish	4.15	Moderate
T4	Female	Turkish	2.11	Low
T5	Male	Turkish	1.70	Low
T6	Male	Turkish	1.11	Low
T7	Male	American	4.91	High
T8	Male	American	4.87	High
T9	Female	Australian	4.12	Moderate
T10	Male	British	2.26	Low
T11	Female	American	2.22	Low
T12	Female	Canadian	1.11	Low

As reported in Table 4.4, the sample includes twelve teachers, split evenly between native and non-native speakers, with six males and six females. Meanwhile the first six participant EFL teachers were Turkish, the following six EFL teachers were native EFL teachers from the Inner Circle countries (i.e., Australia, Britain, Canada, Ireland, New Zealand, and the United States). In addition, according to the information in Table 4.4, out of six non-native English-speaking Turkish EFL teachers, one female and two male Turkish EFL teachers were categorized as having low FLTA levels, with their scores ranging between 1.11 and 2.11. One female Turkish participant teacher scored in the moderate FLTA range with a score of 4.15, while two others, one female and one male, scored in the high FLTA range, with scores of 4.84 and 5.00, respectively. Meanwhile, for the native English-speaking EFL teachers, one American female, one British male, and one Canadian female teacher had low FLTA levels, with scores ranging from 1.11 to 2.26. On the other hand, one teacher, an Australian EFL teacher, demonstrated moderate FLTA levels, scoring 4.12, respectively. Also, two male American teachers were notably categorized as having a high FLTA level, with scores of 4.87 and 4.91. In addition, the participant EFL teachers were asked to categorize their FLTA levels as low, moderate, and high during the semi-structured interviews, and considering the FLTA levels in Table 4.4, the given categories of FLTA

levels according to the teachers themselves are found out to be the same categories according to their FLTA scale scores and FLTA levels.

Overall, these results suggest a diversity in FLTA levels across both groups of teachers, highlighting individual variations in anxiety irrespective of nativeness. Building on these findings, the next section delves into participants' definitions of teaching anxiety according to their perspectives as EFL teachers with different nationalities, teaching Turkish EFL students.

How EFL teachers define FLTA

During the semi-structured interviews, twelve EFL teachers were asked to define FLTA from their personal perspectives, considering their teaching background with the Turkish EFL students. This question focused on capturing the understanding of participant EFL teachers regarding FLTA, offering a better insight into the sources and experiences of teaching anxiety as seen through the eyes of both groups of teachers. By allowing participants to express their ideas and interpretations about the definition openly, the current study intended to identify shared and unique aspects of FLTA across diverse cultural and linguistic backgrounds.

Turkish EFL teachers generally described FLTA as an anxiety-provoking experience centered on self-doubt, fear of negative judgment, and concerns about language proficiency. To give an example, one Turkish teacher with a high FLTA level, *T4*, and another Turkish teacher with a moderate FLTA level, *T3*, echoed these opinions from his perspective, stating that,

For me, FLTA is feeling nervous in front of the class, in front of your students, especially when I may worry about my English skills not being enough for my students, time to time. Then, I tend to stress about teaching English, and I sometimes believe that my students can sense that. (T4, a non-native EFL teacher)

I feel FLTA when I doubt my fluency or accuracy, and my abilities to teach in English while teaching. The idea that my students might notice my mistakes is always in the back of my mind and it makes me feel very embarrassed even when I am the only one who is aware of my mistakes. I think teaching anxiety is not knowing what to do in the classes and feeling not enough in terms of pronunciation in English, thus feeling timid during teaching. (T3, a non-native EFL teacher)

Consequently, it can be understood that these definitions of Turkish EFL teachers reveal an underlying fear of not meeting the expectations of students in terms of being uncomfortable to speak English and making mistakes while speaking English, which can add significant pressure on the Turkish EFL teachers. In contrast to the definitions of FLTA coming from the Turkish EFL teachers, native English-speaking EFL teachers did not cite language proficiency as a source of their FLTA. Instead, they focused on challenges such as adapting their language to ensure student comprehension. One native, an American teacher with an elevated level of FLTA, T7, highlighted the stress of managing diverse classroom expectations, as well as another native American teacher with a low FLTA level, T11, explained that,

Teaching anxiety is feeling scared or nervous or rather concerned that I will not be able to teach students or that they will not be able to understand anything that I teach. I feel anxious when I am not sure if my students are truly following what I say, especially when their language levels vary so much even in the same classroom. It also can be that students might ask me questions that I will not be able to answer. As a native speaker sometimes, I know the right answer, but I do not know why that answer is correct because I did not learn the language as they did, I acquired it. (T7, a native EFL teacher)

From my understanding, in general, teaching anxiety refers to the feeling of unease and stress that educators may experience when facing challenges and responsibilities related to teaching. Teaching anxiety, to me personally, is about the pressure to simplify my English so my students understand, which can be a constant source of stress in my professional and daily life. (T11, a native EFL teacher)

These responses suggest that while native teachers may not worry about language accuracy, they still experience FLTA related to bridging language gaps and ensuring accessibility for all students. Despite these differences, both native and non-native teachers ultimately described FLTA as a distressing and unsettling experience related to fears about their performance in the classroom. Whether due to self-doubt in language skills or the challenge of making language accessible for all the learners they are dealing with, all the EFL teachers viewed FLTA as a sense of fear and unease that could affect their confidence and teaching effectiveness. This similarity demonstrates that FLTA is a shared concern that is characterized by an all-encompassing sense of vulnerability and stress, regardless of nationality or language background.

Sources of FLTA of EFL teachers

To deal with the second research question regarding the sources of FLTA among the participants, the responses of those EFL teachers coming from the semi-structured interview questions were analyzed to generate codes, subthemes, and themes related to the sources of FLTA. The qualitative analysis of teachers' responses revealed a total of 256 codes in terms of the sources of FLTA of the participant teachers. The codes gathered were grouped under four themes along with seventeen subthemes. The main themes that emerged were detected as *teaching-related* (118 codes), *personality-related* (70 codes), *English proficiency-related* (54 codes), and, finally, the other codes that did not fit into the other three themes grouped under the name *others* (14 codes). The following section deals with the emerged main themes in detail with excerpts of those native and non-native EFL teachers from the semi-structured interviews. See Table 4.5 for the distribution of the codes according to the main themes of sources of FLTA.

Table 4.5. *Distribution of codes according to the main sources of FLTA*

Main themes	Number of codes		
	Native teachers	Non-native teachers	Total
Teaching-related	64	54	118
Personality-related	31	39	70
English proficiency-related	18	36	54
Others	5	9	14
Total			256

As can be seen in Table 4.5, according to the responses of both groups of teachers to the semi-structured interview questions, the sources related to teaching have the highest number of codes, with a combined total of 118 codes, showing that the factors related to teaching practices may be an important contributor to FLTA among EFL teachers, no matter their native languages. To be specific, native EFL teachers reported 64 codes related to this theme, whereas Turkish EFL teachers recorded 54 codes, suggesting that challenges related to teaching are common to both groups of teachers. Additionally, the theme related to the teachers' personalities, with a total of 70 codes, appears to be a significant source of FLTA, with the non-native teachers reporting slightly more codes (39 codes) than the native teachers

(31 codes). Hence, it suggests that personality-related factors may trigger EFL teachers' FLTA, especially non-native teachers' FLTA levels. In addition, the theme related to English proficiencies of EFL teachers, with a total of 54 codes, is also a reason for EFL teachers' FLTA. Specifically, English proficiency-related sources mostly concern the Turkish EFL teachers, who reported double the codes than native EFL teachers, indicating that Turkish EFL teachers worry about their language competency more than native EFL teachers do. Lastly, *others* category has the fewest codes (14 codes), yet it highlights additional situational factors contributing to FLTA that fall outside three main themes. The subsections below will give the details about the subthemes of the FLTA sources.

4.2.1. Teaching-related FLTA

The first main theme identified from the semi-structured interviews with twelve EFL teachers is associated with the issues related to teaching that contributed to their FLTA. This main theme reflects specific classroom challenges that the EFL teachers faced and teacher-student interactions that evoke anxiety in the EFL teachers regardless of their native language. To give some examples, factors such as lack of preparedness, negative student comments, and demotivated students emerged as significant concerns of the participant EFL teachers, making them anxious while operating in diverse educational environments. The results indicated that both groups of teachers felt anxiety related to their teaching experiences. The sources for FLTA for both groups of teachers are similar, emphasizing stress factors, such as feeling unprepared to their lessons (32 codes), the negative comments of their students' (21 codes), having unmotivated students in the class (14 codes), being not familiar with their students (11 codes), feeling stressed when they are being observed by a superior (11 codes), and, ultimately, using Turkish to teach English (8 codes). Table 4.6 presents the distribution of the codes, subthemes, and theme that emerged from the responses of the EFL teachers during the semi-structured interviews.

Table 4.6. *Distribution of codes according to the teaching-related sources of FLTA*

Subthemes	Number of codes		
	Native teachers	Non-native teachers	Total
Unpreparedness	10	22	32
Cultural differences	21	-	21
Negative student comments	12	9	21
Unmotivated students	8	6	14
Unfamiliarity with students	6	5	11
Fear of observation	4	7	11
Use of L1	3	5	8
Total	64	54	118

According to Table 4.6, the most occurring and mentioned factor was teachers' unpreparedness, with 32 codes, followed by the cultural differences (21 codes) and the negative comments of students (21 codes) in terms of teaching English to their Turkish EFL learners. While the highest emerged sources of FLTA among non-native Turkish EFL teachers were feeling not ready and not prepared for their lessons (22 codes), the negative comments of their students (9 codes), and feeling anxious when they are observed by a superior (7 codes), for native EFL teachers, the reasons for FLTA were their students' cultural differences (21 codes) and the negative statements about them and their teaching styles (12 codes), lack of preparation for their lessons (10 codes), and having unmotivated students to learn English (8 codes). To provide examples, *T2*, a high-level anxious Turkish EFL teacher with a bachelor's degree in ELT and with two years of teaching experience in teaching English, was feeling stressed while teaching English because of the factors of the negative student feedback and feeling unprepared, stating that,

For me, one of the biggest reasons of teacher anxiety is the fear of negative thoughts or comments from students. I worry that if I make a mistake, students will notice and judge me, or that they might compare me to a native speaker and find me lacking. This thought constantly runs through my mind and creates a lot of stress. For instance, if a student corrects my pronunciation or questions my word choice, I start doubting myself. ... Another big factor is feeling unprepared. When I haven't had enough time to go over the lesson plan or review certain topics, I feel extremely anxious. I worry about blanking out in front of the class or not being able to answer their questions confidently. There have been times when I've walked into a lesson feeling that I didn't know enough about the material, and it really affected my confidence. (T2, a non-native EFL teacher)

T2's reflections on the fear of negative feedback and lack of preparation highlight how insecurities about language accuracy and classroom readiness can trigger FLTA among non-native EFL teachers. Similarly, another Turkish EFL teacher, T1, who has an elevated level of FLTA and has been teaching English for six years, holding a master's degree in ELT, pointed out that she feels FLTA because of feeling not prepared enough to teach, noting a memory as,

I experienced this years ago. I was a rookie teacher. After a tough weekend, I could not get ready for my lessons for the next week. While teaching grammar, I realized that I did not know the exact logic behind the structure, and I had felt that if a student asked me about it, I would fail in explaining. A couple of minutes later, that question arose, and I could not give a good explanation. That was the day I decided not to have my classes before preparing thoroughly. (T1, a non-native EFL teacher)

T1's experience as a new EFL teacher, feeling unprepared to explain grammatical rules, illustrates how gaps in preparation can lead to high FLTA among EFL teachers. Additionally, another Turkish EFL teacher, T4 with a master's degree in ELT, a low-level FLTA teacher with seventeen years of teaching experience in teaching English to Turkish EFL students, mentioned that she feels anxious to teach English due to being observed by her superiors, stating by sharing a related memory,

My specific incident would be again to be observed by my superiors. It was okay for me to be involved with the learners back then actually but having someone superior to me in my classroom. I could feel my heart pumping out of my chest. Like trying to get out of my chest actually because I knew that they were scoring me. So as a teacher, still, if I have that kind of authority in my class, observing me, that is so anxiety provoking for me. (T4, a non-native EFL teacher)

According to the excerpt from T4, it can be understood that being observed while teaching English can also affect EFL teachers' FLTA in English classroom settings. In addition to the highly occurred factors that affected the Turkish EFL teachers' FLTA in terms of sources related to teaching English, T11, who is a native English teacher with twenty-eight years of experience, a low FLTA teacher, holding a PhD in ELL, talked about a highly emerged source of FLTA among native EFL teachers, cultural differences, explaining,

Cultural differences can also be a minor source of concern. Sometimes I'll reference something from my own background, and I notice it doesn't fully resonate with the students. It's something to keep in mind, but I don't find it too stressful—I see it as an opportunity to learn more about their culture and bridge that gap. (T11, a native EFL teacher)

As with many non-native teachers, *T11* highlighted the impact of the differences between their and Turkish culture on their FLTA, indicating how this factor shaped their classroom experiences while teaching English to Turkish learners. Furthermore, *T8*, who has an elevated level of FLTA and is a native English teacher with twenty-five years of experience, holding a bachelor's degree in ELL, mentioned two of the highly emerged sources of FLTA among native EFL teachers, explaining,

When my students express dissatisfaction, whether with the lesson content, my teaching style, or even my approach to handling questions, it creates a sense of self-doubt. These comments can be discouraging, especially in a context where students may expect teachers to display high levels of fluency and confidence at all times. Additionally, when I feel underprepared for a class, whether due to time constraints or simply not being able to anticipate potential challenges, I notice my anxiety rising. Teaching Turkish students, who often hold high expectations for their language instructors, amplifies these feelings, as they can be particularly observant and quick to critique when something does not meet their standards. This combination of facing student criticism and sometimes feeling unprepared contributes significantly to my teaching anxiety. (T8, a native EFL teacher)

As with some native EFL teachers, *T8* experienced FLTA due to their learners' negative feedback and feeling unprepared for their EFL lessons, contributing to their feelings of teaching anxiety. Having a bachelor's degree in AL, another native English EFL teacher, *T7*, with two years of teaching experience in teaching English, having an elevated level of FLTA, explained that his FLTA is affected by the factor of having unmotivated students while teaching English to Turkish EFL students, stating that,

It would be seeing that the students are not motivated to learn. "Why am I going to use English? I am already a science-math student, so I do not need it." or "I am not going to need it, so why would I learn it? Let the foreigners learn Turkish." So, they are having this mindset. In those kinds of specific examples, they are already telling you that they do not want to learn anything, and they are just saying it to your face, right in the classroom. (T7, a native EFL teacher)

T7's experiences provide insight into how a specific factor, teaching English to unmotivated EFL learners, can heighten FLTA among EFL teachers. Furthermore, there are other reasons for both native EFL teachers and non-native Turkish EFL teachers to feel FLTA while teaching English, such as not knowing their Turkish students well (11 codes) and being forced or required by their students to use Turkish to teach English (8 codes). To give an example, a non-native Turkish EFL teacher, holding a master's degree in ELT, *T5*, with

thirteen years of teaching experience in teaching English and who has a low level of FLTA, stated that,

Not knowing my students well enough can add to the anxiety. When I'm unsure about their learning styles, interests, or even how they might react to certain topics, it's like walking into the unknown. I feel uncertain about whether the material will engage them, whether they'll respond well, or whether they'll lose interest halfway through. (T5, a non-native EFL teacher)

The influence of being unfamiliar with their students on FLTA was also apparent in T5's reflections, shedding light on their challenges, as some other EFL teachers suffered FLTA because of the same factor. Having a moderate level of FLTA, another EFL teacher, a native teacher who holds a master's degree in ELL and has eleven years of teaching experience in teaching English to Turkish EFL students, T9 mentioned that she has a high level of FLTA when her students require her to use Turkish to teach English, stating that,

When Turkish students do not understand a word I say, they want me to talk Turkish with them immediately. I try my best to resist this request, but this is not possible all the time. When I speak Turkish or explain something in Turkish, I feel anxious because I feel like I do not try everything to explain it in English, and I affect their learning process badly. Also, it makes me stressed and anxious. I feel like I should not use their native language but mine, the one they aim to learn. (T9, a native EFL teacher)

T9 shared a perspective that echoes the reasons of FLTA of other EFL teachers, noting how using Turkish in their English classrooms intensifies their FLTA in such certain situations. To further elaborate, these sources related to teaching were categorized under seven subthemes. The distribution of the codes among participants is shown in Figure 4.2.

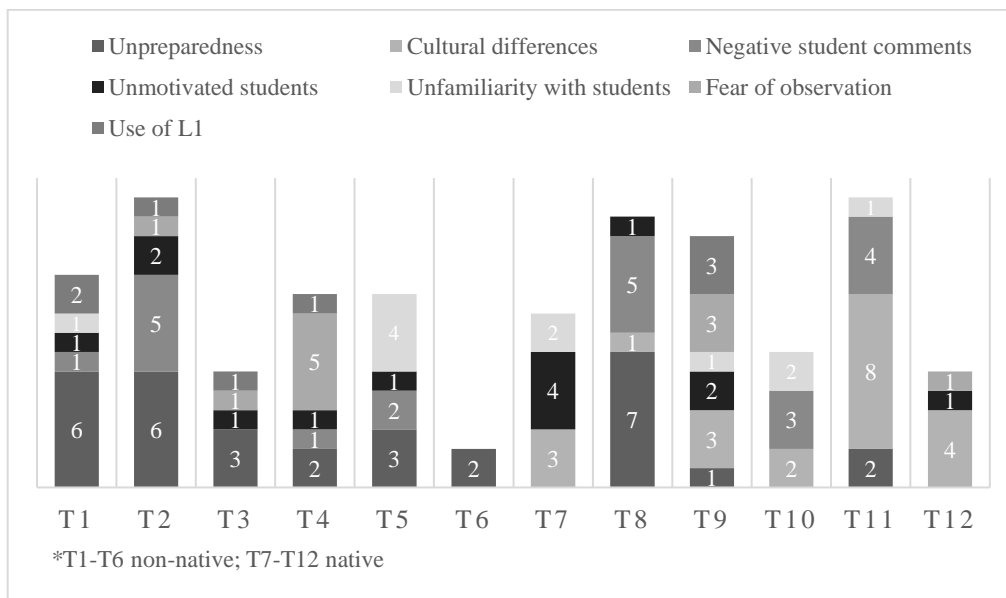


Figure 4.2. Distribution of codes of teaching-related sources of FLTA among participants

Taking Table 4.2 into account, according to the excerpts of the participant EFL teachers, when they are compared to the non-native English-speaking Turkish EFL teachers (54 codes), native English-speaking Turkish EFL teachers (64 codes) feel more anxious caused by the factors that are teaching-related. Figure 4.2 highlights the distribution of teaching-related sources of FLTA among participants, with a focus on seven codes: *unpreparedness*, *cultural differences*, *negative student comments*, *unmotivated students*, *unfamiliarity with students*, *fear of observation*, and *use of L1*. Among the participants, *T8* demonstrated the highest frequency of *unpreparedness* with seven codes, along with *T1*'s six codes and *T2*'s six codes, indicating a struggle with the feeling of not being prepared for their upcoming lessons, which is a significant anxiety trigger. *T2* showed notable challenges with *unmotivated students* with five codes, reflecting difficulties in engaging students and maintaining their interest during the English lessons, as well as *negative student comments* (3 codes), which may contribute to a fear of being judged by their EFL students. As a native EFL teacher, *T11* stood out for *cultural differences* (8 codes), indicating that handling the differences in their cultures and cultural expectations caused a challenge for this native EFL teacher. Additionally, *T9* had a notable count for the *use of L1* with 3 codes, pointing to teachers' problems about the use of the Turkish language and the target language, English,

in teaching EFL. Other participants, such as *T1* and *T3*, had lower but still noteworthy distributions across different codes, suggesting variability in teaching-related FLTA sources. In conclusion, while all participants experience teaching-related FLTA to some extent, specific issues such as *unpreparedness*, *cultural differences*, and *unmotivated students* dominate among certain EFL teachers.

4.2.2. Personality-related FLTA

Another main theme emerged from the responses of the participant teachers during the semi-structured interviews connected to the subthemes related to personality traits of EFL teachers, which significantly influence their levels of FLTA while teaching English. To provide some examples, factors such as having an anxious personality and suffering from a lack of self-confidence in terms of teaching English were frequently mentioned by the participant EFL teachers, reflecting the personal struggles EFL teachers face regardless of their native languages and professional trainings. The sources of FLTA of native and non-native EFL teachers' regarding the causes related to personality are alike, emphasizing how their intrinsic characteristics, such as having an anxious personality (27 codes), having low self-confidence (37 codes), and feeling stressed to talk in front of a classroom (6 codes), may shape their teaching experiences negatively. Table 4.7 presents the distribution of the codes, subthemes, and theme that emerged from the responses of the EFL teachers during the semi-structured interviews.

Table 4.7. *Distribution of codes according to the personality-related sources of FLTA*

Subthemes	Number of codes		
	Native teachers	Non-native teachers	Total
Low self-confidence	18	19	37
Anxious personality	11	16	27
Fear of public speaking	2	4	6
Total	31	39	70

As seen in Table 4.7, the most frequent source was having an anxious personality in general, with 27 codes, followed by having low self-confidence, with 37 codes, when teaching English to their Turkish EFL learners. While the highest-emerged sources of FLTA

among non-native Turkish EFL teachers were initially having an anxious personality (16 codes) and suffering from low self-confidence (19 codes), similarly, for native EFL teachers, the reasons for FLTA were their anxious personalities in general (11 codes) and having low self-confidence (18 codes). To give examples, *T2*, with a bachelor's degree in ELT, a high-level FLTA teacher with two years of teaching experience in teaching English to Turkish EFL students, mentioned that he feels anxious to teach English, noting that,

I'm definitely an anxious teacher. Even though I prepare thoroughly, the anxiety is always there. I find myself worrying about how the lesson will go, if I'll make any mistakes, or if the students will ask questions I can't answer. I think part of it is just my nature. I've always been a bit of a worrier, and teaching just amplifies that. I think that my anxious personality plays a role, too. I tend to overthink situations, which means that sometimes I'll anticipate problems that don't actually happen, or I'll imagine worst-case scenarios. This makes teaching feel more stressful than it might actually be. I also feel that my anxiety comes from feeling that I am not as competent as I should be. Teaching English as a non-native speaker can feel like constantly trying to prove myself, and that's a heavy weight to carry. (T2, a non-native EFL teacher)

For *T2*, a major source of anxiety came from their personality being naturally stressed and anxious, which they describe as a chronic problem in their teaching practices. In addition to the example, affected by the same sources of FLTA, another Turkish EFL teacher, *T1*, a high-level anxious Turkish EFL teacher with a master's degree in ELT and with six years of teaching experience in teaching English, was feeling anxious to teach English because of the factors, such as having an anxious personality and suffering from having low self-confidence, stating that,

Although I know each step of my plans and I always analyze my classes after each session, I know that things may not go as I planned and that gives me anxiety every time I am about to teach. These analyses after lessons provide me with the valuable key points of my classes and I am trying to improve myself, but I cannot help but be anxious, I believe that is my personality trait, too. ... I think the reason for experiencing this anxiety also comes from the personal experiences of the teacher. If a teacher feels not competent enough for the profession, not enough to teach English and he or she keeps telling this to themselves all the time, causing a lack of confidence, anxiety will occur when they are teaching. (T1, a non-native EFL teacher)

The influence of having an anxious personality on FLTA is further echoed in *T1*'s comments, who, like *T2*, finds that this source of FLTA affects their teaching confidence. In the same vein, in addition to the highly occurred factors that affected the Turkish EFL

teachers' FLTA regarding the sources related to the personalities of EFL teachers, T8, a native English teacher with twenty-five years of experience, feeling a high level of FLTA, holding a bachelor's degree in ELL, talked about a highly emerged source of FLTA among native EFL teachers, naturally having an anxious personality, explaining,

I tend to overthink things and worry about potential challenges or mistakes before they even happen. This often translates into teaching, where I find myself stressing over how students will respond or whether my lessons will go as planned. Even though I try to remind myself that small mistakes are normal, my anxiety makes it hard to stay calm and focus on the positive. This feeling often surfaces right before classes, making me question my approach and worry that I may not be engaging the students as well as I'd like. (T8, a native EFL teacher)

In T8's experience, like the Turkish EFL teachers, naturally having a personality that tends to get stressed and anxious easily was a notable source of teaching anxiety, creating challenges as they continue to teach English. Additionally, another native English EFL teacher with a master's degree in ELL, T9, who has eleven years of experience teaching English and a moderate level of FLTA, explained that the factor of having low self-confidence affects his FLTA, saying that,

Even though I'm a native speaker, I sometimes question whether I'm fully prepared or skilled enough to be an effective teacher. This lack of confidence can be paralyzing, as I start doubting whether I'm presenting the material in the best way or if I'm making a real impact on my students. It's a challenging mindset to overcome, and it makes me feel as though I'm constantly under pressure to "prove" myself, even when no one else is necessarily expecting me to be perfect. (T9, a native EFL teacher)

T9, like other EFL teachers, mentioned lacking self-confidence as one of the key elements contributing to their FLTA, highlighting its influence. On top of the mentioned sources, there are other reasons for both native EFL teachers and non-native Turkish EFL teachers' FLTA, such as feeling stressed to talk in front of a classroom (6 codes). To illustrate, a non-native Turkish EFL teacher, holding a bachelor's degree in ELT, T3, with four years of teaching experience in teaching English and who has a moderate level of FLTA stated that,

Also, if you are a newbie and these are your first classes, then it is normal to feel anxious. If they do not have the authority and students are careless towards the teacher, then it would be a problem, and the teacher could feel anxious and stressed. At the beginning of your career as a teacher, you go into a class, you've just graduated from the university, you had a practicum, but

it does not mean much. Because you did not have those students as your own students. Now you are literally a teacher, you have the teaching hat, and when you go, all these people look at you and expect you to teach them. Especially for a nervous personality teacher, that's anxiety-inducing. (T3, a non-native EFL teacher)

T3 expressed their feelings, emphasizing the role of lack of teaching experience in contributing to their FLTA. In addition, having a low level of FLTA, another EFL teacher, a native teacher who holds a bachelor's degree in SLE and has nine years of teaching experience in teaching EFL to Turkish students, T12 mentioned that she feels FLTA when she needs to speak in front of her class, stating that,

I would say speaking in front of a large group probably causes it. Most people are afraid of speaking in front of a large group. I do not know; they get anxious while they are speaking because, you know, everybody focuses on you, everybody is listening to you, and you might be afraid. Yes, watching you, listening to you, and you might be afraid of saying something wrong. (T12, a native EFL teacher)

T3 pointed to fear of public speaking as a central factor influencing their FLTA levels during teaching. To expand upon this, the FLTA sources related to EFL teachers' personalities were categorized under three subthemes. The distribution of the codes among participant EFL teachers is shown in Figure 4.3.

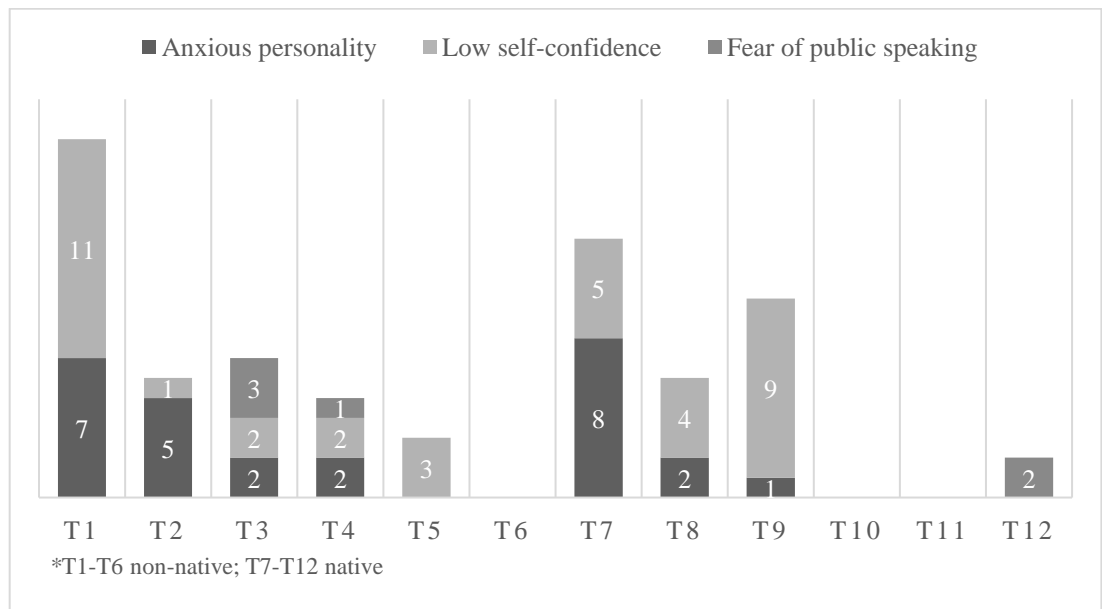


Figure 4.3. Distribution of codes of personality-related sources of FLTA among participants

All things considered, according to Figure 4.3, when they are compared to the native EFL teachers (31 codes), non-native Turkish EFL teachers (39 codes) experience higher levels of FLTA due to the stressors which are personality related. Figure 4.3 examines personality-related sources of FLTA, focusing on three main codes: *anxious personality*, *low self-confidence*, and *fear of public speaking*. *T1* emerges as the most dominant participant, reporting the highest frequencies for both *anxious personality* with seven codes and *low self-confidence* with eleven codes, suggesting that *T1* faces important personal challenges rooted in their own personality traits, which may hinder their ability to manage FLTA effectively. Similarly, *T9* displayed a strong presence in *low self-confidence* (9 codes), indicating that lacking self-confidence may be a major source of anxiety for both groups of teachers, which could impact their classroom performance and interaction with students. Supporting other EFL teachers, *T7* also showed a high distribution across *anxious personality* (8 codes) and *low self-confidence* (5 codes), suggesting that both these traits contribute equally to their FLTA. Other participants, such as *T2*, *T3*, and *T6*, had lower counts of codes, indicating that personality-related sources may be less significant for them. Overall, the results in Figure 4.3 reveal that participants with inherent personality traits, such as anxiety or low confidence, tend to experience FLTA more.

4.2.3.English proficiency-related FLTA

The third main theme centers on the sources related to the English proficiency of EFL teachers, in particular, a critical factor for non-native teachers that influences their teaching anxiety in a negative way. The current main theme includes FLTA of both native and non-native EFL teachers about their linguistic competence in English. These include fear of making mistakes (25 codes), changing, and simplifying language for students (14 codes), not having enough daily English practice (9 codes), and problems caused by differences between L1 and L2 (6 codes). While native EFL teachers (18 codes) reported lower anxiety regarding English proficiency, they acknowledged that modifying and tuning down English language (12 codes) use could pose a challenge for them, which made them anxious during teaching English. Non-native teachers, on the other hand, described a heightened sensitivity to making mistakes while teaching (23 codes) and having no opportunity to practice English (9 codes) in their daily lives to feel more comfortable with the language. Table 4.8 displays the

distribution of the codes, subthemes, and theme derived from the responses of EFL teachers during the semi-structured interviews.

Table 4.8. *Distribution of codes according to the English proficiency-related sources of FLTA*

Subthemes	Number of codes		
	Native teachers	Non-native teachers	Total
Making mistakes	2	23	25
Modify/simplify English	12	2	14
Lack of English practice	-	9	9
L1-L2 differences	4	2	6
Total	18	36	54

According to Table 4.8, the source that was mentioned frequently was making mistakes in front of their EFL students, with 24 codes, followed by feeling forced to modify and simplify their English while talking to their Turkish EFL learners, with 14 codes. Despite the top sources emerging for FLTA among non-native Turkish EFL teachers being making mistakes while teaching English (23 codes) and suffering from a lack of daily English practices (9 codes), for native EFL teachers, the sources highly emerged for FLTA needed to simplify and modify their English while teaching English to Turkish EFL teachers (12 codes) and face the differences between the Turkish language and English language (4 codes) in their EFL classrooms. As an illustration, T5, with a master's degree in ELT, a low-level FLTA teacher with thirteen years of teaching experience in teaching English to Turkish EFL students, mentioned that they face strong negative feelings about teaching English due to making mistakes in front of their students, noting,

Being aware that English is not my first language, I worry that even minor errors might reduce my credibility in their eyes. This anxiety often leads me to double-check my explanations and language usage, sometimes even over-preparing for lessons. The possibility of mispronouncing a word or making a grammatical mistake can feel daunting, as I worry that students might judge my expertise based on these slip-ups. This constant self-monitoring, though meant to ensure accuracy, can become quite stressful and detract from my confidence in the classroom although I have been teaching English for a long time now. (T5, a non-native EFL teacher)

According to T5, the main cause of their FLTA was a fear of making mistakes, which they see as impeding effective teaching. On top of the previous example, another Turkish EFL teacher, T4, a low-level anxious Turkish EFL teacher with a master's degree in ELT and

with seventeen years of teaching experience in teaching English, was feeling anxious to teach English because of the factor of lack of English practices in their daily lives, stating that,

One of the reasons I think is that we do not have the chance to practice English daily although we have experience in teaching in the four years of the teacher training program. Even in those times, we do not have enough chance to practice English. But maybe if we had enough, it would be more okay to teach English. So, it is mainly about not having the tendency to practice it, I think. And also, we do not have the chance in our high school years, and also in K-12 education in general. We do not have the chance to be in front of people. It is always the tests and the multiple-choice questions, and no individual-focused education and no productive skills in terms of English. Both in English and Turkish, these productive skills are avoided. So that may be one of the reasons; also, I think it is like a shadow following you in the upcoming years. (T4, a non-native EFL teacher)

For T4, the challenges associated with having no chance to practice English daily were especially impactful, shaping their overall approach to their teaching. In a similar manner, in addition to the highly surfaced stressors that affected the Turkish EFL teachers' FLTA and their teaching, in terms of the sources related to the English proficiencies of EFL teachers, T11, who is a native English teacher with twenty-eight years of experience and a low FLTA level, holding a PhD in ELL, talked about a frequently emerged factor of FLTA among native EFL teachers, tuning down and adapting their English, explaining that,

For native teachers, a common challenge is simplifying language without losing meaning, which can sometimes feel like walking a tightrope. For instance, while I don't get too stressed, I do notice when students seem a bit lost, and I'll adjust my language on the spot. Sometimes I'll catch myself using a phrase that's too idiomatic and realize I need to find a simpler way to say it. This doesn't create high anxiety for me, but it's a moment of awareness where I have to think on my feet. (T11, a native EFL teacher)

T11, whose experiences reveal its distracting effects, highlighted the importance of adapting and simplifying their English in accordance with their students to enhance FLTA. Likewise, having a bachelor's degree in SLE, another native English EFL teacher, T10, with four years of teaching experience in teaching English, having a low level of FLTA, explained the reason behind their FLTA as simplifying his English, stating that,

I think a big source of teaching anxiety for native English-speaking teachers working in Türkiye is the constant need to adapt our language to match the students' understanding. Even though English is my first language, I'm always worried that I might be speaking too fast or using words that the students haven't learned yet. This can make me feel anxious, especially when I notice

confused faces in the classroom. For example, one time I was explaining a grammar concept and suddenly realized that my language was too complex, so I had to pause and figure out a simpler way to explain. It's a constant balancing act, and that pressure to adapt in real-time can make me feel pretty nervous. (T10, a native EFL teacher)

T10, like T11, shared a perspective that confirms the reasons of FLTA of other native EFL teachers, stating how modifying and simplifying their English to teach increases their FLTA. To further explain, these sources related to the English proficiencies of the EFL teachers were categorized under four subthemes. The distribution of the codes among participants is shown in Figure 4.4.

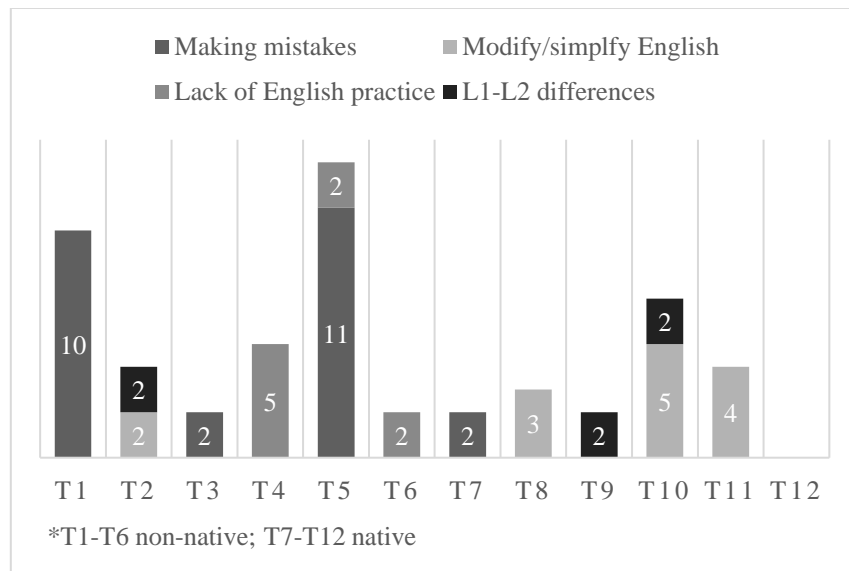


Figure 4.4. Distribution of codes of English proficiency-related sources of FLTA among participants

When all factors are considered, considering the information in Figure 4.4, when they are compared to the native English-speaking EFL teachers (18 codes), non-native English-speaking Turkish EFL teachers (36 codes) feel FLTA which is caused by the English proficiency-related stressors, even more than native EFL teachers do. Figure 4.4 explores FLTA sources related to English proficiency, categorized into four codes: *making mistakes*, *modify/simplify English*, *lack of English practice*, and *L1-L2 differences*. T5 is the most dominant participant in this category, with an overwhelming concern for *making mistakes* (11 codes), suggesting that the fear of errors in language use is a significant source of FLTA.

T1 also reported a high rate for *making mistakes* (10 codes), highlighting the importance of this code as a major issue among participant EFL teachers. *T4* emphasized a *lack of English practice* with 5 codes, reflecting anxiety about not using English regularly, which may lead to a lack of fluency or confidence in non-native EFL teachers. *T10* and *T11* also showed moderate levels of problems with *modify/simplify English* (5 codes and 3 codes), indicating struggles with adjusting language complexity for their Turkish EFL students. While some participants exhibited low frequencies for certain codes, such as *L1-L2 differences*, the overall trend suggests that *English proficiency-related FLTA* concerns are a consistent source of anxiety across the groups. In conclusion, English proficiency issues, particularly the fear of making mistakes, are a critical source of FLTA.

4.2.4. Other FLTA factors

The final main theme includes other contextual stressors influencing FLTA of EFL teachers, such as being compared to native-speaking colleagues (9 codes) and communication challenges with students' parents (5 codes). These factors highlight the broader socio-cultural dynamics affecting the language teaching experiences of EFL teachers as well as their FLTA levels. Turkish EFL teachers expressed teaching anxiety about comparisons to native EFL teachers by their superiors, colleagues, and students (9 codes), while native teachers frequently discussed having to communicate with the parents of their Turkish EFL students (5 codes). Table 4.9 presents the distribution of the codes, subthemes, and the theme that emerged from the responses of the EFL teachers during the semi-structured interviews.

Table 4.9. *Distribution of codes according to the other sources of FLTA*

Subthemes	Number of codes		
	Native teachers	Non-native teachers	Total
Compared to native teachers	-	9	9
Communication with the parents	5	-	5
Total	5	9	14

As it can be seen in Table 4.9, the most frequent source was the differences between the cultures, with 21 codes, followed by being compared to native EFL teachers, with 9 codes. While the only highly emerged source of FLTA among non-native Turkish EFL teachers was being compared to the native EFL educators (9 codes), for native EFL teachers, the reasons of FLTA were experiencing and struggling with the cultural differences in Türkiye (21 codes) and having to communicate with their EFL students' parents (5 codes). To give examples, *T1*, a high-level anxious Turkish EFL teacher with a master's degree in ELT and with six years of teaching experience in teaching English, was feeling anxious to teach English due to the fear of being compared to native EFL teachers, stating that,

As a non-native EFL teacher, one of the main sources of my teaching anxiety stems from comparing myself to native English-speaking teachers. I constantly feel that students might perceive native speakers as more authentic or proficient, which places extra pressure on me to match that standard. This comparison sometimes leads me to question my own skills, even though I know I am well qualified and experienced. The feeling of always needing to prove my abilities as a non-native speaker can create a sense of inadequacy, heightening my anxiety, especially when students appear to have a preference for native-speaking teachers. (T1, a non-native EFL teacher)

For comparison to native EFL teachers, a source of anxiety came from *T1*, which they describe as a repeated concern in their teaching. In addition to the highly prevalent factor that impacted the Turkish EFL teachers' FLTA, *T9*, a native English speaking EFL teacher with eleven years of experience teaching English and a moderate level of FLTA, explained that the factor of communication with the students' parents also has an impact on his FLTA, saying that,

Another example is when the teacher is dealing with students under 18. Teachers have to have some meetings with the students' parents. From time to time, those parents hold the teacher accountable for the learning process of their children. Even though the teacher has done everything he or she could do, environmental things can be causes of the anxiety they may experience while teaching. (T9, a native EFL teacher)

T9 pointed to fear of talking to students' parents as a factor influencing their FLTA levels. To shed more light on this issue, the other FLTA sources of EFL teachers were categorized under two subthemes. The distribution of the codes among participant EFL teachers is shown in Figure 4.5.

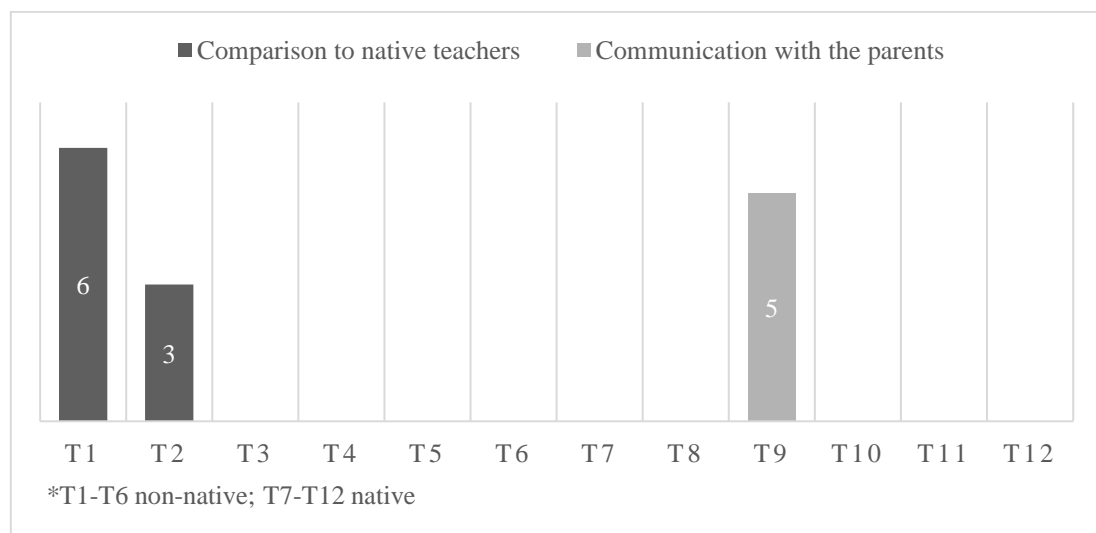


Figure 4.5. Distribution of codes of other sources of FLTA among participants

Overall, considering the information in Figure 4.5, when being compared to the native English-speaking Turkish EFL teachers (5 codes), non-native English-speaking EFL teachers (9 codes) experience higher FLTA. Figure 4.5 highlights that the most frequently mentioned source of FLTA was *comparison to native teachers*, with six occurrences among the participants. *Communication with parents* was also a significant source, as noted by five participants. Figure 4.5 encompasses additional sources of FLTA grouped under the *Others* subtheme, which includes the codes *comparison to native teachers* and *communication with parents*. Among the participants, *T1*, a Turkish EFL teacher, reported the highest concern for *comparison to native teachers* (6 codes), suggesting a heightened anxiety coming from self-doubts when compared to native English-speaking teachers. Another Turkish EFL teacher, *T2*, also contributed to this subtheme with three codes, indicating that this issue is not limited to a single Turkish EFL teacher. Interestingly, the sole native teacher, *T9*, exclusively reported FLTA related to *communication with parents* (5 codes), highlighting a unique challenge that may come from navigating parent-teacher interactions in a non-native cultural context or addressing language barriers in these conversations. While the distribution of these codes is more limited compared to other subthemes, the data suggests that both non-native and native teachers face unique pressures. In conclusion, these findings indicate that external pressures related to professional expectations and interactions with other stakeholders, such as parents and administration, contribute notably to FLTA.

4.3.Strategies to cope with FLTA

The analysis revealed various strategies that EFL teachers employ to cope with FLTA. These strategies reflect the participants' diverse approaches to managing their anxiety, which ranged from self-improvement practices to structured preparation and collaboration. Both native and non-native teachers indicated that these coping mechanisms play a vital role in mitigating the anxiety they experience in their professional lives. The data revealed three main themes in the coping strategies: self-improvement, teaching preparation, and other strategies, with some approaches being shared across groups while others were distinct to either native or non-native teachers. These strategies are discussed in the following sections, providing a detailed look into how teachers actively manage their FLTA. The main themes related to the methods of EFL teachers were categorized as *self-improvement* (51 codes), *teaching preparation* (47 codes), and the other codes that did not fall into the other two main themes grouped as *others* (10 codes). The following section deals with the emerged main themes in detail with excerpts of those native and non-native EFL teachers from the semi-structured interviews. See Table 4.10 for the distribution of the codes according to the main themes of strategies for FLTA.

Table 4.10. *Distribution of codes according to main strategies to cope with FLTA*

Themes	Number of codes		
	Native teachers	Non-native teachers	Total
Self-improvement	28	23	51
Teaching preparation	22	25	47
Others	6	4	10
Total			108

As can be seen in Table 4.10, based on the responses of both groups of teachers to the semi-structured interview questions, the strategies to cope with FLTA related to self-improvement have the highest number of codes, with a combined total of 51 codes, indicating that such methods may be important contributors to tackling FLTA among EFL teachers. Specifically, native EFL teachers reported 28 codes related to this theme; similarly, Turkish EFL teachers recorded 23 codes, suggesting that self-improvement strategies are common solutions for both groups of teachers regarding their FLTA. Additionally, the strategy theme

related to teaching preparation, with a total of 47 codes, appears to be another significant method for FLTA, with the non-native teachers reporting slightly more codes, with 25 codes, than the native teachers, with 22 codes. Thus, it suggests that strategies related to teaching preparation help EFL teachers, both native and non-native, cope with their FLTA. In essence, *others* category has the fewest codes (10 codes), yet it highlights additional methods contributing to how to deal with FLTA that fall outside two main themes. The subsections below will provide the detailed insight related to the subthemes of the FLTA strategies.

4.3.1. Self-improvement

The first main theme, self-improvement, relates to the personal strategies that both groups of teachers use to enhance their confidence in terms of teaching English and reduce FLTA. Practices like meditating before or after their lessons (25 codes), encouraging themselves (12 codes), and getting a cultural orientation about Turkish culture and education (7 codes) emerged as significant self-regulation tools for both native and non-native teachers, along with the other FLTA strategies such as having the ability to improvise during the lessons (4 codes) and practicing their English skills outside of the class (3 codes). Notably, meditation practices before or after lessons were common among participants, with native teachers (14 codes) slightly favoring this approach more than non-native teachers (11 codes). Table 4.11 presents the distribution of the codes, subthemes, and theme that emerged from the responses of the EFL teachers during the semi-structured interviews, displaying their strategies for FLTA under the main theme of *self-improvement*.

Table 4.11. *Distribution of codes according to the self-improvement strategies to cope with FLTA*

Themes	Subthemes	Number of codes		
		Native teachers	Non-native teachers	Total
Self-improvement	Meditation before/after lessons	14	11	25
	Self-encouragement	5	7	12
	Cultural orientation	7	-	7
	Quick decision making	2	2	4
	Practicing English skills	-	3	3
	Total		28	23

According to Table 4.11, the most mentioned strategy for FLTA was meditating before or after their lessons with their Turkish EFL student, with 25 codes, followed by encouraging themselves regularly (12 codes). While the highest-emerged strategies for FLTA among non-native Turkish EFL teachers were meditation practices before or after lessons (11 codes) and encouraging themselves (7 codes), for native EFL teachers, the strategies for FLTA were whether meditating prior to their lessons or after them (14 codes) and going through a cultural orientation for them to learn more about the Turkish culture and education system (7 codes). To provide some examples, Turkish EFL teacher, *T2*, who has a high level of FLTA and has been teaching English for two years, holding a bachelor's degree in ELT, pointed out that he feels FLTA, and he uses two strategies related to self-improvement, and similarly, with the same strategies to be used, another Turkish EFL teacher, *T4*, a low-level anxious Turkish EFL teacher with a master's degree in ELT and with seventeen years of teaching experience in teaching English, used the strategies of meditation and encouraging herself while teaching English, stating that,

One thing I find really helpful is meditation. I try to meditate before my lessons to center myself and clear my mind of any negative thoughts. It doesn't completely eliminate the anxiety, but it gives me a sense of calm and helps me start the lesson on a positive note. ... I also make an effort to encourage myself with positive self-talk. Before a lesson, I'll remind myself that I am prepared, and I tell myself that it's okay not to know everything. This self-encouragement helps me approach teaching with a bit more confidence. (T2, a non-native EFL teacher)

Right now, I am interested in mindfulness. So, in mindfulness activities, if your breathing is fast and your heart paces faster than normal, you can use breathing exercises to slow it down, slow them down. I sometimes use them, and sometimes look at my own experiences when I was feeling anxious the classroom was already okay, so there is nothing to be afraid of. So, I have learned how to encourage and trust myself during teaching English actually, and I am currently using those breathing exercises to control my body because if not, I am out of breath which is something that the students easily recognize in the classes. So yes, it would be mindfulness practices and trusting myself in the process as a teacher. (T4, a non-native EFL teacher)

To manage their FLTA, *T2* and *T4* reported using meditating and encouraging themselves as strategies, which they found particularly effective in challenging situations while teaching EFL. Additionally, another Turkish EFL teacher, *T1*, with a master's degree in ELT, a high-level FLTA teacher with six years of teaching experience in teaching English

to Turkish EFL students, mentioned that she feels very anxious to teach English, and she uses self-encouragement to cope with her FLTA, stating by sharing a related memory,

Currently, I try to see myself as the leader of the class, that is my way of motivating myself to teach with less anxiety. I know the right and wrong answers about each lesson plan. This gives me high motivation and self-confidence, which are the enemies of teaching anxiety. So, shortly, putting myself one step ahead of the students helps me deal with the anxiety. The teachers should be self-motivated, passionate, and self-confident about teaching. When the teachers know what they are doing, if they can analyze their own work and learn from their mistakes, their anxiety levels will go down quickly. Teachers shouldn't forget that they are the bosses in their classrooms, and they should not give away their position at all. (T2, a non-native EFL teacher)

Supporting the prior excerpts from T2 and T4, T1 identified self-encouragement as a practical method for dealing with their FLTA, explaining how it helps them stay focused and motivated in the classroom. Furthermore, similar to the strategies that Turkish EFL teachers used to cope with their FLTA, T11, who has a low level of FLTA and is a native English teacher with twenty-eight years of experience, holding a PhD in ELL, mentioned two of the highly emerged methods for FLTA among native EFL teachers: implementing meditation practices into their daily lives, encouraging themselves, and educating themselves about the Turkish culture and Turkish education system, explaining,

I practice self-encouragement and mindfulness. I remind myself that it's okay to have difficult moments and that teaching is a learning process for me as well. Taking a few deep breaths before class helps me enter the classroom in a calmer state, which makes a difference in managing my anxiety. ... I will say knowing a little bit about the culture, about the language itself. Because it might cause some problems. People, in general, think in their native language, they think in their mother tongue. So, while translating into English, they will still think in Turkish. So, you should be able to understand their thoughts and thinking process so that you would understand. For teachers who do feel anxious in that sense, I think cultural orientation programs and resources would be very helpful. If teachers could receive training on the specifics of the Turkish education system and classroom expectations, it would help them feel more prepared and comfortable. (T11, a native EFL teacher)

As part of their coping mechanisms, like the Turkish EFL teachers, T11 relies on encouraging themselves and educating themselves about the Turkish culture and education system, which they describe as essential methods for reducing FLTA. Additionally, having a bachelor's degree in SLE, another native English EFL teacher, T10, with four years of teaching experience in teaching English, having a low level of FLTA, explained that, using

a self-improvement strategy, he was able to lower his FLTA while teaching English to Turkish EFL students, stating that,

Another factor is the cultural differences between my background and that of my students. Sometimes, I worry that my examples or references might not make sense to them or might even come across as inappropriate. I have to think carefully about what I say and how I present ideas, and that can be quite stressful. There was one lesson where I mentioned a holiday tradition from my culture, and I quickly noticed that it didn't resonate at all with my students. The awkwardness of that moment made me feel self-conscious and heightened my anxiety. ... I have experienced quite a few moments of anxiety while teaching Turkish students. One instance that stands out was when I was trying to introduce a discussion on a culturally specific topic that I thought would be interesting and relevant. However, the students didn't engage at all, and I immediately felt anxious because I realized that the topic might not resonate with their experiences. I felt stuck, not knowing how to redirect the conversation to something more relatable. The silence in the room made me feel as though I would lose control, and that's a feeling I find really hard to shake off. So, after that incident, I decided to educate myself about Türkiye, Turkish culture and, especially, the Turkish education system in order to better relate to my Turkish students. (T10, a native EFL teacher)

Like T11, for T10, one effective way to cope with FLTA has been getting themselves educated on Turkish culture, language, and education system, a technique that helps them maintain calmness during their EFL lessons. Furthermore, there are other strategies that both native EFL teachers and non-native Turkish EFL teachers used to deal with their FLTA while teaching English such as, gaining and improving the ability to improvise (4 codes) and practicing English more often than they usually do in their daily lives (3 codes). To give an example, a non-native Turkish EFL teacher, holding a bachelor's degree in ELT, T2, with two years of teaching experience in teaching English and who has a high level of FLTA stated that,

Another thing I do is practice English in my daily life. I'll listen to podcasts, read in English, or even try to speak it when I'm alone. This helps me feel more confident in my language skills, so I'm not as worried about making mistakes. (T2, a non-native EFL teacher)

It can be understood that, in addressing their FLTA, T2 turns to implementing English in their daily life routine as a coping strategy, emphasizing its role in enhancing their teaching experience and helping them tackle their FLTA. Also, having a moderate level of FLTA, another EFL teacher, a native teacher who holds a bachelor's degree in AL and with two years of teaching experience in teaching English to Turkish EFL students, T7 mentioned that

he has a high level of FLTA and to cope with his FLTA, he uses a strategy that is about improving his improvising skills, stating that,

Also, for me, developing improvisation skills has been a game-changer in managing classroom stress. No matter how carefully I plan a lesson, unexpected things happen all the time—whether it's a question from a student that I didn't anticipate, a technical glitch, or an activity that just isn't working the way I'd hoped. Being able to think on my feet and adapt in the moment helps me stay calm and keep the lesson on track without getting flustered. I've learned that when I'm comfortable improvising, I feel more confident and less anxious because I know I can handle whatever comes up. Plus, it makes the class feel more natural and engaging, both for me and for the students. You as a teacher should learn how to easily improvise during the lesson. It should be fast, like a fast reaction. (T7, a native EFL teacher)

Considering their excerpt, T7 described acquiring the skill to improvise and decide on the scene as a key component of their approach to managing their FLTA, helping them remain calm under pressure by knowing they can manage the unexpected situations in their classroom. To further investigate, the other FLTA strategies of EFL teachers were categorized under five subthemes. The distribution of the codes among participant EFL teachers is shown in Figure 4.6.

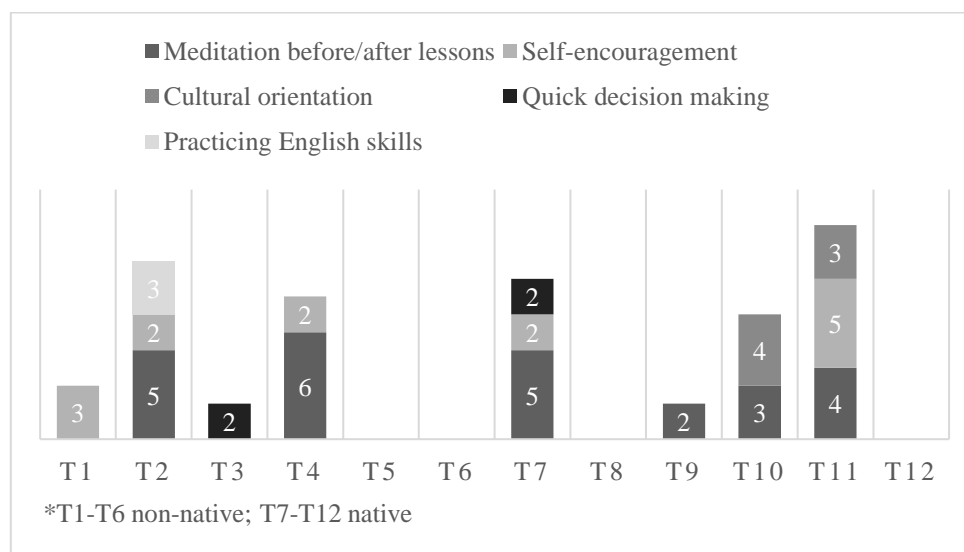


Figure 4.6. Distribution of codes of self-improvement strategies of FLTA among participants

Taking everything into account, according to Figure 4.6, when being compared to the non-native English-speaking Turkish EFL teachers (23 codes), native English-speaking EFL

teachers (28 codes) use more strategies, which are related to self-improvement of EFL teachers, to cope with their FLTA. Figure 4.6 illustrates the self-improvement strategies employed by participants to manage their FLTA, which are categorized into five subthemes: *meditation before/after lessons*, *self-encouragement*, *cultural orientation*, *practicing English skills*, and *quick decision-making*. Both Turkish EFL teachers, *T2* (5 codes) and *T4* (6 codes), and native EFL teachers, *T7* (5 codes) and *T11* (4 codes), cope with their FLTA via meditation practices, indicating that meditation prior to or after their English lessons may be an effective solution to lower their FLTA levels. While some participants, *T11* (5 codes) and *T1* (3 codes), relied heavily on strategies such as *self-encouragement*, others focused on techniques like *cultural orientation*, *practicing English skills*, and *quick decision-making*, demonstrating variability in how individuals cope with FLTA. Overall, *self-improvement* strategies to tackle FLTA, particularly *meditation before/after lessons* and *self-encouragement*, play a crucial role in helping EFL teachers manage their FLTA.

4.3.2. Teaching preparation

The second main theme centers on teaching preparation to cope with FLTA. This section of strategies includes methods such as building familiarity with students (24 codes), lesson planning in advance (16 codes), and effective classroom management (7 codes). The participant EFL teachers emphasized that thorough teaching preparation enables them to manage their EFL classes with greater confidence and reduces the likelihood of experiencing FLTA. Both native and non-native teachers highlighted the importance of establishing familiarity with students, although their reasons varied slightly. Table 4.12 presents the distribution of the codes, subthemes, and theme that emerged from the responses of the EFL teachers during the semi-structured interviews, showing their strategies for FLTA under the second main theme: *teaching preparation*.

Table 4.12. *Distribution of codes according to the teaching preparation strategies to cope with FLTA*

Themes	Subthemes	Number of codes		
		Native teachers	Non-native teachers	Total
Teaching preparation	Building student familiarity	13	11	24
	Lesson preparation	7	9	16
	Effective classroom management	2	5	7
	Total	22	25	47

According to Table 4.12, the highly emerged teaching preparation-related strategies for FLTA were building student rapport, with 24 codes, and getting ready for their lessons thoroughly (16 codes), followed by having effective classroom management abilities (7 codes). The highest-emerged strategies for FLTA among non-native Turkish EFL teachers were getting to know their students better (11 codes) and preparing and organizing lessons ahead of time (9 codes); similarly, for native EFL teachers, the strategies for FLTA were strengthening student relationships (13 codes) and ensuring lesson readiness in advance (7 codes). To provide some examples, *T2*, who has a high level of FLTA and has been teaching English for two years, holding a bachelor's degree in ELT, pointed out that he feels FLTA, and he uses two strategies related to teaching preparation, and likewise, using the same strategies for FLTA, another Turkish EFL teacher, *T4*, a low-level anxious Turkish EFL teacher with a master's degree in ELT and with seventeen years of teaching experience in teaching English, used the strategies setting up and structuring lessons beforehand and familiarizing with students English, stating,

Encouraging teachers to get to know their students on a more personal level could help reduce stress. When teachers have a better understanding of their students' backgrounds, interests, and learning needs, they can tailor their teaching approaches more effectively, which can make classroom interactions smoother and more enjoyable. This familiarity can also help teachers feel more comfortable and less anxious in front of the class, as they're no longer interacting with a room full of strangers. Also, in terms of lesson preparation, I've learned that the more prepared I am, the less anxious I feel. I go over my notes, try to anticipate potential questions, and make sure I have a clear plan. When I feel prepared, I'm less worried about unexpected surprises. I also try to get to know my students better. By building a relationship with them, I feel more comfortable in the classroom, and it becomes easier to teach because I understand what they respond to. These strategies have been a big help, though managing anxiety is definitely an ongoing process for me. (T2, a non-native EFL teacher)

Also understanding the students. Teachers were once students. So, knowing how they were motivated and knowing how they want to be approached. These are also important. So, understanding the students would also help. I think empathy, let's say being empathic to students would definitely help. So, these are all the things I'd like to mention. ... I always prepare my lessons the day before. I play the scenario in my mind and go over it a couple of times so that during the lesson nothing goes wrong. Of course, sometimes things do not go as planned, but that's why I have contingency plans, and I adapt my lessons accordingly so that there is no anxiety involved. I think it is really important because if your students see you struggle and have negative feelings and emotions, then you might lose credibility in the eyes of the students. To never let that happen, I always go prepared, and I show my students that I am in control of the situation in the classroom. (T4, a non-native EFL teacher)

T2 and T4 shared that building student familiarity and getting prepared for their English lessons beforehand are essential parts of their strategies for handling FLTA, allowing them to focus more effectively. In line with the strategies that Turkish EFL teachers used to cope with their FLTA, T12, who has a low level of FLTA and is a native English teacher with nine years of experience, holding a bachelor's degree in SLE, mentioned two of the highly emerged strategies for FLTA among native EFL teachers, navigating their FLTA, explaining that,

I try to be friendly with the students, and when you get friendly with people, you get more relaxed. And that is what I do. I tried to get to know the students individually. A little bit. Get friendly with them and that helped. I asked them what their names were. I asked them, what they did in their free time... I got to know them. I told them about my hobbies, or I told them about myself. It was kind of a warm-up, and it helped. ... So, like I said, you get friendly, and as you get friendly you get to know each other a little better, and you automatically feel more relaxed. Another strategy that works well for me is preparing flexible lesson plans. I like to have a structure, but I also leave room for adjustments if I notice something isn't working. This flexibility helps me feel confident that I can adapt as needed, which keeps my anxiety low. I also focus on building a relaxed, supportive environment for the students, and this helps me stay calm and focused on their needs without feeling overwhelmed. (T12, a native EFL teacher)

As it can be indicated by T12's excerpt, to ease their FLTA, T12 practices learning more about their EFL students and does their lesson planning considering various situations in advance, strategies that they have found beneficial over time. Moreover, considering Table 4.12, there is another strategy, learning to navigate their lessons effectively (7 codes), that both native EFL teachers and non-native Turkish EFL teachers used to tackle their FLTA

while teaching English. To give an example, a non-native Turkish EFL teacher, holding a bachelor's degree in ELT, T2, with two years of teaching experience in teaching English and who has a high level of FLTA noted that,

First, more professional development opportunities focused on both language and teaching strategies could make a big difference. Teachers often feel anxious because they doubt their own knowledge or teaching methods, so workshops or training sessions on advanced language skills, classroom management, or effective teaching practices could boost their confidence. (T2, a non-native EFL teacher)

Regarding their excerpt, T2's preferred method for coping with FLTA is having strong classroom leadership, which they use to regain control in high-anxiety situations while teaching EFL. To expand upon this, the other FLTA strategies of EFL teachers were categorized under three subthemes. The distribution of the codes among participant EFL teachers is shown in Figure 4.7.

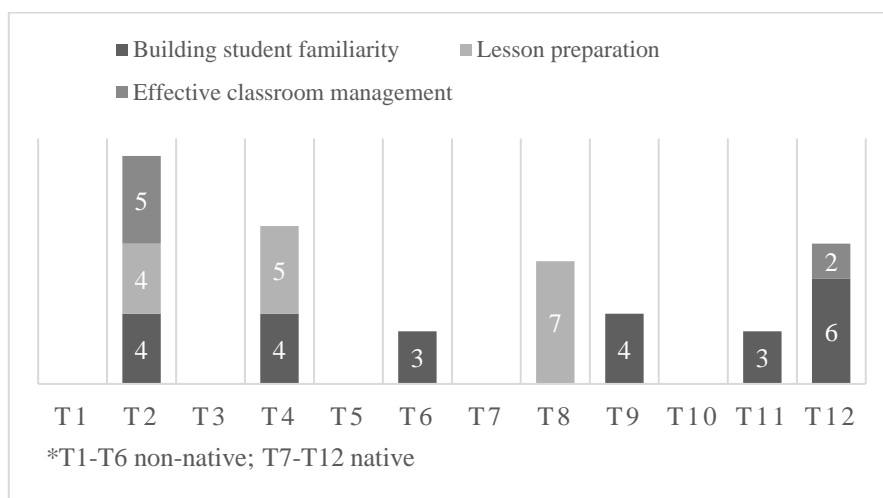


Figure 4.7. Distribution of codes of teaching preparation strategies for FLTA among participants

When all is taken into consideration, according to Figure 4.7, when being compared to the native English-speaking EFL teachers (22 codes), non-native English-speaking Turkish EFL teachers (25 codes) implement more teaching preparation-related strategies to deal with their FLTA. Figure 4.7 focuses on teaching preparation strategies used by participants to ease their FLTA. These strategies are divided into three subthemes, such as *building student familiarity*, *lesson preparation*, and *effective classroom management*. Both Turkish EFL

teachers, *T2* (4 codes) and *T4* (4 codes), and native EFL teachers, *T12* (6 codes) and *T9* (4 codes), manage their FLTA by getting to know their EFL students better, suggesting that getting to know their EFL learners may be a helpful way to lower their FLTA during teaching EFL. Considering *lesson preparation*, both groups of teachers, *T8* (7 codes), *T4* (5 codes), and *T2* (4 codes), used getting ready and feeling prepared enough for their EFL lessons as a method to lower their FLTA. While some participants, *T2* (5 codes) and *T12* (2 codes), relied on a strategy, *effective classroom management*, indicating how EFL teachers cope with FLTA in different ways. All in all, teaching preparation strategies, particularly *building student familiarity*, serve as effective methods for reducing FLTA by enhancing teacher confidence and readiness in the EFL classrooms.

4.3.3. Other Strategies

The final main theme of strategies of EFL teachers for FLTA was identified as other strategies, a method category that talks about alternative methods the participant EFL teachers use to manage their FLTA. Collaboration with other teachers (9 codes) emerged as an important support system for coping with FLTA, with both native and non-native teachers expressing the benefits of shared experiences. Additionally, strategies like fidgeting (1 code) were mentioned by a native EFL teacher, to physically release tension during English lessons. Table 4.13 presents the distribution of the codes, subthemes, and theme emerged from the responses of the EFL teachers during the semi-structured interviews, displaying their strategies for FLTA under the main theme named other strategies.

Table 4.13. *Distribution of codes according to the other strategies to cope with FLTA*

Themes	Subthemes	Number of codes		
		Native teachers	Non-native teachers	Total
Other strategies	Collaboration with other teachers	5	4	9
	Fidgeting	1	-	1
	Total	6	4	10

As can be seen in Table 4.13, the highest mentioned strategy for FLTA was cooperation with fellow teachers (9 codes), followed by fidgeting to distract themselves (1 code). The highest-emerged strategy for FLTA among non-native Turkish EFL teachers was

collaborating with their teaching peers (4 codes); correspondingly, for native EFL teachers, the strategies for FLTA were creating a partnership with their colleagues (5 codes) and fidgeting physically for distraction (1 code). To provide some examples, *T2*, who has a high level of FLTA and has been teaching English for two years, holding a bachelor's degree in ELT, pointed out that he feels FLTA, and he uses a method, sharing their experiences with other EFL teachers and collaborating with their colleagues, noting that,

Another helpful approach would be creating a support network among teachers. Having a group of colleagues to share experiences with, discuss challenges, and exchange teaching ideas can reduce the feeling of isolation that often accompanies teaching anxiety. Knowing that other teachers face similar struggles can be reassuring, and it provides a platform for mutual encouragement and advice. Regular meetings, either in-person or online, could give teachers a chance to discuss specific classroom issues or anxiety triggers, and they could also learn new techniques from each other. (T2, a non-native EFL teacher)

To cope with their teaching anxiety, *T2* focuses on collaborating with other EFL teachers, which they have included in their regular English teaching practices. Aligned with the methods Turkish EFL teachers utilized to handle their FLTA, *T10*, who has a low level of FLTA and is a native English teacher with four years of experience, holding a bachelor's degree in SLE, noted that they use collaborating with their colleagues to help them navigate their FLTA, explaining that,

Additionally, regular check-ins or mentoring from colleagues who are familiar with the local educational context could help relieve some of the pressure. Having a support system of other foreign teachers would also provide a safe space to discuss shared challenges and solutions. (T2, a non-native EFL teacher)

T10 uses a teacher collaboration strategy like *T2*'s because, when put into practice, it aids EFL teachers in finding ways to effectively lessen their FLTA. To further emphasize, there is another strategy, fidgeting to relax and distract yourself (1 code), a native EFL teacher used to manage their FLTA. To provide the example, a native EFL teacher, holding a bachelor's degree in AL, *T7*, with two years of teaching experience in teaching English and who has a high level of FLTA noted that,

One strategy that helps me cope with my teaching anxiety is physically distracting myself, like fidgeting with my fingers during class. This small movement keeps my hands busy and gives me a subtle outlet for nervous energy, which helps me stay calm and focused. Rather than letting my mind race or fixate on anxious thoughts, fidgeting lets me channel some of that tension into my

body instead. It's a simple habit, but it really helps me stay grounded in the moment, and in a way, it allows me to keep my focus on the students and the lesson rather than on my own anxiety. This kind of multitasking feels productive; it manages my nerves without disrupting the flow of the class. (T7, a native EFL teacher)

One approach that T7 uses to manage FLTA is fidgeting, which provides them with a sense of stability while feeling FLTA during teaching EFL. To clarify, the other FLTA strategies of EFL teachers were categorized under two subthemes. The distribution of the codes among participant EFL teachers is shown in Figure 4.8.

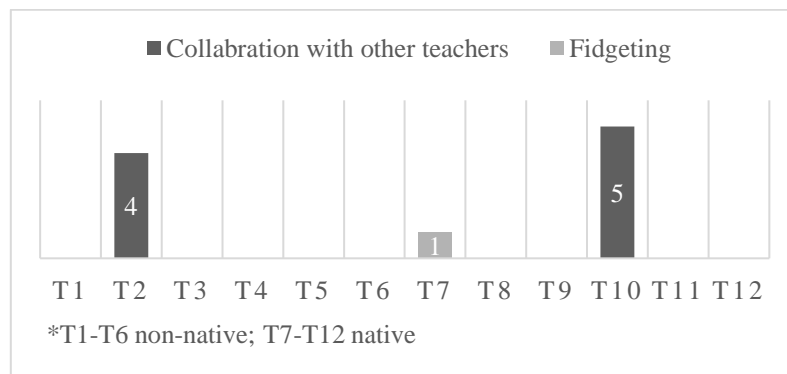


Figure 4.8. Distribution of codes of other strategies for FLTA among participants

After evaluating all the methods in Figure 4.8, when being compared to the non-native English-speaking Turkish EFL teachers (4 codes), native English-speaking EFL teachers (6 codes) used more strategies such as collaborating with other EFL teachers and fidgeting to tackle their FLTA. Figure 4.8 examines other strategies adopted by participants to manage their FLTA, containing the subthemes *collaboration with other teachers* and *fidgeting*. Both a Turkish EFL teacher, T2 (4 codes), and a native EFL teacher, T10 (5 codes), manage their FLTA by collaborating with the other EFL teachers, suggesting that sharing experiences with their colleagues can be an efficient method to lower their FLTA. In addition, a native EFL teacher participant, T7 (1 code), relied heavily on fidgeting, highlighting that physical distraction may also offer anxious EFL teachers a solution for their FLTA. In conclusion, other strategies, particularly *collaboration with other teachers*, provide valuable techniques for managing FLTA, further broadening the range of coping mechanisms available to EFL teachers of both groups.

In summary, the findings of the current study provided valuable insights into the levels, sources, and coping strategies related to FLTA among native and non-native EFL teachers in Türkiye. The results indicated that FLTA levels of both groups of teachers were on the moderate level and that FLTA is a complex incident that is influenced by various personal, professional, and linguistic factors of the EFL teachers and managed through a range of individual and contextual strategies. By exploring these, this study sheds light on the complicated dynamics of FLTA in EFL classrooms, offering a base for further exploration and intervention regarding the matter in the field.

The following chapter delves into a detailed discussion of these findings, situating them within the context of existing literature, making comparisons, and offering interpretations to enhance our understanding of FLTA.

CHAPTER 5

5.DISCUSSION

This chapter deals with the discussion of the results of this study, which aimed to discover the level of FLTA of the native and non-native EFL teachers along with the sources of their FLTA and the strategies they used to cope with their FLTA. The subsections include discussion related to the FLTA levels of the EFL teachers, their sources of FLTA, and their strategies to deal with FLTA.

5.1.FLTA levels of EFL teachers

In the literature regarding FLTA, the previous studies showed that there are mixed results regarding the FLTA levels of EFL teachers. Several studies were conducted to explore the FLTA levels of native or non-native pre-service and in-service EFL teachers, and the results revealed that their FLTA levels were low. To provide an example, in Aydın and Uştuk's (2020b) study with in-service non-native Turkish EFL teachers as well as EFL teachers from different countries, the findings indicated that those in-service EFL teachers experienced FLTA at a low level. In line with Aydın and Uştuk (2020b), in Eren's (2020) study, the results of fifty-three native and 180 non-native Turkish EFL teachers in the study showed that the participant EFL teachers had low levels of FLTA. Also, according to Hişmanoğlu (2013), 132 English language teacher candidates in the study exhibited a low level of FLTA. Also, aligned with this study, Merç's (2015) study, which was conducted with 117 non-native Turkish pre-service EFL teachers, revealed a low level of FLTA. In accordance with these studies mentioned, there are also several other studies in the literature that have evidenced low levels of FLTA (e.g., Rani et al., 2022).

In addition, some other studies found that native or non-native pre-service and in-service EFL teachers had high levels of FLTA. To provide an example, the findings of Li et al.'s (2023) study with seventy-two Chinese pre-service EFL teachers revealed high levels of FLTA among the participants. Additionally, Tüfekçi-Can (2019), according to her study with twenty-five Turkish pre-service EFL teachers, stated that Turkish pre-service EFL teachers tend to have high levels of FLTA during teaching English. Regardless, previous studies dealing with FLTA have consistently indicated that FLTA has a measurable influence

on EFL teachers to varying degrees. Therefore, the findings of the current study do not align with those reported in the prior literature (e.g., İskender & Savaşçı, 2023).

In comparison to the studies with the low and high FLTA results, which were mentioned earlier, the findings of this study indicate that 220 participant EFL teachers, 108 native English-speaking and 112 non-native English-speaking Turkish EFL teachers, generally experienced moderate levels of FLTA while teaching English. To provide examples, other research studies (Alsaedi & Alamoudi, 2024; Dişli, 2020; Kesen & Aydın, 2014; Öztürk, 2016; Tabançalı et al., 2016; Tüfekçi-Can, 2019) have also found that the overall mean scores of this study, a moderate level of FLTA. Also, the overall FLTA level of the participant native and non-native EFL teachers' fell in the moderate levels of FLTA. Similarly, there are other research studies in the literature that revealed moderate levels of FLTA. As an example, in Ouastani's (2018) study with twenty-seven non-native pre-service FL teachers and eleven non-native pre-service FL teachers, the results indicated that six FL teachers had low FLTA, ten FL teachers had high FLTA, and twenty-two FL teachers had moderate FLTA. In another example, dealing with thirty-eight pre-service primary school EFL teachers, Çapan et al.'s (2024) study also revealed that EFL teachers suffer from a moderate level of FLTA while teaching.

Taking the results of the study into account, we can discuss the results related to FLTA levels from different perspectives. To begin with, the findings of this study regarding the level of FLTA of both groups of teachers indicate that the participant EFL teachers experience a moderate level of FLTA. To further discuss, the reason this study revealed moderate FLTA levels, rather than high or low FLTA levels, might be related to having EFL participant teachers across varied backgrounds. The diversity of the participant EFL teachers in terms of nationality, native language, educational background, and teaching experience plays a significant role in moderating the overall level of FLTA. To clarify, the moderate FLTA levels in this study may be due to the diversity of the sample, which includes both native and non-native English-speaking teachers. Native teachers may experience less anxiety related to language proficiency, while non-native teachers may face anxiety related to language proficiency, cultural identity, and comparison. This may balance each other in the overall FLTA assessment. Another reason might be related to the differences in teacher training. To explain, language pedagogy is a complex area that involves the use of various

methods and strategies to teach a language, which most native EFL teachers may lack the knowledge of such education. It is influenced by factors, such as formal ELT training, classroom management strategies, and theoretical understanding, which Turkish EFL teachers learned in their undergraduate studies. However, native EFL teachers with less or no training in that regard may experience anxiety due to gaps in their pedagogical skills. Also, experienced teachers often have greater confidence in their teaching skills and classroom management, which can help reduce their FLTA levels, while less experienced teachers may still be developing their confidence and classroom skills, leading to high levels of FLTA.

Moreover, the context in which these EFL teachers work, such as private schools or language academies providing professional development opportunities, may also influence their FLTA levels. However, the diverse combination of institutional contexts among EFL teachers may have played a role in affecting their level of FLTA. Additionally, self-selection bias, where teachers who participate in the study are more open to discussing their experiences with FLTA during their teaching practices, may contribute to a more moderate FLTA level. Furthermore, the difficult aspect of teaching a foreign language shows another probable reason all EFL teachers, from diverse backgrounds, experience FLTA to some extent. To further explain, teaching language carries some obligations, such as knowing the language itself well and successfully presenting it to satisfy the demands of the EFL students. Hence, for EFL teachers from many linguistic and professional backgrounds, this type of responsibility might cause FLTA.

Overall, the findings of the study suggest that while EFL teachers experience anxiety, the combination of participants shows a moderate FLTA level, emphasizing the importance of considering teacher diversity in discussions of FLTA.

5.2.Sources of FLTA

In this study, the sources of FLTA identified among native and non-native EFL teachers are multi-dimensional, reflecting a set of factors that contribute to teachers' experiences of FLTA. These sources were grouped into four main themes. The first main theme was *teaching-related* sources of FLTA, encompassing various challenges that EFL teachers face

in their professional practice. One significant subtheme under this category was teachers' unpreparedness regarding their EFL lessons. EFL teachers often reported feeling anxious when they lacked sufficient time or resources to prepare their lessons effectively, a finding also highlighted by Farhadi (2021), who emphasized that unpreparedness directly impacts teachers' confidence and performance. This anxiety is further amplified when teachers are uncertain about how to address diverse student needs in the classroom. Additionally, another critical *teaching-related* factor contributing to FLTA was the cultural differences between Turkish culture and the native EFL teachers' own cultures. These differences often created misunderstandings or misaligned expectations, making it challenging for native teachers to adapt to local educational practices. Similar difficulties in navigating cultural gaps were also reported by Dewaele and Leung (2022).

Moreover, having unmotivated students was another source of FLTA frequently mentioned by participants. Teachers expressed frustration and stress when students displayed a lack of engagement, enthusiasm, or effort during lessons. This issue, as echoed by Farhadi (2021), Novitasari and Murtafi'ah (2022), and Sammephet and Wanphet (2013), often leaves teachers questioning their effectiveness and feeling unsupported in their attempts to motivate learners. Additionally, negative comments from EFL students and the fear of observation were significant stressors for many teachers. Participants reported that critical feedback or perceived judgment from students heightened their FLTA, particularly during formal observations. Also, Li et al. (2023) similarly observed that the fear of being evaluated, whether by students or supervisors, plays a pivotal role in increasing teaching anxiety. Finally, using students' native language, Turkish, to teach EFL emerged as a notable source of anxiety. Teachers often felt conflicted about balancing English immersion with the strategic use of Turkish to facilitate understanding. This challenge aligns with findings by Alsaedi and Alamoudi (2024), who noted that the necessity of using students' native language can create tension for teachers aiming to maintain language immersion while addressing students' comprehension needs.

To highlight an example, having the same level of FLTA coming from their participant EFL teachers, Çapan et al. (2024) also found that having unmotivated learners to learn English affected the FLTA levels of EFL teachers. Thus, according to the participant EFL

teachers of the current study, both Turkish and native EFL teachers suffered from FLTA due to numerous factors related to the teaching profession.

The second main theme emerged for the sources of FLTA among both groups of EFL teachers was *personality-related* sources of FLTA. Firstly, low self-confidence was a frequent *personality-related* factor. Many teachers reported feeling insecure about their teaching abilities or language proficiency, which significantly heightened their FLTA. This finding resonates with Aydın and Uştuk (2020a), Çapan et al. (2024), and Kubanç and Selvi (2022), who all observed that low self-confidence often leads to greater hesitation and stress in the classroom. In addition, having an anxious personality was another key subtheme, as teachers with pre-existing tendencies toward anxiety were more likely to experience FLTA. This observation was similarly made by Novitasari and Murtafi'ah (2022), who found that general anxiety traits often worsen teaching-related stress, making it more challenging for teachers to manage their emotions effectively. Lastly, the fear of public speaking emerged as a significant source of anxiety. Teachers frequently reported feeling nervous about speaking in front of a class, especially when addressing large groups or delivering complex content. This subtheme reflects a broader challenge in the teaching profession, as public speaking anxiety often undermines teachers' ability to project confidence and engage students effectively. Considering the close number of codes coming from both groups of EFL teachers under this main theme, *personality-related* sources of FLTA, it can be concluded that the level of FLTA of both Turkish and native EFL teachers was affected by stressors regarding their personal qualities, heavily affecting their teaching practices while teaching English.

The third main theme focused on *English proficiency-related* sources of FLTA, which were particularly salient for non-native EFL teachers. First, making mistakes in front of students was a significant concern. Many non-native teachers reported feeling anxious about being judged for errors in pronunciation, grammar, or vocabulary. This anxiety, also highlighted by Alsaedi and Alamoudi (2024), Aydın (2016), and İpek (2016), reflects the heightened scrutiny non-native teachers often feel in their roles. Another subtheme was the pressure to modify and simplify their English while teaching. Teachers expressed concerns about oversimplifying language to ensure comprehension, which sometimes made them feel that they were compromising the quality of their instruction. Aksoy and Bozdoğan (2019)

and Kawanami and Kawanami (2012) similarly noted this tension, emphasizing how the need to tune down language can diminish teachers' confidence.

Also, the lack of daily English practice also contributed to FLTA, as many non-native teachers felt that limited opportunities to use English outside the classroom negatively impacted their fluency and teaching effectiveness. This concern is echoed in the findings of Aksoy and Bozdoğan (2019), who identified regular English practice as a critical factor in maintaining teachers' linguistic competence and reducing anxiety. Finally, the linguistic differences between Turkish (L1) and English added another layer of complexity. Teachers reported that structural and grammatical differences between the two languages often created challenges in explaining concepts clearly to students. This issue, also observed by Alsaedi and Alamoudi (2024), highlights how cross-linguistic differences can pose additional stress for non-native teachers navigating both languages. These issues have also been emphasized in various prior studies conducted on this topic (e.g., Agustiana, 2014; Aydın, 2016). To give examples, in accordance with the findings of Amengual-Pizarro's (2019) and Çapan et al.'s (2024) study, one of the most challenging stressors for FLTA levels of Turkish EFL teachers was related to their English proficiencies, such as their knowledge of L2 and having pronunciation issues due to lack of English practice, since participant Turkish EFL teachers stressed that they had limited knowledge of L2, compared to native EFL teachers.

Finally, the last main theme, *others*, was created by the remaining codes and subthemes unable to fit into the previous main themes. The subthemes under this main theme were the differences between the cultures and being compared to native EFL teachers (e.g., Alsaedi & Alamoudi, 2024; İskender & Savaşçı, 2023). Although they occurred less frequently than the other main themes, these two subthemes revealed that the FLTA of both groups of EFL teachers was also affected by such stressors, influencing their teaching methods while teaching EFL. Overall, these main themes include teaching-related factors, personality-related aspects, English proficiency-related concerns, along with some other sources of FLTA. Within these main themes, subthemes reflect some important stressors of FLTA, such as the pressures of lesson planning, fear of negative student feedback, self-doubt, and concerns about language accuracy and fluency in terms of the English language. Together, these themes and subthemes underscore the diverse range of FLTA sources that EFL teachers encounter in their professional lives.

Although the results of the current study revealed several themes related to the FLTA of the participants, prior research studies in the literature have discovered more sources of FLTA for EFL teachers, such as technical issues (Aydın, 2016) and time management problems (e.g., Djawamara and Listyani, 2021; Novitasari & Murtafi'ah, 2022), unpredictable student behaviors (e.g., İskender & Savaşçı, 2023; Wu & Badger, 2009), self-efficacy beliefs of EFL teachers (e.g., Fallah et al., 2023; Khosravi & Saidi, 2014; Merç, 2015), and using only English to teach English (e.g., İskender & Savaşçı, 2023). Consequently, it can be claimed that the diverse participant pool of these studies might be the main factor why there are various sources of FLTA in different contexts.

Given the information from the themes and subthemes as well as the participant EFL teachers' excerpts, we can conclude that FLTA is a complex issue that depends on a variety of factors, including nationality, native language, various educational backgrounds, and teaching experience in the EFL classroom. In this study, the diversity of participant EFL teachers contributes to the unique experiences of EFL teachers, resulting in a range of FLTA triggers. As a result, it is possible to infer that the backgrounds of the EFL teachers have an impact on FLTA. Naturally, native English-speaking teachers may experience less anxiety about language proficiency, but they may still face challenges in adapting to Turkish culture and meeting their students' expectations, while Turkish EFL teachers may experience heightened anxiety and fear of judgment, especially when teaching advanced language skills to students who perceive native proficiency as the ideal standard when it comes to learning English in Türkiye. In addition, another plausible reason all EFL teachers, regardless of their backgrounds, experience FLTA to some degree is the inherently challenging nature of teaching a foreign language in general. Language teaching involves a dual responsibility: mastering the subject itself and effectively delivering it, meeting the students' needs. This dual role can be anxiety-provoking for EFL teachers of various linguistic and professional backgrounds. For non-native teachers, this often manifests as problems related to their language accuracy or the fear of making mistakes in front of their students. Meanwhile, native English-speaking teachers may struggle with adapting to unfamiliar cultural norms or managing student expectations in a non-native teaching context.

Furthermore, another contributing factor is the emotional effects associated with teaching, which requires constant interaction and emotional control while trying to meet their

students' needs. Regardless of their native language or teaching background, all teachers face pressures such as maintaining authority in their classes, engaging with their students, and handling classroom challenges, which can lead to having high FLTA. Additionally, institutional demands, such as performance evaluations, workload expectations, and the pressure to achieve specific student/classroom outcomes, further intensify FLTA among EFL teachers. Moreover, perfectionism may be another common source of FLTA, affecting both native and non-native EFL teachers. To clarify, many EFL teachers push themselves to meet exceptionally high standards, feeling anxious about making mistakes or not meeting their perceived ideals of teaching quality. While non-native EFL teachers may worry more about linguistic inaccuracies, native EFL teachers might fear failing to connect with their EFL students and delivering culturally appropriate lessons considering both their and their students' cultures. Thus, this perfectionist mindset can amplify FLTA, making it difficult for EFL teachers to feel satisfied with their performance.

Additionally, the findings of the current study suggested that personal traits like self-confidence and general anxiety traits may have an impact on FLTA. Teachers with extensive training in language teaching may feel more confident in managing the classroom and interacting with students, reducing their FLTA from personal traits. However, teachers without formal pedagogical training or newer to the field may struggle with self-doubt, contributing to higher anxiety levels. English proficiency-related factors emerged as significant sources of anxiety, particularly among non-native English-speaking teachers. These teachers may feel pressure to meet high linguistic standards, while native speakers may feel more secure in their language proficiency but may experience anxiety over cultural integration and meeting student expectations. This diversity in linguistic backgrounds highlights how various sources of anxiety intersect, suggesting that FLTA is not a basic experience, but a complicated experience shaped by individual circumstances.

5.3.Strategies for FLTA

In this study, the strategies that native and non-native EFL teachers use to cope with FLTA reflect a diverse set of approaches tailored to manage specific anxiety sources. These strategies were grouped into three main themes. *Self-improvement* strategies were the first main theme identified under coping mechanisms, illustrating teachers' proactive efforts to

manage their anxiety. To start, meditating before and after lessons was a commonly mentioned strategy, with participants emphasizing how mindfulness practices helped them regulate their emotions and maintain focus. These findings align with Fallah et al. (2023), Kuru-Gönen (2022), and Montero-Marin et al. (2021), who advocate for the use of mindfulness to reduce anxiety in teaching contexts. Furthermore, focusing on personal growth and self-encouragement was another significant strategy. Teachers reported that setting personal goals and engaging in self-affirmation helped them build confidence and reduce feelings of inadequacy. This approach was similarly highlighted by Novitasari and Murtafi'ah (2022), Sammephet and Wanphet (2013), and Li et al. (2023) as effective in mitigating teaching anxiety.

In addition, quick decision-making while teaching was another coping mechanism employed by teachers, particularly in high-pressure classroom situations. This finding resonates with the research of Aliakbari et al. (2015) and Alipour and Gorjian (2014), who noted that the ability to think on one's feet is essential for managing anxiety and maintaining classroom control. Finally, for native EFL teachers, cultural orientation emerged as a unique strategy to adapt to the Turkish educational system. Dewaele and Leung (2022) and Kuru-Gönen and Sağlam (2012) emphasized the importance of cultural adaptation in reducing anxiety and improving teaching effectiveness in foreign contexts.

The participants of the current study reported being engaged in self-improvement to ease their FLTA levels, claiming that continuously developing their skills helped them feel more prepared and confident regarding teaching English. This finding aligns with research by Horwitz (2016), which highlights that self-improvement strategies can empower teachers to manage their FLTA in EFL classrooms.

The second main theme, *teaching preparation* strategies, reflects the steps teachers take to manage their FLTA through preparation and adaptability. Firstly, building student rapport emerged as a key strategy, as fostering trust and open communication helps reduce anxiety and create a positive classroom dynamic. Han and Takkaç-Tulgar (2019) also highlighted the importance of strong teacher-student relationships in minimizing classroom tension. Secondly, thorough lesson planning was another significant approach, with teachers noting that detailed plans increased their confidence and preparedness. This finding aligns with Oktaviani and Jaelani (2021) and Kazazoğlu (2020), who emphasized the role of planning in

alleviating anxiety. Lastly, creating adaptable lesson structures and materials allowed teachers to address diverse student needs while maintaining control in the classroom. Djawamara and Listyani (2021), Novitasari and Murtafi'ah (2022), and Tüfekçi-Can (2019) similarly found that flexibility in teaching enhances effectiveness and reduces anxiety.

Many EFL teachers emphasized the importance of getting to know their learners better to alleviate their FLTA. Also, both native and Turkish EFL teachers highlighted that the act of planning not only reduced their FLTA but also helped them address their students' needs more effectively. These findings suggest that getting to know their students and lesson preparation may serve as a buffer against anxiety-provoking situations in an EFL classroom, another finding reflected in the literature (e.g., Dewaele & MacIntyre, 2014).

The third main theme, classified as *other strategies*, included additional strategies that did not fit neatly into *self-improvement* or *teaching preparation* themes. This theme covered subthemes such as seeking advice from colleagues (e.g., Novitasari & Murtafi'ah, 2022) and using fidgeting. While these strategies were mentioned less frequently, they nevertheless provided valuable coping methods for both groups of EFL teachers. These two methods highlight the importance of community and emotional regulation techniques in managing FLTA.

Although the findings of the current study indicated several strategies to deal with FLTA, the research studies in the field previously revealed other coping mechanisms, such as behavioral strategies like having enough sleep and eating healthy and regularly (e.g., Novitasari & Murtafi'ah, 2022), accepting their teaching capacity and teaching like that (e.g., Novitasari & Murtafi'ah, 2022), and getting support and constructive feedback from their superiors/supervisors (e.g., Akinsola, 2014; Han & Takkaç-Tulgar, 2019; Khosravi & Saidi, 2014; Novitasari & Murtafi'ah, 2022).

Overall, these three themes, *self-improvement*, *teaching preparation*, and *other strategies*, capture a variety of coping mechanisms that EFL teachers use to navigate the challenges of FLTA. Within these themes, specific subthemes such as meditation, detailed lesson planning, and seeking peer support illustrate how teachers address their anxiety in personal and practical ways. Collectively, these main themes and subthemes underscore the versatile strategies that EFL teachers employ to reduce the impact of FLTA on their English teaching practices. FLTA is primarily a significant problem faced by EFL teachers due to

their diverse experiences and origins, including nationalities, native languages, academic training, and years of teaching experiences in terms of teaching EFL to Turkish students. These teachers use a variety of coping mechanisms, leveraging their personal strengths, educational backgrounds, and past experiences to manage and reduce their FLTA effectively.

Furthermore, the focus on self-improvement among participants is a common strategy, involving enhancing language proficiency, pedagogical skills, and teaching confidence. Native EFL teachers focus on developing their understanding of Turkish culture and managing classroom dynamics, while Turkish EFL teachers prioritize improving their English language skills to feel more confident in the classroom. These strategies are tailored to address specific anxieties based on the teachers' backgrounds.

Thorough preparation for lessons is a common coping strategy for teachers, helping them feel more confident and less likely to face unexpected challenges. For those new to language teaching, extensive preparation can alleviate FLTA and help overcome difficulties while doing so, while experienced teachers may focus on improving lesson plans to enhance student engagement or to address cultural points. Teachers' levels of experience and familiarity with the teaching environment about teaching EFL shape these strategies. Additionally, EFL teachers also adopt personalized strategies like stress management techniques and peer support. To clarify, non-native EFL teachers may benefit from collaboration or mentorship, while native EFL teachers may use self-reflection practices to understand classroom dynamics and adapt to diverse EFL environments. Thus, FLTA management is a personalized process influenced by individuals' backgrounds.

In addition, for native EFL teachers, a lack of formal pedagogical training may contribute to their need to discover and create several ways to deal with their FLTA. Many native teachers enter the profession through alternative pathways, often without completing specific degrees in ELT or a major regarding education. While they possess a command of the English language naturally, they may lack essential pedagogical skills, such as lesson planning, classroom management, and adapting teaching methods to diverse learner needs, especially when teaching English to non-native students. While this absence of pedagogical education can leave them feeling unprepared for the complexities of teaching in a foreign language, native teachers may also find it challenging to navigate cultural expectations or to understand how students from non-native English-speaking backgrounds learn best. Without

training in areas such as language acquisition theories, cultural sensitivity, or student-centered teaching methodologies, they may struggle to adapt and manage their teaching techniques with the needs of their learners, leading to increased anxiety. Moreover, while their linguistic competence provides a base for teaching, the lack of pedagogical education often means native teachers must rely on trial and error to develop effective teaching strategies, which can heighten their FLTA.

Overall, the findings of the study reveal that teachers' diverse backgrounds significantly influence their coping strategies for FLTA. This diversity suggests that FLTA sources are multifaceted, and educators and administrators can help teachers develop personalized, contextually relevant methods to manage FLTA, fostering a more supportive teaching environment (Yeşilbursa, 2023).

CHAPTER 6

6.CONCLUSION

This section of the study will briefly summarize the key points of the study, discuss practical implications for teacher training regarding FLTA, and outline limitations and future research directions to further explore FLTA in various teaching contexts.

6.1.Summary of the Study

The current mixed-methods study aimed to explore the FLTA levels of native English-speaking EFL teachers and non-native English-speaking Turkish EFL teachers and the differences between their FLTA levels, following a convergent parallel design (Creswell & Plano Clark, 2011) where data-gathering processes were executed autonomously without intervention. Also, the current study aimed to investigate the sources causing their FLTA as well as the strategies they used to cope with their FLTA. For this purpose, two data collection tools were employed in the study. The quantitative data collection tool was FLTAS (Aydın & Uştuk, 2020a), which aimed to delineate the FLTA levels of EFL teachers.

First, the results of the quantitative section of the current study revealed a general understanding of the FLTA levels of the participant EFL teachers. Over a one-month period, 220 participant EFL teachers completed answering the questionnaire, and all their responses were analyzed and documented in the findings section in this study. The results from the questionnaire revealed that the participant EFL teachers, 108 native English-speaking EFL teachers and 112 non-native English-speaking Turkish EFL teachers, struggled with FLTA in their English classrooms. Additionally, the FLTAS scale, which has twenty-seven Likert-type items, showed that the average score for the FLTA levels of the native and non-native Turkish EFL teachers who participated was 3.82, with a standard deviation of 0.98. This meant that the EFL teachers who participated had FLTA at some level.

The questionnaire results for both groups of participants were looked at separately. The mean score for the native EFL teachers was 3.85, with a standard deviation of 0.97. The mean score for the non-native Turkish EFL teachers was 3.78, with a standard deviation of 0.98. This means that there is no clear difference between the two groups of participants in terms of their FLTA levels. Based on the scale scores of the participating EFL teachers, most of the native EFL teachers had a moderate level of FLTA ($n = 50$), followed by some high-level

FLTA teachers ($n = 31$) and some low-level FLTA teachers ($n = 27$). On the other hand, most of the non-native Turkish EFL teachers had a moderate level of FLTA ($n = 51$), followed by some low-level EFL teachers ($n = 33$) and some high-level EFL teachers ($n = 28$).

Furthermore, to discover the possible differences between the FLTA levels of both EFL teacher groups, the mean scores and standard deviations of FLTAS provided by the descriptive statistics were calculated, followed by the application of an *independent samples t-test* for further analysis, resulting in no significant difference between the groups ($t(218) = -.523$, $p > .05$). Consequently, it can be claimed that the nativeness of the participant teachers has no significant effect on their FLTA. Still, the descriptive statistics and the statistical results indicate that both native English-speaking and non-native Turkish EFL teachers experienced a degree of FLTA when teaching English. Despite approaching high anxiety levels, the FLTA among participants remained within the moderate range.

In the second part of the study, semi-structured interviews were conducted to answer the second and third research questions as well as to support the results from the quantitative part of the study. For this purpose, six questions were developed, which were reviewed by three experts specializing in teaching anxiety within the ELT field. To analyze the responses of the participant EFL teachers who participated in the semi-structured interviews, the researcher first transcribed the recordings of the semi-structured interviews and started the analysis by detecting the codes using MAXQDA, leading her to shape the subthemes and, finally, create the main themes. Upon analyzing the responses of the participant EFL teachers during the semi-structured interviews, several themes emerged that were aligned with the research questions of the current study, which aimed to investigate the sources of FLTA as well as the strategies to tackle FLTA of the participant EFL teachers.

Regarding the sources of FLTA, according to the EFL teachers who participated in the semi-structured interviews, four main themes emerged: *teaching-related* (97 codes), *personality-related* (70 codes), *English proficiency-related* (54 codes), and *others* (35 codes), ultimately exhibiting 256 codes, with 138 codes coming from non-native English-speaking Turkish EFL teachers and 118 codes of native English-speaking Turkish EFL teachers. Thereafter, concerning the strategies which the participant EFL teachers used to cope with FLTA to better their teaching experiences in terms of teaching English, three main themes emerged as strategies related to *self-improvement* (51 codes), strategies related to *teaching*

preparation (47 codes), and *other strategies* (10 codes) used by the participant EFL teachers, making 108 codes in total, 56 codes of strategies for FLTA of native English-speaking EFL teachers and 52 codes of non-native English-speaking Turkish EFL teachers. Overall, the semi-structured interviews have revealed that several of the participant EFL teachers suffered from a variety of sources of FLTA, whereas the other participant teachers did not show high degrees of FLTA during their interviews. Also, both groups of EFL teachers stated that they used different methods and strategies to deal with their anxiety during their teaching practices.

Taken as a whole, the results section presented the explored findings of the research questions of this study, which aimed to investigate the FLTA levels of native English-speaking EFL teachers and non-native English-speaking Turkish EFL teachers, the similarities and dissimilarities regarding their FLTA levels, the sources of their FLTA, and the strategies they used to manage their FLTA. The following section discusses the implications of the current study.

6.2. Conclusions of the Study

This study provides an in-depth examination of FLTA among native and non-native EFL teachers teaching Turkish EFL students, offering insights into their FLTA levels, their sources of FLTA, and the coping strategies used by EFL teachers. By integrating quantitative and qualitative data together, this research has highlighted the multidimensional nature of FLTA, emphasizing its personal, professional, and contextual sources as well as strategies. The findings have revealed important outcomes for understanding how anxiety affects EFL teachers and for developing strategies to address it effectively. The results indicated that EFL teachers, both native and non-native, experience moderate levels of FLTA. This moderate level suggests that while some participants have developed coping mechanisms and occupational adaptability, other EFL teachers continue to face significant challenges in managing their FLTA while teaching EFL. Furthermore, the diversity of the participant pool of the current study contributed to this outcome, as differences in nationality, language proficiency, teaching experience, and institutional contexts shape the unique experiences of FLTA of EFL teachers. To provide an example, native EFL teachers often reported FLTA related to their cultural adaptation and the classroom dynamics with Turkish EFL learners,

whereas non-native Turkish EFL teachers highlighted their concerns related to their language proficiency and the perceptions of their EFL students. These different yet overlapping sources of FLTA underscore the complexity of FLTA and its diverse manifestations among EFL teachers of both groups.

To shed more light, one of the significant findings of this study is the identification of specific sources of FLTA coming from the EFL teachers, categorized into *teaching-related FLTA*, *personality-related FLTA*, and *English proficiency-related FLTA*, with an additional category for *other FLTA factors*. To provide further detail, *teaching-related FLTA* sources, such as lesson planning, classroom management, and dealing with student expectations, emerged as universal concerns for both native and non-native teachers. These findings align with existing research suggesting that the practical demands of teaching, coupled with the pressure to meet institutional and student expectations, contribute significantly to teaching anxiety (Gannoun et al., 2023). In addition, *personality-related FLTA* sources, such as having low self-confidence, having anxious personality traits, and being afraid of public speaking, also occurred as leading reasons of FLTA among participants. Thus, such personal characteristics frequently interacted with professional stressors, increasing levels of FLTA of EFL teachers (Sammephet & Wanphet, 2013). For instance, EFL teachers with low self-confidence were more likely to perceive student feedback negatively or to doubt their ability to manage classroom challenges effectively. This highlights the need for measures and necessary actions which address both personal and professional aspects of FLTA, helping teachers build confidence and resilience in their professional roles. Moreover, compared with the native EFL teachers, for the non-native EFL teachers, *English proficiency-related FLTA* factors were a particularly noticeable source of FLTA due to their fear of making mistakes. On the other hand, by the native EFL teachers, simplifying language for students, and navigating linguistic differences between English and Turkish were the reasons frequently mentioned. The findings illustrate the multiple difficulties encountered by native and non-native EFL teachers in fulfilling the expectations of fluency and competence before their EFL learners while simultaneously addressing the pedagogical requirements of teaching English to them. Addressing these concerns requires targeted professional development that focuses on both language proficiency and pedagogical strategies for both groups of EFL teachers (İskender & Savaşçı, 2023).

Thereafter, the current study also sheds light on the strategies EFL teachers use to cope with their FLTA. These strategies were categorized into three main themes: *self-improvement*, *teaching preparation*, and *other strategies*. To give some details, *self-improvement* strategies, such as enhancing language skills, practicing mindfulness, and seeking professional feedback, were widely reported by both native and non-native EFL teachers. These strategies reflect the practical efforts of teachers to address their teaching anxiety by improving their skills and managing their emotional well-being to be able to teach English more effectively and as stress-free as possible. Additionally, the strategies for FLTA in *teaching preparation*, including detailed lesson planning beforehand and creating adaptable teaching materials according to the lessons and students, emerged as important coping mechanisms for FLTA. Many participants emphasized that thorough preparation not only reduced their FLTA but also improved their confidence and classroom performance, leading them to have more effective English lessons. Moreover, *other strategies*, such as peer support and fidgeting, also played a role in helping EFL teachers manage their anxiety. To clarify, collaborative approaches, including sharing experiences and seeking advice from colleagues, were particularly beneficial for teachers navigating challenging situations triggering their FLTA. Also, fidgeting allowed EFL teachers to analyze their experiences and develop personalized coping strategies. These findings suggest that a combination of individual and institutional support is necessary to address FLTA successfully (Kharboush, 2018).

The outcomes of these findings go beyond the individual experiences of EFL teachers. They highlight the importance of creating supportive environments in educational institutions, where teachers can access resources, mentorship, and professional development opportunities to lower their FLTA and find solutions for it (Kazazoğlu, 2020). On top of that, policymakers and educational managers must consider the psychological well-being of teachers as an essential part of teacher training and professional development programs. Hence, providing teachers with the tools and support they need to manage their FLTA can improve not only their professional satisfaction related to teaching English but also the quality of language instruction they deliver to their EFL students (Gannoun et al., 2023).

In conclusion, the current study underscores the complexity of FLTA among both groups of EFL teachers and the diverse factors influencing FLTA levels, sources, and coping

strategies. By addressing these challenges through targeted measures and support for EFL teachers, stakeholders can create a more conducive environment for EFL teachers, promoting both professional growth and improved teaching outcomes. The following section builds on these findings, offering a detailed discussion of their implications for teacher education, policy design, and future research.

6.3. Implications

Considering the findings of this study dealing with FLTA, several implications emerged, which can contribute to easing FLTA of EFL teachers and enhancing the teaching experience for EFL educators. The current study stresses that recognizing and addressing FLTA is essential, as it remains a new area in language education research, holding a great potential to improve both teacher and student experiences in FL and EFL classrooms (İskender & Savaşçı, 2023). The implications identified here are directed at teacher education programs, policymakers, and schools to promote a supportive environment for EFL teachers, especially for both Turkish and native EFL teachers.

Firstly, this study highlights the importance of supporting Turkish EFL teachers in strengthening their English language proficiency through regular, daily practice of English since it will make them more familiar and comfortable with the target language. For instance, implementing courses focused on daily English usage can help Turkish EFL teachers reach a higher level of fluency and confidence (Çapan et al., 2024). By fostering an environment in which teachers can practice speaking English on a regular basis, institutions can aid them in becoming more comfortable and competent, which may reduce their FLTA in using the English language within a classroom setting. Secondly, in addition to regular practice of English, integrating courses on FLTA awareness and coping strategies into teacher education programs is another crucial step (Çapan et al., 2024; Gannoun & Deris, 2023; Tüfekçi-Can, 2019). Raising awareness about FLTA in educational faculties and ELT departments can prepare future teachers to recognize and manage their potential FLTA early in their careers (Ergin et al., 2012; Karcı & Akar-Vural, 2011; Kobul & Saraçoğlu, 2020; Pasaribu & Harendita, 2018). These courses could include strategies for identifying stressors in the teaching environment, discussing the psychological impacts of teaching a foreign language,

and offering ways to manage their emotions. Consequently, such an implementation could also help teachers deal with their FLTA eventually.

Next, the teacher education programs would also benefit from implementing mentorship opportunities in their curricula. To clarify, mentor teachers could provide ongoing positive feedback, reinforcing a supportive environment that helps both pre-service and in-service EFL teachers reduce their FLTA levels (Farhadi, 2021; Li et al., 2023). This support system would offer both new teachers and experienced EFL teachers a reliable resource for guidance and reassurance, allowing them to discuss their FLTA. More importantly, policymakers and other stakeholders in education should also acknowledge the emotional demands, such as FLTA, involved in foreign language teaching. To further emphasize, the psychological well-being of language teachers should be a key consideration in curriculum design and professional development frameworks (Aydın & Uştuk, 2020b). Research has shown that concerns about working conditions and job security can significantly contribute to teacher anxiety (Fraschini & Park, 2021) and that having a supportive work environment is necessary in terms of navigating the challenges of teaching English (Morris & King, 2018).

Additionally, to further support EFL teachers' well-being, implementing mindfulness and relaxation techniques into EFL teachers' professional development programs may also be beneficial (Kuru-Gönen, 2023). Activities such as breathing exercises, meditation, and other mindfulness practices can foster a calm, focused approach that helps teachers manage anxiety and maintain a positive mindset (Kuru-Gönen, 2022; Montero-Marin et al., 2021). Mindfulness-based language teaching could also improve both the teaching and learning environments, giving teachers the tools to manage their FLTA while engaging with EFL students (Fallah et al., 2023), another idea that the people who took part in the current study brought up in the semi-structured interviews. Overall, it can be claimed that these practices not only benefit teachers by lowering their FLTA but can also improve the classroom atmosphere.

In addition to the previous implications of the study, establishing platforms such as online discussion groups, forums, or communities of practice (CoPs) could provide EFL teachers with a comfortable space to openly discuss their challenges and share strategies for managing FLTA with their colleagues (Duy & Trang, 2022). These platforms would foster

collaboration among EFL teachers, allowing them to exchange experiences and learn from one another. Such programs would also encourage managers and institutional leaders to understand the underlying issues contributing to FLTA and implement supportive policies and practices to create a more positive work environment for all EFL teachers. Hence, collaboration in these spaces could lead to effective solutions, reducing the isolation teachers often feel when dealing with FLTA alone. Furthermore, regarding native EFL teachers, native EFL teachers teaching in Türkiye would benefit from additional pedagogical training, including workshops and certification programs tailored to their unique needs as EFL teachers (Velásquez-Hoyos & Martínez-Burgos, 2023). These training sessions could focus on classroom management, student engagement techniques, and adapting lesson plans for diverse EFL learner profiles. So, by improving their pedagogical skills, native EFL teachers could build greater confidence in their roles, reducing anxiety coming from a lack of preparedness. To further explain, such enhanced training opportunities would also address concerns about the pedagogical gaps that native EFL teachers might experience, creating a stronger sense of professional identity as well as a better competence (Ospina & Medina, 2020).

Another significant implication of this study relates to the cultural challenges that native EFL teachers face when teaching in a foreign context such as Türkiye. Native EFL teachers in the current study mentioned the possibility of implementing cultural orientation workshops to aid them in better understanding the cultural dynamics and expectations of their host country (Dewaele & Leung, 2022; Kuru-Gönen & Sağlam, 2012). By enhancing their cultural awareness and sensitivity, native teachers may feel more equipped to relate to their students and alleviate the cultural disconnect that can sometimes lead to FLTA in their EFL classrooms. Lastly, identifying the factors which trigger FLTA of EFL teachers can significantly contribute to improving both teaching quality and learning outcomes. By addressing factors that trigger FLTA, such as lack of proficiency and cultural misunderstandings, schools can help teachers have more effective lessons, free from FLTA (Amengual-Pizarro, 2019; Çapan et al., 2024; Gannoun & Deris, 2023; Kubanç & Selvi, 2022). Following, Figure 6.1 outlines a summary of the implications of the current study.

Non-native Turkish EFL teachers



- Ongoing English proficiency workshops

Native EFL teachers



- Additional pedagogical training
- Cultural orientation programs

Both groups of EFL teachers



- Supportive institutional policies
- Integration of courses on FLTA awareness
- Mindfulness and emotional regulation techniques
- Cooperation and collaborative practices through online platforms and discussion groups

Figure 6.1. *A summary of the implications of the study*

In summary, this study highlights the need for a multifaceted method to reducing FLTA, involving improvements in language proficiency, cultural awareness, emotional support, and coping strategies. These implications call for efforts from teacher education programs, policymakers, and schools to ensure that teachers are not only prepared in terms of language skills but also emotionally and culturally supported in their roles as teachers. By recognizing the factors contributing to their FLTA, we can create a more positive and effective environment for both teachers and students in the EFL contexts.

6.4.Limitations and Suggestions for Future Research

The last section of the current study deals with limitations and suggestions for future research. Despite the contributions of the current study in the field of teaching anxiety, there are several limitations that should be taken into consideration.

One limitation of this study is related to the data coming from the participants, both in the form of scale responses and semi-structured interview answers. Since the interpretation of survey items and the semi-structured interview questions can vary between individuals, it is difficult to ensure that all participants understood the prompts in the same way as the researcher intended. This flexibility in the interpretation of the data tools could influence the

accuracy of the responses of the participant EFL teachers, making it challenging to draw fully reliable conclusions about their experiences with FLTA. While efforts were made to design clear items (Aydın & Uştuk, 2020a), the possibility remains that participants may have understood or approached certain items and questions differently, affecting the consistency of the data collected. Additionally, self-reported methods also carry the risk of personal bias. It is likely that some participants, whether due to discomfort or a desire to present themselves as low-level FLTA EFL teachers, may have hidden some information or misrepresented their true levels of FLTA. This could occur either consciously or unconsciously, particularly during the semi-structured interviews, where the dynamic between the researcher and participants may have played a role. Such potential biases could limit the depth and authenticity of the insights gained, influencing the findings of the study (King & Bruner, 2000).

Last but not least, the researcher's presence during the interviews may have caused the "halo effect," where participants might feel under pressure to give responses they think the researcher wants or expects to assist her (Cannon & Cipriani, 2021). This act, coupled with the naturally subjective self-reported data, may have shaped the way participants word their experiences with FLTA (Dörnyei & Ushioda, 2011). While qualitative methods were helpful and important to explore the nuanced dimensions of FLTA, these methodological limitations highlight the need for future studies to incorporate additional tools, such as observations or anonymous responses, to minimize bias and enhance the reliability of findings. To clarify, throughout the semi-structured interviews, the researcher remained neutral, deliberately avoiding any nonverbal or verbal signals that would direct participants toward answers. As an example, the open-ended questions let individuals freely express their ideas without feeling under pressure to fit accepted standards. Also, participants were further informed that their replies would stay private and that there were no "right" or "wrong" responses, therefore motivating sincere and thoughtful involvement. Although these actions were taken to reduce researcher influence, the researcher's presence might have had some minor effect on the participants' answers. This restriction emphasizes the difficulties in qualitative data collection and the need for constant improvement of techniques to guarantee the validity and dependability of self-reported data (Alam, 2024).

In addition to the limitations of the study, taking the previous information coming from this study into account, there are several points to consider for the future studies regarding FLTA. First, the relatively small sample size of EFL teachers, due to their voluntary-based participation, may be considered as hindering the ability to generalize the conclusions across the broader populations in the EFL field, limiting the applicability of the results to other contexts and classroom settings regarding EFL. Hence, future research could address this issue by including EFL teachers from diverse backgrounds, contexts, and institutions, thereby enhancing the external validity of the findings. Including teachers from various regions, educational levels, and teaching settings (e.g., public schools, private institutions, universities) could provide a more comprehensive view of FLTA in different teaching conditions (Alsaedi & Alamoudi, 2024).

Following the future suggestions regarding the sample size, another suggestion is the use of different and more data collection methods. While the methods used in this study provided valuable insights into the participants' experiences with FLTA, future studies could benefit from different triangulating data collection tools to ensure richer findings. By implementing methods, such as classroom observations, focus group discussions, and self-reflective journals, researchers could gain deeper insights into the stressors that contribute to FLTA as well as the strategies that EFL teachers use to cope with their FLTA (Novitasari & Murtafi'ah, 2022; Saidi & Arefian, 2023). Additionally, the current study was conducted over a limited timeframe, which may have limited the depth of understanding regarding the longitudinal nature of FLTA. Thus, future research should consider adopting a longer timeframe to capture how FLTA evolves over different stages of EFL teachers' careers (İskender & Savaşçı, 2023). By utilizing a longitudinal approach, researchers can assess the effectiveness of different strategies for managing FLTA over prolonged durations, thereby offering more practical recommendations for EFL teachers.

Also, future research should focus on investigating a wider range of potential anxiety-inducing factors in the EFL settings. While this study primarily focused on *teaching-related*, *personality-related*, and *English proficiency-related* sources of FLTA, other factors such as teacher-student relationships, student motivation and attitudes, classroom management, and workload could also play significant roles. Investigating these factors may provide a more detailed comprehension of FLTA and its contributing factors while also presenting focused

strategies for easing sources of FLTA (Alsaedi & Alamoudi, 2024). Moreover, the focus of this study was on face-to-face language teaching, without considering the context of online or blended learning environments. The recent shift towards digital learning, particularly since the COVID-19 pandemic, has introduced new stressors and challenges for language teachers. Future studies could examine how FLTA occurs in virtual or hybrid classrooms, comparing the sources and levels of anxiety in digital versus in-person settings (Farhadi, 2021). Furthermore, expanding the pool of native EFL teachers in future research is crucial, as there is a noticeable gap in understanding their specific experiences and sources of FLTA. Therefore, including a larger number of native English-speaking teachers could clarify better whether they experience anxiety differently from non-native teachers and reveal unique strategies they employ to manage it.

For future research, exploring the demographic characteristics of participant EFL teachers in greater depth could provide valuable insights into their experiences with FLTA. Factors such as age, gender, educational background, and teaching experience might influence how EFL teachers perceive and cope with anxiety in the classroom. Understanding these demographics in relation to FLTA could reveal important patterns and help tailor professional development programs to meet their specific needs. Additionally, investigating the socioeconomic status (SES) of participants could offer a nuanced perspective on the external pressures that may contribute to FLTA (İskender & Savaşçı, 2023). Teachers' access to resources, job security, and working conditions often vary based on SES, potentially influencing their anxiety levels and coping strategies. As a result, future studies could consider the interplay between SES and FLTA to better address the broader contextual factors affecting EFL teachers' well-being.

Besides the ideas already given for future research, more research should investigate how other psychological and environmental factors, like EFL teachers' motivation, self-efficacy, and resilience, affect FLTA. This is because these factors have a big impact on how teachers feel about anxiety and how well they can deal with it (Öztürk, 2016). For example, high levels of self-efficacy might mitigate the impact of anxiety by fostering a stronger sense of control and competence. Similarly, understanding how motivation interacts with anxiety could provide valuable insights into how teachers' attitudes toward their work influence their

stress levels. Investigating these aspects could lead to a more nuanced understanding of FLTA and its complex nature.

In conclusion, addressing these limitations in future research could provide a more holistic view of FLTA and its complexities. Expanding participant diversity, employing different and more data collection methods, adopting longitudinal designs, and exploring broader anxiety-related factors would contribute significantly to the understanding of FLTA of EFL teachers better. Moreover, studying FLTA in online teaching contexts and increasing the representation of native EFL teachers could enhance the generalizability of FLTA research, offering deeper insights for EFL teachers and practitioners across different teaching contexts. These suggestions align with the current study's aim of contributing to a deeper understanding of FLTA, with the hope that these insights will help EFL teachers in managing and lowering their FLTA.

REFERENCES

- Acheson, K., Taylor, J., & Luna, K. (2016). The burnout spiral: The emotion labor of five rural U.S. foreign language teachers. *The Modern Language Journal*, 100(2), 522-537. <https://doi.org/10.1111/modl.12333>
- Agustiana, V. (2014). Pre-service teachers' anxiety during teaching practicum. *English Review: Journal of English Education*, 2(2), 174-182.
- Ahmed, K. A. H. (2024). Facilitating anxiety as a positive tension in language learning contexts. *RIMAK International Journal of Humanities and Social Sciences*, 6(1), 71-84. <https://doi.org/10.47832/2717-8293.27.5>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168. <https://doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Akhtar, S. (2009). *Comprehensive Dictionary of Psychoanalysis*. Karnac Books, London.
- Akinmulegun, T. E., & Kunt, N. (2017). Pre-service EFL teachers' expression of uneasiness and anxiety. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 4(4), 35-42. <https://doi.org/10.18844/prosoc.v4i4.2592>
- Akinsola, M. K. (2014). Assessing pre-service teachers teaching anxiety. *American Journal of Educational Research*, 2(12A), 41-44. <http://dx.doi.org/10.12691/education-2-12A-7>
- Aksoy, E., & Bozdoğan, D. (2019). Determining the English proficiency levels and needs of primary school teachers concerning their English language teaching experiences. *Elementary Education Online*, 18(3), 959-976. <https://doi.org/10.17051/ilkonline.2019.609207>
- Alazeer, A. N. M., & Ahmed, Z. A. (2023). Students' speaking anxiety in EFL classroom. *International Journal of English, Literature and Social Science*, 8(2), 100-107. <https://doi.org/10.22161/ijels.82.14>
- Alam, M. K. (2024). Personal observations qualitative research data collection and publications: positivity, problems, and challenges. *Türk Turizm Araştırmaları Dergisi*. <https://doi.org/10.26677/tr1010.2024.1385>
- Aliakbari, M., Heidarzadi, M., & Gritter, K. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Cogent Education*, 2(1), 1-13. <https://doi.org/10.1080/2331186x.2015.1039255>

- Alipour, M., & Gorjian, B. (2014). The survey of instructors'/professors' anxiety level in teaching English as a foreign language (TEFL) courses among BA, MA and PhD courses in Khuzestan province. *International Journal of Language Learning and Applied Linguistics World*, 6(3), 453-470.
- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, 61(2), 207–215.
<https://doi.org/10.1037/h0045464>
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 1-28.
<https://doi.org/10.1080/17501229.2014.890203>
- Alrashidi, O. (2022). Sources of foreign language teaching anxiety among Saudi preservice English teachers: A qualitative inquiry. *SAGE Open*, 12(3), 1-9.
<https://doi.org/10.1177/21582440221119486>
- Alsaedi, R., & Alamoudi, K. (2024) Examining foreign language teaching anxiety in a Saudi University. *International Journal of English Language Education*, 12(1). 1-21.
<https://doi.org/10.5296/ijele.v12i1.21583>
- Altaai, W. H. S., & Gokgoz-Kurt, B. (2023). Expatriate non-native English-speaking teachers' challenges and coping strategies in the Turkish EFL classroom: A qualitative study. *Journal of Theoretical Educational Science*, 16(2), 328-351.
<https://doi.org/10.30831/akueg.1205824>
- Amengual Pizarro, M. (2019). Foreign language classroom anxiety among English for Specific Purposes (ESP) students. *International Journal of English Studies*, 8, 145-159.
<https://doi.org/10.6018/ijes/2018/2/323311>
- Ao, N., Zhang, M., & Tian, G. (2024). Examining pre-service teachers' teaching anxiety during student teaching: A Chinese perspective. *European Journal of Education*.
<https://doi.org/10.1111/ejed.12734>
- Ardi, P., Mukti, T. W. P., Basthomi, Y., & Widiati, U. (2023). Delving into Indonesian EFL pre-service teachers' professional identity configuration in teaching practicum. *rEFLections*, 30(2), 223-246.
<https://doi.org/10.61508/refl.v30i2.266762>
- Aslrasouli, M., & Vahid, M. S. P. (2014). An investigation of teaching anxiety among novice and experienced Iranian EFL teachers across gender. *Procedia-Social and Behavioral Sciences*, 98, 304-313.
<https://doi.org/10.1016/j.sbspro.2014.03.421>

- Atifnigar, H. (2024). Teachers' and students' roles in reducing foreign language anxiety. *European Journal of Contemporary Education and E-Learning*, 2(3), 90-106.
[https://doi.org/10.59324/ejceel.2024.2\(3\).08](https://doi.org/10.59324/ejceel.2024.2(3).08)
- Awan, R N., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning (TLC)*, 7(11).
<https://doi.org/10.19030/tlc.v7i11.249>
- Aydın, S. (2016). A qualitative research on foreign language teaching anxiety. *The Qualitative Report*, 21(4), 629-642.
<https://doi.org/10.46743/2160-3715/2016.2232>
- Aydın, S. (2021). A systematic review of research on teaching anxiety. *International Online Journal of Education and Teaching*, 8(2), 730-761.
<https://eric.ed.gov/?id=EJ1294321>
- Aydın, S., & Uştuk, Ö. (2020a). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44-55.
<https://doi.org/10.17323/jle.2020.10083>
- Aydın, S., & Uştuk, Ö. (2020b). A descriptive study on foreign language teaching anxiety. *Online Journal of Education and Teaching (IOJET)*, 7(3). 860-876.
Retrieved October 12, 2024, from <https://hdl.handle.net/20.500.12462/11587>
- Azidatun-Noor, S., & Fazilah, J. (2024). Exploring teaching anxiety in pre-service ESL teachers within the Malaysian context: Conceptual study. *International Journal of Advanced Research in Education and Society*, 6(1), 418-423.
<https://doi.org/10.55057/ijares.2024.6.1.37>
- Bailey, P., Daley, C. E., & Onwuegbuzie, A. J. (1999). Foreign language anxiety and learning style. *Foreign Language Annals*, 32(1), 63-76.
<https://doi.org/j.1944-9720.1999.tb02376.x>
- Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System*, 37(4), 664-675.
<https://doi.org/10.1016/j.system.2009.09.010>
- Benamara, M. A., & Behlhadj, I. (2022). *Exploring teacher's personality and its effects on students' achievements and personality*, Daham Habib Middle School-Tiaret as a sample. Université Ibn Khaldoun-Tiaret.
- Bernard, H. R. (2018). *Research methods in anthropology: Qualitative and quantitative approaches* (6th edition. ed.). Rowman & Littlefield

- Bernstein, D. A. (1983). Dealing with teaching anxiety: A personal view, *NACTA Journal*, 4-7.
- Bielak, J. (2022). To what extent are foreign language anxiety and foreign language enjoyment related to L2 fluency? An investigation of task-specific emotions and breakdown and speed fluency in an oral task. *Language Teaching Research*.
<https://doi.org/10.1177/13621688221079319>
- Borg, M. G., Riding, R. J., & Falzon, J. M. (1991). Stress in teaching: a study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology*, 11(1), 59-75.
<https://doi.org/10.1080/0144341910110104>
- Boroujeni, A. A. J., Roohani, A., & Hasanimanesh, A. (2015). The impact of extroversion and introversion personality types on EFL learners' writing ability. *Theory and Practice in Language Studies*, 5(1), 212.
<https://doi.org/10.17507/tpls.0501.29>
- Bozavlı, E., & Gülmez, R. (2012). Turkish students' perspective on speaking anxiety in native and non-native English speaker classes. *Us-China Education Review*, 2, 1034-1044.
- Böttger, H., & Költzsch, D. (2020). The fear factor: Xenoglossophobia or how to overcome the anxiety of speaking foreign languages. *Training, Language and Culture*, 4(2), 43-55.
<https://doi.org/10.22363/2521-442x-2020-4-2-43-55>
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). New Jersey: Prentice Hall Regents.
- Cannon, E. and Cipriani, G. P. (2021) Quantifying halo effects in students' evaluation of teaching. *Assessment & Evaluation in Higher Education*, 47(1), 1-14.
<https://doi.org/10.1080/02602938.2021.1888868>
- Charisma, D., & Nurmalasari, P. (2020). An investigation of student teachers' anxiety related to the teaching practicum. *ELLITE: Journal of English Language, Literature, and Teaching*, 5(1), 15-20.
<https://doi.org/10.32528/ellipse.v5i1.3205>
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language learning*, 25(1), 153-161.
<https://doi.org/10.1111/j.1467-1770.1975.tb00115.x>

- Chen, M. R. A., & Hwang, G. J. (2022). Effects of experiencing authentic contexts on English speaking performances, anxiety, and motivation of EFL students with different cognitive styles. *Interactive Learning Environments*, 30(9), 1619-1639.
<https://doi.org/10.1080/10494820.2020.1734626>
- Chen, T.-Y., & Chang, G. B. Y. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279-289.
<https://doi.org/10.1111/j.1944-9720.2004.tb02200.x>
- Cheng, Y. (1998). Examination of two anxiety constructs: *Second language class anxiety and second language writing anxiety*. [Unpublished doctoral dissertation.] University of Texas, Austin.
- Cheng, Y. (2023). A review of research on pre-service EFL teachers' anxiety. *International Journal of Education and Humanities*, 7(2), 178-181.
<https://doi.org/10.54097/ijeh.v7i2.5573>
- Coates, T. J., & Thoresen, C. E. (1976). Teacher anxiety: A review with recommendations. *Review of Educational Research*, 46(2), 159-184.
<https://doi.org/10.3102/00346543046002159>
- Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues, and their work. *Teaching and Teacher Education*, 27(1), 235-242.
<https://doi.org/10.1016/j.tate.2010.08.006>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative & mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Pearson.
- Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. 2nd edition, Sage Publications, Los Angeles.
- Creswell, J. W. & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. 3rd edition, Sage Publications, Los Angeles.
- Çapan, S. A., Ciğerci, F. M., & Doğan, F. Ş. (2024). An analysis of primary school teacher candidates' perceptions of foreign language teaching anxiety. *Journal of Language Education and Research*, 10(1), 191-209.
<https://doi.org/10.31464/jlere.1340609>

- Dadandı, İ., Kalyon, A., & Yazıcı, H. (2016). Eğitim fakültesinde öğrenim gören ve pedagojik formasyon eğitimi alan öğretmen adaylarının öz-yeterlik inançları, kaygı düzeyleri ve öğretmenlik mesleğine karşı tutumları. *Bayburt Eğitim Fakültesi Dergisi*, 11(1), 523-269.
- Davies, A. (1991). *The native speaker in applied linguistics*. Edinburgh: Edinburgh University Press.
- Daymiel, R. J., Cantina, J., Alipoyo, V. R. I., Comecilla, M. O., Patay, A. S., & Recamara, J. T. (2022). Anxiety in second language in relation to students' speaking performance. *Sprin Journal of Arts, Humanities and Social Sciences*, 396–410.
<https://doi.org/10.55559/sjahss.v1i08.41>
- Demir, Y. (2017). What, how and why? A multi-dimensional case analysis of the challenges facing native and non-native EFL teachers. *PASAA*, 54, 141-176.
- Deng, L., Zhang, L.J., & Mohamed, N. (2023). Exploring native and non-native English speaker teachers' perceptions of English teacher qualities and their students' responses. *Frontiers in Psychology*. 14(1175379), 1-9.
<https://doi.org/10.3389/fpsyg.2023.1175379>
- Dervic, M., & Bećirović, S. (2019). Native and non-native EFL teachers dichotomy: Terminological, competitiveness and employment discrimination. *Journal of Language and Education*, 5(3), 114-127.
<https://doi.org/10.17323/jle.2019.9746>
- Dewaele, J. M., & Leung, P. (2022). The effect of proficiency on “non-native” EFL teachers' feelings and self-reported behaviours. *IAFOR Journal of Education*, 10(1), 11-32.
<https://doi.org/10.22492/ije.10.1.01>
- Dişli, A. (2020). *A mixed approach towards EFL teachers' teaching anxiety*. [Unpublished master's thesis]. Çağ University, Mersin.
Retrieved October 11, 24, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Djawamara, Y. J. R., & Listyani, L. (2021). Indonesian student teachers' anxiety during teaching practicum at a private SHS in Central Java. *ELTR Journal*, 5(1), 1-18.
<https://doi.org/10.37147/eltr.v5i1.102>
- Dörnyei, Z., & Dewaele, J.-M. (2022). *Questionnaires in second language research*. Routledge.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow, England: Longman.

- Duy, T. T., & Trang, N. H. (2022). Barriers preventing EFL teachers from participating and constructing communities of practice. *European Journal of Foreign Language Teaching*, 6(2).
<https://doi.org/10.46827/ejfl.v6i2.4405>
- Elkhafaifi, H. (2005). Listening comprehension and listening anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206–220.
<https://doi.org/10.1111/j.1540-4781.2005.00275.x>
- Eren, G. (2020). *Foreign language teaching anxiety and self-efficacy perceptions of native and non-native EFL instructors at tertiary level institutions*. [Unpublished master's thesis]. İhsan Doğramacı Bilkent University, Ankara.
<http://repository.bilkent.edu.tr/handle/11693/53656>
- Ergin, İ., Akseki, B., & Deniz, E. (2012). In-service education needs of class teachers teaching at elementary schools. *Electronic Journal of Social Sciences*, 11(42), 55-66.
- Evişen, N. (2021). Turkish EFL pre-service and in-service teachers' views on professional development and related activities. *Focus on ELT Journal*, 3(1), 43–64.
<https://doi.org/10.14744/felt.2021.00048>
- Fallah, N., Abdolazadeh, F, & Yaaghobi, M. (2023). Mindfulness and anxiety among foreign language teachers: The role of cognitive reappraisal and self-efficacy. *Mindfulness*, 14, 3020-3032.
<https://doi.org/10.1007/s12671-023-02259-5>
- Farhadi, S. (2021). Research on foreign language teaching anxiety in the last decade: A review of studies in Turkish EFL context. *Language Teaching and Educational Research (LATER)*, 4(1), 93-106.
<https://doi.org/10.35207/later.891540>
- Fitriah, F., & Muna, H. (2019). Foreign language speaking anxiety: A case study at English department students of IAIN Lhokseumawe and Al Muslim University. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 19(2), 140-158.
<http://doi.org/10.22373/jid.v19i2.5030>
- Fraschini, N., & Park, H. (2021). Anxiety in language teachers: Exploring the variety of perceptions with Q methodology. *Foreign Language Annals*, 54(2), 341-364.
<https://doi.org/10.1111/flan.12527>
- Fraschini, N., & Park, H. (2022). A Q methodology study to explore Korean as a second language undergraduate student-teacher anxiety. *International Journal of Educational Research Open*, 3, 1-9.
<https://doi.org/10.1016/j.ijedro.2022.100132>

- Gannoun, H., & Deris, F. D. (2023). Teaching anxiety in foreign language classroom: A review of literature. *Arab World English Journal (AWEJ)*, 14(1), 379-393.
<https://dx.doi.org/10.24093/awej/vol14no1.24>
- Gannoun, H., Kunt, N., & Deris, F. D. (2023). Investigating anxiety about teaching a foreign language among EFL teachers pursuing their postgraduate studies. *Issues in Language Studies*, 12(1), 39-54.
<https://doi.org/10.33736/ils.5101.2023>
- Gardner, L. E., & Leak, G. K. (1994). Characteristics and correlates of teaching anxiety among college psychology teachers. *Teaching of Psychology*, 21(1), 28-32.
https://doi.org/10.1207/s15328023top2101_5
- Gerencheal, B., & Mishra, D. (2019). Foreign language anxiety among Ethiopian university EFL students. *Online Submission*, 8, 43-48.
 Retrieved October 10, 2024, from <https://files.eric.ed.gov/fulltext/ED596148.pdf>
- Ghane, M. H., & Razmi, M. H. (2023). Exploring the effectiveness of native and non-native English teachers on EFL learners' accuracy, fluency, and complexity in speaking. *Education Research International*, 2023, 1-8.
<https://doi.org/10.1155/2023/4011255>
- Gong, S., Chai, X., Duan, T., Zhong, L. and Jiao, Y. (2013) Chinese teachers' emotion regulation goals and strategies. *Psychology*, 4, 870-877.
<https://doi.org/10.4236/psych.2013.411125>
- Gorospa, J. D. (2022). Pre-service teachers' teaching anxiety, teaching self-efficacy, and problems encountered during the practice teaching course. *Journal of Education and Learning*, 11(4), 84-91.
<https://doi.org/10.5539/jel.v11n4p84>
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570.
<https://doi.org/10.1111/1540-4781.00161>
- Gürkaya Dindar, Z. (2023). *An Investigation into EFL Instructors' Technology Integration Self-Efficacy Beliefs and Foreign Language Teaching Anxiety*. İstanbul Medeniyet University, İstanbul.
- Hakimian, L. (2024). TEFL students' perceptions of native and non-native EFL school teachers and university lecturers: A case study. *European Journal of Teaching and Education*, 6(2), 12-30.
<https://doi.org/10.33422/ejte.v6i2.1224>

- Han, T., & Takkaç-Tulgar, A. (2019). An analysis of the pre-service teachers' teaching anxiety and coping strategies: A Turkish elementary school context. *Gist Education and Learning Research Journal*, 2019(19), 49-83.
- Han, T., Takkaç-Tulgar, A., & Aybirdi, N. (2019). Factors causing demotivation in EFL learning process and the strategies used by Turkish EFL learners to overcome their demotivation. *Advances in Language and Literary Studies*, 10(2), 56-65.
<https://doi.org/10.7575/aiac.all.v.10n.2p.56>
- Henderson, J., & Corry, M. (2021). Teacher anxiety and technology change: A review of the literature. *Technology, Pedagogy and Education*, 30(4), 573-587.
<https://doi.org/10.1080/1475939X.2021.1931426>
- Hilleson, M. (1996). 'I want to talk with them, but I don't want them to hear': An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom*. Cambridge: Cambridge University Press, 248-277.
- Hişmanoğlu, M. (2013) Foreign language anxiety of English language teacher candidates: A sample from Türkiye, *Procedia - Social and Behavioral Sciences*, 93(2013), 930-937.
<https://doi.org/10.1016/j.sbspro.2013.09.306>
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372.
<https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-127.
<http://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(02), 154.
<https://doi.org/10.1017/s026144480999036x>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Journal*, 70(2), 125-132. <https://doi.org/10.2307/327317>
- İpek, H. (2006). *Foreign language teaching anxiety*. [Unpublished doctoral dissertation]. Anadolu University, Eskişehir.
Retrieved 10 September, 2024, from <https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp>
- İpek, H. (2016). A qualitative study on foreign language teaching anxiety. *Eğitimde Nitel Araştırmalar Dergisi [Journal of Qualitative Research in Education]*, 4(3), 92-105.
<https://doi.org/10.14689/issn.2148-2624.1.4c3s5m>

- İskender, Y. C., & Savaşçı, M. (2023) Foreign language teaching anxiety of Turkish EFL teachers. *Kastamonu Education Journal*, 31(3), 464-483.
<https://doi.org/10.24106/KEFDERGİ-2023-0019>
- Jedynak, M. (2011). Teaching experience and its role in foreign language teachers' anxiety. *Acta Neophilologica*, 13, 59-72.
- Kachru, B. B. (1985). "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." In *English in the World: Teaching and Learning the Language and Literatures*, R. Quirk & H. G. Widdowson (Eds.), 11–30. Cambridge: Cambridge UP.
- Karcı, C., & Akar Vural, R. (2011). Teachers' views with regard to teaching English in multigraded classroom. *Elementary Education Online*, 10(2), 593 –607.
Retrieved October 26, 2024, from <https://ilkogretim-online.org/index.php/pub/article/view/109>
- Kawanami, S., & Kawanami, K. (2012). A needs analysis: How teachers perceive teacher training for English education at elementary schools. *Let Kyushu-Okinawa Bulletin*, 12, 29-43.
- Kazazoğlu, S (2020). What if an English philologist becomes a teacher? A case study on foreign language teaching anxiety (FLTA). *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 19, 701-712.
<https://doi.org/10.29000/rumelide.752773>
- Kelley, T. L. (1939). The selection of upper and lower groups for the validation of test items. *Journal of Educational Psychology*, 30(1), 17-24.
<https://doi.org/10.1037/h0057123>
- Kesen, A., & Aydın, Z. (2014). Anxiety levels of novice and experienced EFL instructors: İstanbul Aydın University case, *Procedia - Social and Behavioral Sciences*, 116(21), 880-883.
<https://doi.org/10.1016/j.sbspro.2014.01.314>
- Kharboush, R. M. S. (2018). The implications of foreign language teaching apprehension on EFL prospective teachers' pedagogical choices. *Ismailia Faculty of Education Journal* 42(2), 405-442.
<https://doi.org/10.21608/jfes.2018.87436>
- Khosravi, M. & Saidi, M. (2014). Investigating the relationship between multiple intelligences and self- efficacy: The case of Iranian EAP instructors. *Electronic Journal of Foreign Language Teaching*, 11(1), 90-97.

- Kınav, A. U. (2010). *An exploration of burnout and individual and collective teacher efficacy in a Turkish state university* [Unpublished master's thesis]. İhsan Doğramacı Bilkent University, Ankara.
- Kırkgöz, Y. (2007). English Language Teaching in Turkey. *RELC Journal*, 38(2), 216–228.
<https://doi.org/10.1177/0033688207079696>
- Kiczkowiak, M., & Lowe, R. J. (2024). Native-speakerism in English language teaching: ‘Native speakers’ more likely to be invited as conference plenary speakers, *Journal of Multilingual and Multicultural Development*, 45(5), 1408-1423
<https://doi.org/10.1080/01434632.2021.1974464>
- Kim, D.-H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners’ self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*, 38, 136-142.
<https://doi.org/10.1016/j.lindif.2015.01.016>
- Kim, S. Y., Sung-Yeon, K., & Joo-hae, K. (2004). When the learner becomes a teacher: Foreign language anxiety as an occupational hazard. *English Teaching*, 59(1), 165-185.
- Kim, S. Y. & Kim J. (2004). When the learner becomes a teacher: Foreign language anxiety as an occupational hazard. *English Teaching*, 59(1), 165-185.
http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_59_1_9.pdf
- King, M. F., & Bruner, G. C. (2000). Social desirability bias: A neglected aspect of validity testing. *Psychology & Marketing*, 17(2), 79-103.
[https://doi.org/10.1002/\(SICI\)1520-6793\(200002\)17:2<79::AID-MAR2>3.0.CO;2-0](https://doi.org/10.1002/(SICI)1520-6793(200002)17:2<79::AID-MAR2>3.0.CO;2-0)
- Klanrit, P., & Sroinam R. (2012). EFL teacher’s anxiety in using English in teaching in the language classroom. *International Journal of Social Science and Humanity*, 2(6), 493-496.
<https://doi.org/10.7763/ijssh.2012.V2.154>
- Kobul, M. K., & Saraçoğlu, İ. N. (2020). Foreign language teaching anxiety of non-native pre-service and in-service EFL teachers. *Journal of History Culture and Art Research*, 9(3), 350-365.
<https://doi.org/10.7596/taksad.v9i3.2143>
- Koşar, G. (2018). Turkish tertiary level EFL students’ perceptions of native English-speaking teachers and non-native English-speaking teachers. *Journal on English Language Teaching*, 4(1), 96-119.
<https://doi.org/10.46827/EJEL.V0I0.1950>
- Kral’ova, Z., & Soradova, D. (2015). Foreign language learning anxiety. Teaching foreign languages in inclusive education: A teacher-trainee’s handbook.

- Kralova, Z., & Tirpakova, A. (2019). Nonnative EFL teachers' speaking anxiety: Post-communist country context. *Sage Open*, 9(2).
<https://doi.org/10.1177/2158244019846698>
- Kubanç, Y., & Selvi, B. (2022). İngilizce ve sınıf öğretmenlerinin ilkokulda yabancı dil öğretimine yönelik görüşleri. *Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Dergisi*, 19(3), 1257-1275.
<https://doi.org/10.33437/ksusbd.1210081>
- Kunt, N. & Tüm, D. Ö. (2010). Non-native student teachers' feelings of foreign language anxiety. *Procedia Social and Behavioral Sciences*, 2, 4672-4676.
- Kuru-Gönen, S. İ. (2009). The sources of foreign language reading anxiety of students in a Turkish EFL context. *Reading*, 11(12), 13.
- Kuru-Gönen, S. İ. (2022). Mindfulness-based practices for EFL teachers: Sample tasks and insights to cultivate mindfulness. *Focus on ELT Journal*, 4(3), 7893.
<https://doi.org/10.14744/felt.2022.4.3.6>
- Kuru-Gönen, S. İ., & Sağlam, S., (2012). Teaching culture in the FL classroom: Teachers' perspectives. *IJGE: International Journal of Global Education*, 1(3), 26-46.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
<https://doi.org/10.1080/00131910120033628>
- Kyriacou, C., & Sutcliffe, J. (1978). Teacher stress, prevalence, sources, and symptoms. *Journal of Educational Psychology*, 48, 323-365.
<http://dx.doi.org/10.1111/j.2044-8279.1978.tb02381.x>
- Lane, S. D. (2010). *Interpersonal communication: Competence and contexts*. MA: Pearson Education, Inc.
- Leary, M. (1991). Social anxiety, shyness, and related constructs. Measures of personality and social psychological attitudes. In John P. Robinson, Phillip R. Shaver, Lawrence S. (Eds.). *Measures of Personality and Social Psychological Attitudes* (pp.161-194). Wrightsman. Academic Press. Inc. San Diego, California
- Li, T., Liu, M., & Gong, K. (2024). Chinese pre-university teachers' foreign language anxiety, teaching anxiety, and teacher self-efficacy. *International Journal of Teacher Education and Professional Development*, 7(1), 1-19.
<https://doi.org/10.4018/IJTEPD.343516>
- Li, Q., Xie, Z., & Zeng, G. (2023). The influence of teaching practicum on foreign language teaching anxiety among pre-service EFL teachers. *Sage Open*, 13(1).
<https://doi.org/10.1177/21582440221149005>

- Liu, H. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. *Electronic Journal of Foreign Language Teaching*, 9(1).
<https://doi.org/10.4304/jltr.2.6.1298-1305>
- Liu, M. & Wu, B. (2021). Teaching anxiety and foreign language anxiety among Chinese college English teachers. *SAGE Open*, 11(2).
<https://doi.org/10.1177/21582440211016556>
- Liu, Y. & Wang, J. (2023). Strategies for reducing EFL learners' foreign language anxiety in online classes: Investigating teachers' teaching credentials and experience. *Heliyon*, 9(7).
<https://doi.org/10.1016/j.heliyon.2023.e17579>
- Machida, T. (2011). *Teaching English for the first time: Anxiety among Japanese elementary school teachers*. [Unpublished master's thesis]. University of Illinois, Urbana, Illinois.
- MacIntyre, P. D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning*, 41(1), 85-117.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing, and negative emotions. *System*, 94.
<https://doi.org/10.1016/j.system.2020.102352>
- MacIntyre, P. D., Ross, J., Talbot, K., Mercer, S., Gregersen, T., & Banga, C. A. (2019). Stressors, personality, and wellbeing among language teachers. *System*, 82, 26-38.
<https://doi.org/10.1016/j.system.2019.02.013>
- Mackey, A., & Gass, S. M. (2022). *Second language research: Methodology and design*. (2nd ed.). Routledge.
- Mardhatillah, M., Widiati, U., & Sujatmoko, A. H. (2024). Transitioning into a professional teacher: EFL preservice teacher's anxiety in teaching practicum. *ETERNAL (English Teaching Journal)*, 15(1), 11-23.
<https://doi.org/10.26877/eternal.v15i1.315>
- Mash, E. J., & Wolfe, D. A. (2002). *Abnormal child psychology*. Belmont, CA, US: Wadsworth.
- Matsuda, K. (1989). An analysis of a Japanese ESL learner's diary: Factors involved in the L2 learning process. *JALT Journal*, 11(2), p. 167, 192.
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36.
<https://doi.org/10.1016/j.system.2003.08.002>

- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, 2. <https://doi.org/10.1177/2333393615597674>
- Medgyes, P. (2001). When the teacher is a non-native speaker. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*, (pp. 429-442). Boston: Heinle & Heinle.
- Meihua, Liu., Bin, Wu., Bin, Wu. (2021). Teaching anxiety and foreign language anxiety among Chinese college English teachers. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211016556>
- Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, 51(4), 504-525. <https://doi.org/10.1017/S0261444817000258>
- Mercer, S., MacIntyre, P., Gregersen, T., & Talbot, K. (2018). Positive language education: Combining positive education and language education. *Theory and Practice of Second Language Acquisition*, 4(2), 11–31.
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabrys-Barker & D. Galajda (Eds.), *Positive Psychology perspectives on foreign language learning and teaching*, (p. 224), New York: Springer. https://doi.org/10.1007/978-3-319-32954-3_12
- Merç, A. (2010). *Foreign language student teacher anxiety*. [Unpublished doctoral dissertation] Anadolu University, Eskisehir. Retrieved December 16, 24, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Merç, A. (2011). Sources of foreign language student teacher anxiety: A qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 2(4), 80-94. <https://dergipark.org.tr/en/pub/tojqi/issue/21393/229362>
- Merç, A. (2015). Foreign language teaching anxiety and self-efficacy beliefs of Turkish pre-service EFL teachers. *The International Journal of Research in Teacher Education*, 6(3), 40-58. <https://dergipark.org.tr/en/download/article-file/90284>
- Montero-Marin, J., Taylor, L., Crane, C., Greenberg, M. T., Ford, T. J., Williams, J. M. G., Garcia-Campayo, J., Sonley, A., Lord, L., Dalgleish, T., Blakemore, S. J., MYRIAD team, & Kuyken, W. (2021). Teachers 'finding peace in a frantic world': An experimental study of self-taught and instructor-led mindfulness program formats on acceptability, effectiveness, and mechanisms. *Journal of Educational Psychology*, 113(8), 1689-1708. <https://doi.org/10.1037/edu0000542>

- Morris, S., & King, J. (2018). Teacher frustration and emotion regulation in university language teaching. *Chinese Journal of Applied Linguistics*, 41(4), 433-452.
<https://doi.org/10.1515/cjal-2018-0032>
- Moskowitz, S., & Dewaele, J. M. (2021). Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes. *Innovation in Language Learning and Teaching*, 15(2), 117-130.
<https://doi.org/10.1080/17501229.2019.1707205>
- Mousavi, E.S. (2007). Exploring 'teacher stress' in non-native and native teachers of EFL. *English Language Teacher Education and Development*, 10, 33-39.
- Ngidi, D.P. & Sibaya, P.T. (2006). Student teacher anxieties related to practice teaching. *South African Journal of Education*, 23(1), 18-22.
- Norley, K., Icbay, M. A., & Arslan, H. (2016). *Contemporary Approaches in Education*. Berlin, Germany: Peter Lang Verlag.
- Novitasari, K., & Murtafi'ah, B. (2022). EFL pre-service teacher's teaching anxiety and the coping strategies during teaching practicum. *Journal of English Education and Teaching (JEET)*, 6(3), 310-326.
<https://doi.org/10.33369/jeet.6.3.310-326>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis. *International Journal of Qualitative Methods*, 16(1).
<https://doi.org/10.1177/1609406917733847>
- Numrich, C. (1996). On becoming a language teacher: Insights from dairy studies. *TESOL Quarterly*, 30(1).
<https://doi.org/10.2307/3587610>
- Obodo, G. C. (1990). Teacher effectiveness as an indicator of quality education. *APGEN Mnonograph Series*, 1(1).
- Oflaz, M. (2010). Becoming a junior teacher. *Procedia Social and Behavioral Sciences*, 2, 1350-1355.
- Oktaviani, A., & Jaelani, A. (2021). Non-Native pre-service teachers' anxiety in teaching English at senior high school. *Bogor English Student and Teacher (BEST) Conference*, 2, 9-16.
 Retrieved 10 September 2024, from
<http://pkm.uikabogor.ac.id/index.php/best/article/view/795>

- Ospina, N. S., & Medina, S. L. (2020). Living and teaching internationally: Teachers talk about personal experiences, benefits, and challenges. *Journal of Research in International Education*, 19(1), 38-53.
<https://doi.org/10.1177/1475240920915013>
- Ouastani, E. S. (2018). *Foreign language teaching anxiety: A study of teacher anxiety in non-native foreign language teachers in the Netherlands*. [Unpublished master's thesis]. University of Amsterdam.
- Ouastani, E. S. (2020). Foreign language teaching anxiety: The perspective of non-native foreign language teachers, 111-133.
<https://doi.org/10.4324/9781003019497-10>
- Özdamar, K. (2019) *Paket programlar ile istatistiksel veri analizi*, Nisan Kitabevi, 11. baskı, Eskişehir.
- Öztürk, G. (2016). Foreign language teaching anxiety among non-native teachers of English: A sample from Türkiye. *Sakarya University Journal of Education*, 6(3), 54-70.
<http://dx.doi.org/10.19126/suje.220180>
- Öztürk, G., & Gürbüz, N. (2016). The impact of early language learning experiences on EFL teachers' language teaching beliefs and practices. *ELT Research Journal* , 5(2), 84-102. <https://dergipark.org.tr/pub/eltrj/issue/24405/258711>
- Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 134-147.
<https://doi.org/10.24071/llt.v21i2.1261>
- Phillips, E. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*. 76(1), 14-26.
- Preacher, K. J., Rucker, D. D., MacCallum, R. C., & Nicewander, W. A. (2005). Use of the extreme groups approach: A critical reexamination and recommendations. *Psychological Methods*, 10(2), 178–192.
- Qi, Li., Zhilong, Xie., Guofang, Zeng. (2023). The influence of teaching practicum on foreign language teaching anxiety among pre-service EFL teachers. *SAGE Open*, 13(1).
<https://doi.org/10.1177/21582440221149005>
- Rahmah, Fithriani. (2023). An investigation of EFL novice teachers causes of teaching anxiety and their coping strategies. *Anglophile Journal*, 3(1).
<https://doi.org/10.51278/anglophile.v3i1.613>

- Rani, U., Samad, A., & Ali, M. (2022). An investigation of English language teaching anxiety of Pakistani ESL teachers and their self-efficacy beliefs at college level. *Bilingual Research Journal Jahan-E-Tahqeeq*, 5(1),185-203.
- Rivers, D. J. (2022). The situation specific arousal analyzer: Innovation in the physiological assessment of foreign language education anxiety. *Frontiers in Education*, 7.
<https://doi.org/10.3389/feduc.2022.802639>
- Saidi, M., & Arefian, M. H. (2023). Language teaching anxiety and personal intelligences: Pre-service versus in-service EFL teachers. *Iranian Evolutionary and Educational Psychology*, 5(1), 87-100.
<https://doi.org/10.52547/ieepj.5.1.87>
- Saidin, A. N., & Jaafar, F. (2024). Exploring teaching anxiety in pre-service ESL teachers within the Malaysian context: Conceptual study. *International Journal of Advanced Research in Education and Society*, 6(1), 418-423.
<https://doi.org/10.55057/ijares.2024.6.1.37>
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The modern language journal*, 83(2), 202-218.
<https://doi.org/10.1111/0026-7902.00016>
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London, England: Sage Publications.
- Sammephet, B., & Wanphet P. (2013). Pre-Service teachers' anxiety and anxiety management during the first encounter with students in EFL classroom. *Journal of Education and Practice*, 4(2), 78-87.
- Sanjaya, M. M., Nurkamto, J., & Sumardi, S. (2024). Navigating foreign language teaching anxiety: Insights from pre-service teachers during teacher professional education practicum. *Indonesian journal of EFL and linguistics*, 115-131.
<https://doi.org/10.21462/ijefl.v9i1.761>
- Sarason, I. G. (1975). The test anxiety scale: Concept and research. In I. G. Sarason & C. D. Spielberger (Eds.). *Stress and anxiety* (pp. 193-217). Washington DC: Hemisphere.
- Sari, H. I., & Anwar, C. (2021). English foreign language teaching anxiety of Indonesian pre-service teachers at undergraduate internship program. *Journal of English Education, Literature, and Culture*, 6(2), 222-237.
<http://doi.org/10.30659/e.6.2.222-237>
- Selye H. (1976). Stress without distress. In Serban G. (Ed.) *Psychopathology of Human Adaptation*. Springer, Boston, MA.
https://doi.org/10.1007/978-1-4684-2238-2_9

- Shillingford-Butler, M. A., Patel, S. H., & Ngazimbi, E. E., (2012). The role of the professional school counselor in reducing teacher anxiety, *Ideas and Research*. You Can Use: VISTAS 2012.
- Spall, S. (1998). Peer debriefing in qualitative research: Emerging operational models. *Qualitative Inquiry*, 4(2), 280-292.
<https://doi.org/10.1177/107780049800400208>
- Sparks, R. L., L. Ganschow & J. Javorsky (2000). Déjà vu all over again: A response to Saito, Horwitz, and Garza. *The Modern Language Journal* 84(2), 251-255.
- Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.). *Anxiety and behavior* (pp. 3-20). New York: Academic Press.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press. In Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
- Spielberger, C. D., & Reheiser, E. C. (2009). Assessment of emotions: Anxiety, anger, depression, and curiosity. *Applied Psychology: Health and Wellbeing*, 1(3), 271-302.
<http://doi.org/10.1111/j.1758-0854.2009.01017.x>
- Tabancalı, E., Çelik, K., & Korumaz, M. (2016). Professional anxiety level of pre-service teachers in Turkish context. *E-International Journal of Educational Research*, 7(3), 63-73.
<http://dx.doi.org/10.19160/e-ijer.89817>
- Thomas, B. (2006). *Composition studies and teaching anxiety: A pilot study of teaching groups and discipline-and program-specific triggers*. [Unpublished Doctoral Dissertation]. Bowling Green University, Bowling Green.
- Tianhao, Li., Meihua, Liu., Kaixuan, Gong. (2024). Chinese pre-university teachers' foreign language anxiety, teaching anxiety, and teacher self-efficacy. *International journal of teacher education and professional development*, 7(1), 1-19.
<https://doi.org/10.4018/ijtepd.343516>
- Tum, D. O. (2010). *A study of non-native teachers' and student teachers' feelings of foreign language teaching anxiety* [Unpublished doctoral dissertation]. The University of Texas.
- Tum, D.O. (2012). Feelings of language anxiety amongst non-native student teachers. *Procedia- Social and Behavioral Sciences*, 47, 2055-2059.
- Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching*. 5(3), 579-595.

- Tüfekçi-Can, D. (2019). The reflections of pre-service EFL teachers on overcoming foreign language teaching anxiety (FLTA) during teaching practicum. *Journal of Teaching English for Specific and Academic Purposes*, 389.
<https://doi.org/10.22190/JTESAP1803389C>
- Türkmen, Ş. (2019). *A taxonomic study of foreign language teaching anxiety among pre-service and in-service teachers of English* [Unpublished master's thesis]. Balıkesir University, Balıkesir.
- Usta, E. (2010). The relationship between perceived learning strategies of prospective teachers and their interaction and monitoring anxiety. *Procedia Social and Behavioral Sciences*, 2, 4402-4406.
- Velásquez-Hoyos, A. P., & Martínez-Burgos, L. A. (2023). Participants' narratives of the Fulbright FLTA program on their intercultural and professional experience. *HOW*, 30(2), 13-31.
<https://doi.org/10.19183/how.30.2.737>
- Warren, E., de Almeida Fernandes Wyszomirska, R., Filho, E., de Melo Carvalho Filho, A., Teixeira, G. and dos Santos, A. (2021) Construction and validation of educational video addressing empathy. *Creative Education*, 12, 2811-2821.
<https://doi.org/10.4236/ce.2021.1212208>
- Wern, T. C., & Rahmat, N. H. (2021). An investigative study on the types and causes of ESL writing anxiety: A case study of learners from a Chinese independent middle school. *European Journal of English Language Teaching*, 6(3), 19-36.
<https://doi.org/10.46827/ejel.v6i3.3553>
- Wieczorek, A. L. (2016). High inhibitions and low self-esteem as factors contributing to foreign language teacher stress. In D. Gabrys-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 231–248).
https://doi.org/10.1007/978-3-319-32954-3_13
- Wilkinson, I. (2001). *Anxiety in a risk society*. London: Routledge.
- Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, 5(2), 181-191.
<https://doi.org/10.5539/elt.v8n3p46>
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.

- Wu, H., & Badger, R. G. (2009). In a strange and uncharted land: ESP teachers' strategies for dealing with unpredicted problems in subject knowledge during class. *English for Specific Purposes*, 28(1), 19-32.
<https://doi.org/10.1016/j.esp.2008.09.003>
- Yaman, İ., & Şahin, M. (2019). An investigation into the employment of English language teachers in the private sector in Turkey. *Journal of Language Research*, 3(1), 1-13.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66.
<https://doi.org/10.1111/1540-4781.00136>
- Yentürk, C., & Dağdeviren-Kırmızı, G. (2020) Native or non-native instructors? A case study on foreign language speaking anxiety in EFL classroom. *Journal of Language and Linguistic Studies*, 16(4), 1939-1951.
- Yeşilbursa, A. (2023). Current demands and positive present and future-oriented constructs in language teacher psychology. In I. Yalçın & Ö. Karaağaç Tuna (Eds.), *Teacher and Learner Motivation*. Anı Yayıncılık.
- Young, D. J. (1991) Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-439.
<https://doi.org/10.2307/329492>
- Yoon, T. (2012). Teaching English through English: Exploring anxiety in non-native pre-service ESL teachers. *Theory and Practice in Language Studies*, 2(6), 1099-1107.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1(1), 1-12.

APPENDIX 1 – Consent Form

Consent Form

This study is a research project titled “**Exploring Foreign Language Teaching Anxiety in Native and Non-Native EFL Teachers**” and aims to investigate the levels of teaching anxiety of native and non-native English as a Foreign Language teachers, the sources of teaching anxiety of native and non-native EFL teachers have, and the strategies they use to deal with teaching anxiety. The study is being conducted by Zeyneb Berfin Gence and its results will shed light on the research area of Foreign Language Teaching Anxiety.

- Your participation in this study is based on voluntary basis.
- In accordance with the purpose of the study, data will be collected from you through a questionnaire.
- Your name will be kept confidential.
- The data collected during the study will be used solely for scientific purposes, will not be used for any purpose other than the intended purpose of the research or in any other study, and will not be shared with others without your consent.
- You have the right to review the data collected from you upon request.
- The data collected from you will be protected and will be archived or destroyed at the end of the research.
- There will be no questions/requests that may cause discomfort to you during the data collection process.

However, if you feel uncomfortable for any reason during your participation, you may leave the study at any time. If you decide to leave the study, the data collected from you will be removed and destroyed.

Thank you for taking the time to read and evaluate the voluntary participation form. I hereby give my consent to the collection and scientific use of the information provided by me in this study, fully aware that I may withdraw from the study at any time, and that my participation is voluntary.

Name of the Participant:

Signature:

Date:

APPENDIX 2 – Background Survey

The Foreign Language Teaching Anxiety Scale

This study is a research project titled “Exploring Foreign Language Teaching Anxiety in Native and Non-Native EFL Teachers” and aims to investigate the levels of teaching anxiety of native and non-native English as a Foreign Language teachers, the sources of teaching anxiety of native and non-native EFL teachers have, and the strategies they use to deal with teaching anxiety. The study is being conducted by Zeyneb Berfin Gence and its results will shed light on the research area of Foreign Language Teaching Anxiety.

The questionnaire will take around 10 minutes to complete. Your responses will assist in understanding the relationship between demographic factors and foreign language teaching anxiety, the anxiety levels of English as a Foreign Language teachers.

- All data provided, including your personal information, will be kept confidential and used solely for research purposes.
- Your participation in this study is based on voluntary basis.
- The data collected during the study will be used solely for scientific purposes, will not be used for any purpose other than the intended purpose of the research or in any other study, and will not be shared with others without your consent.
- You have the right to review the data collected from you upon request.
- The data collected from you will be protected and will be archived or destroyed at the end of the research.

Please also note that there is no right way to answer the questions. Therefore, please pick your answers honestly.

Thank you for your participation.

I hereby give my consent to the collection and scientific use of the information provided by me in this study, fully aware that I may withdraw from the study at any time, and that my participation is voluntary.

I understand the statement above and I accept to be a participant in this study.

PART 1: Background Questionnaire

Gender:

- Male
- Female

Years of Teaching Turkish English as a Foreign Language Students:

- 0-5 years
- 6-10 years
- 11-15 years
- 16+ years

My native language is:

- English
- Turkish

What country are you from? Please select one.

- Australia
- Britain
- Canada
- Ireland
- New Zealand
- The United States
- Türkiye
- Other

(For the Turkish ELT teachers.)

Could you specify the highest educational degree you have earned (e.g., Bachelor's, Master's, or Doctorate)?

(For the native ELT teachers.)

Could you specify the highest educational degree you have earned (e.g., Bachelor's, Master's, or Doctorate)?

APPENDIX 3 – Foreign Language Teaching Anxiety Scale

PART 2. The Teaching Anxiety Scale

Never (1) - Rarely (2) - Sometimes (3) - Usually (4) - Always (5)

When I feel anxious in class, I have difficulty using English.	(1) (2) (3) (4) (5)
I feel embarrassed when some students speak English better than me.	(1) (2) (3) (4) (5)
I feel embarrassed because I am not good at English.	(1) (2) (3) (4) (5)
It makes me nervous to use English in class.	(1) (2) (3) (4) (5)
Unfamiliar topics in the textbook confuse me.	(1) (2) (3) (4) (5)
I feel embarrassed when I think that I am not good at English.	(1) (2) (3) (4) (5)
Pronunciation mistakes while I am speaking make me nervous.	(1) (2) (3) (4) (5)
Making mistakes while I am speaking makes me feel embarrassed.	(1) (2) (3) (4) (5)
I am bothered when I have difficulty teaching the cultural content of English.	(1) (2) (3) (4) (5)
Unexpected questions from students put pressure on me.	(1) (2) (3) (4) (5)
I forget almost everything while I am teaching.	(1) (2) (3) (4) (5)
I feel tense when I have difficulty teaching grammar.	(1) (2) (3) (4) (5)
I feel tense when I am in the classroom.	(1) (2) (3) (4) (5)
I feel worried before entering the classroom.	(1) (2) (3) (4) (5)
I feel anxious when I teach in the classroom.	(1) (2) (3) (4) (5)
I think my lack of teaching experience makes me nervous.	(1) (2) (3) (4) (5)
I fear making mistakes while I am teaching in the classroom.	(1) (2) (3) (4) (5)
I feel stressed when students do not participate in the activities.	(1) (2) (3) (4) (5)
I feel upset because my students are bad at learning languages.	(1) (2) (3) (4) (5)
I feel discouraged when students lose interest in the activities.	(1) (2) (3) (4) (5)
I feel tense when students are not interested in the activities.	(1) (2) (3) (4) (5)
My colleagues' observations make me nervous.	(1) (2) (3) (4) (5)
I feel panicked when my colleague observes me.	(1) (2) (3) (4) (5)
Students' negative comments about me make me nervous.	(1) (2) (3) (4) (5)
I feel panicked when I cannot finish the class on time.	(1) (2) (3) (4) (5)
I am nervous when I finish the activities before the class ends.	(1) (2) (3) (4) (5)
I feel tense when I am not prepared for the class.	(1) (2) (3) (4) (5)

PART 3: The Follow-up Interviews

If you would be willing to participate in a follow-up interview to provide more in-depth insights, please provide your contact information below.

Full Name: _____

Email Address: _____

Phone Number: _____

APPENDIX 4 – Semi-Structured Interview Questions

Warm-up Questions:

- a. Can you briefly tell me about your background and experience in teaching English as a foreign language (EFL)?
- b. How do you generally feel about your teaching experiences?

Main Questions:

1. From your point of view, what is teaching anxiety? How can you describe it?
2. How anxious do you feel while teaching? (low, moderate, high) Are you an anxious teacher?
3. Why do you think the EFL teachers experience teaching anxiety? In what situations can they experience such negative feelings? Can you provide specific examples?
4. Have you ever experienced moments of anxiety or stress in your teaching career while teaching Turkish EFL students? If yes, can you describe a specific incident and what triggered those feelings?
5. What strategies do you currently employ to manage and reduce foreign language teaching anxiety?
6. What do you think would help English teachers working with Turkish EFL students feel less stressed while teaching?

APPENDIX 5 – Ethic Committee Approval

Evrak Kayıt Tarihi: 13.12.2023

Protokol No: 664975

Tarih: 28.12.2023



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Exploring Foreign Language Teaching Anxiety in Native and Non-Native EFL Teachers. Yabancı Dil Olarak İngilizce Öğreten Anadili İngilizce Olan ve Olmayan İngilizce Öğretmenlerinin Yabancı Dilde Öğretme Kaygısının İncelenmesi
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Elçin ÖLMEZER ÖZTÜRK
TEZ YAZARI:	Zeyneb Berfin GENÇE
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu