Foreign Language Teaching Anxiety (FLTA) in Non-Native Pre-Service

English Teachers: A Phenomenological Study in Kazakhstan

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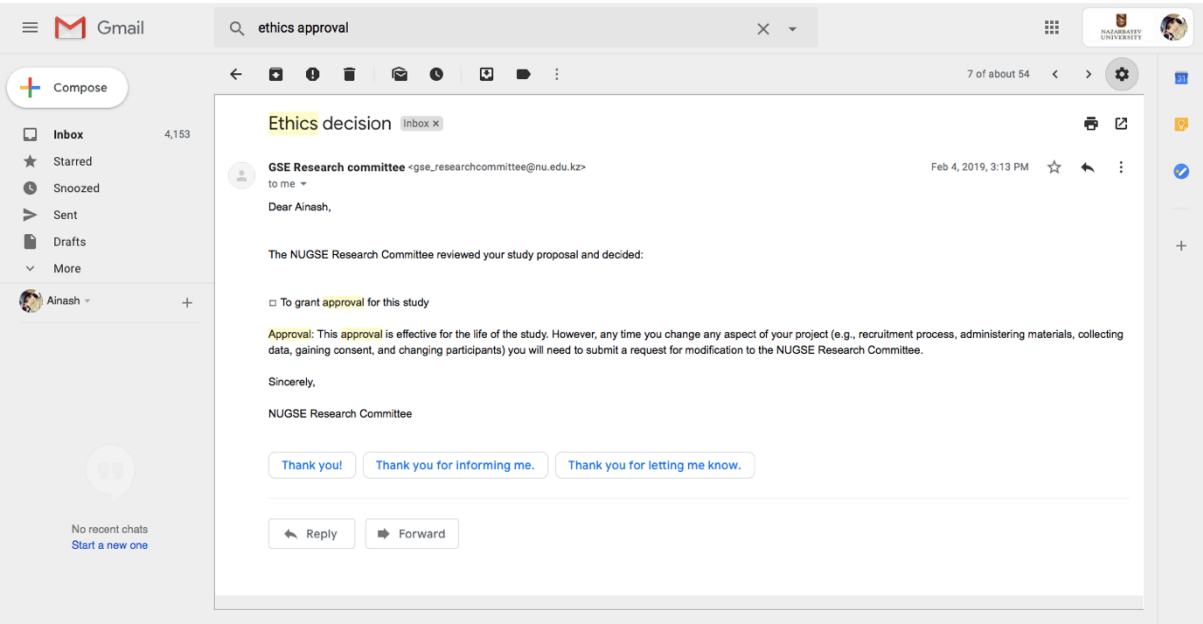Author's signature:

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This thesis would not have been completed without the help of several people helping me on my educational journey.

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Abstract

Foreign Language Teaching Anxiety (FLTA) in Non-Native Pre-Service

English Teachers: A Phenomenological Study in Kazakhstan

This qualitative phenomenological study was conducted to investigate the phenomenon of foreign language teaching anxiety (FLTA) for non-native pre-service English teachers in Kazakhstan by answering the research question "How is FLTA experienced by non-native pre-service English teachers?" According to the State Program for the Development and Functioning of Languages in the Republic of Kazakhstan for 2011-2020, plans were implemented to increase the share of the population speaking English to 20% by 2020. To reach this goal, the government started paying attention to teaching English at schools and training English language teachers. However, the language learning process cannot be successful if students feel stress and anxiety while learning it. Therefore, numerous studies have been conducted to identify causes of foreign language anxiety, its impact on students' academic achievement, and ways to overcome it. Still, the research on FLTA has remained limited, even though teachers are also susceptible to the feeling of anxiety, especially pre-service teachers who lack experience in teaching.

Data was collected through one-to-one interviews including visual data elicitation to enhance understanding (CohenMiller, 2018). Additional data sources included a demographic questionnaire and document analysis. Using Moustakas's (1994) framework for phenomenological analysis, three invariant themes with eight sub-themes were identified. Combined, the resultant essence of FLTA for pre-service teachers was found to be feeling insecure about teaching, worrying about proficiency in English and experiencing a fear of negative evaluation. This study contributes to expanding research related to FLTA, especially in Kazakhstan, where there are no studies focused on teaching anxiety. Moreover, by investigating how teaching anxiety is experienced by prospective teachers,

several factors engendering anxiety were identified. Future research is suggested to focus on the ways of alleviating FLTA for pre-service teachers.

Keywords: foreign language anxiety, foreign language teaching anxiety, pre-service teachers, teacher education

Аңдатпа

Тіл иесі болып табылмайтын болашақ мұғалімдердің шет тілін оқытудағы

беймазалығы: Қазақстандағы феноменологиялық зерттеу

Қазақстандағы болашақ ағылшын тілі мұғалімдерінде шет тілін оқыту
барысындағы беймазалық феноменін зерттеу мақсатында осы сапалық
феноменологиялық зерттеу жұмысы жүзеге асырылды. Зерттеу жұмысының басты
сұрағы: " Ағылшын тілін оқытатын болашақ мұғалімдерде шет тілін оқыту
барысында кездесетін беймазалық қалай сезіледі?'' Қазақстан Республикасында
тілдерді дамыту мен қолданудың 2011 - 2020 жылдарға арналған мемлекеттік
бағдарламасына сәйкес, мемлекетте 2020 жылға қарай ағылшын тілінде сөйлейтін
халықтың санын 20%-ға жеткізу мақсат етіп қойылды. Аталған мақсатқа жету үшін
мемлекет тарапынан мектептердегі ағылшын тілі пәнінің оқытылуына, сондай-ақ
ағылшын тілінен сабақ беретін мұғалімдерді даярлауға көңіл бөліне бастады. Тілді
меңгеру барысында оқушылар күйзеліс немесе мазасыздық сезінетін болса, тіл
үйрену үрдісі сәтті болмауы мүмкін, сондықтан шет тілін үйрену барысында
кездесетін тілдік беймазалықтың себептерін, оның оқушылардың оқу үлгеріміне
әсерін және оны жеңудің жолдарын анықтау үшін көптеген зерттеу жұмыстары
жүргізілді. Тәжірибесіз болашақ мұғалімдер беймазалықты бастан өткеруге бейім
келеді, алайда елімізде шет тілін оқыту барысында кездесетін беймазалықты
қарастыратын зерттеу жұмыстары жеткіліксіз болып табылады.

Зерттеліп отырған тақырыпты жете түсіну үшін, деректер көрнекі құралдар
қолданылған (КоуэнМиллер, 2018) жеке сұхбаттар арқылы жинақталды. Қосымша
дерек көздері ретінде демографиялық сауалнама және құжат талдау таңдалып
алынды. Мустакастың (1994) феноменологиялық талдауға арналған жүйесін қолдана
отырып, үш басты тақырып және сегіз тақырыпшалар анықталды. Қорыта келгенде,

болашақ мұғалімдердегі шет тілін оқыту барысында кездесетін беймазалық: оқытудағы сенімсіздік, ағылшын тілін меңгеру деңгейіне алаңдаушылық және жағымсыз бағалану қорқынышы түрінде сезілетіні анықталды. Бұл зерттеу жұмысы, әсіресе Қазақстанда аталған тақырыпта зерттеу жұмысы болмағандықтан, шет тілін оқыту барысында кездесетін беймазалық жөніндегі зерттеу жұмыстарын кеңейтуге үлес қосады. Сонымен қатар, шет тілін оқыту барысында кездесетін беймазалықты зерттеу арқылы оны тудыратын бірнеше факторлар анықталды. Болашақта болашақ мұғалімдерді осы беймазалықтан арылту жолдарын қарастыратын зерттеу жұмыстарын жүргізу ұсынылады.

Тірек сөздер: шет тілін оқудағы беймазалық, шет тілін оқыту барысында кездесетін беймазалық, болашақ мұғалімдер, педагогикалық білім

Абстракт

Тревожность в преподавании иностранного языка у будущих учителей, не носителей языка. Феноменологическое исследование в Казахстане

Данное качественное феноменологическое исследование было проведено с целью изучения феномена тревожности при преподавании иностранного языка у будущих преподавателей английского языка в Казахстане, отвечая на вопрос "Как тревожность в преподавании иностранного языка испытывается у будущих преподавателей английского языка?" Согласно Государственной Программе Развития и Функционирования Языков в Республике Казахстан на 2011-2020 годы, были поставлены цели по увеличению доли населения, говорящей на английском языке до 20% к 2020 году. Для достижения данной цели правительство начало уделять внимание преподаванию английского языка в школах, а также подготовке преподавателей английского языка. Тем не менее, процесс изучения языка не может быть успешным, если учащиеся испытывают стресс и беспокойство во время изучения. Следовательно, были проведены многочисленные исследования для выявления причин беспокойства при изучении иностранного языка, его влияния на успеваемость учащихся и путей его преодоления. Однако, исследования тревожности при обучении иностранному языку остается недостаточным, хотя учителя, будущие неопытные учителя в особенности, также склонны испытывать чувство тревоги.

Сбор данных был произведен с использованием индивидуальных интервью, в которых также включительно был применен визуально-изобразительный способ сбора данных для углубленного понимания (КоуэнМиллер, 2018). Дополнительные источники данных включали демографическую анкету и анализ документов. Используя систему Мустакаса (1994) для феноменологического анализа, были

определены три основные темы с восемью под-темами. В результате выяснилось, что тревожность в преподавании иностранного языка у будущих учителей проявляется через неуверенность в преподавании, беспокойство о знании английского языка и страх негативной оценки. Это исследование способствует расширению исследований, связанных с тревожностью при обучении иностранному языку, особенно в Казахстане, где отсутствуют исследования по данной теме. Кроме того, путем изучения того, как потенциальные учителя испытывают тревожность при обучении, были выявлены несколько факторов, порождающих тревожность. В будущем, рекомендуется провести исследования направленные на пути преодоления тревожности при преподавании иностранного языка у будущих учителей.

Ключевые слова: тревога при изучении иностранного языка, тревога при обучении иностранному языку, будущие учителя, педагогическое образование

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CHAPTER ONE: INTRODUCTION

The Kazakhstani government started implementing language policies and reforms after gaining independence in 1991 to promote and develop not only a state language, but also foreign languages. In his address to the people of Kazakhstan, the former President Nazarbayev (2007) stated: "Kazakhstan should be taken as a highly educated country whose population uses three languages. Kazakh as a state language, Russian as the language of international communication, and English as the language of successful integration into the global economy." Thus, along with Kazakh and Russian languages, English should be developed since competency in this language is considered to be a key factor for further development (Khamitova, Dzhantasova, Turgambekova, & Suleimenova, 2015). Therefore, according to the State program for the development and functioning of languages in the Republic of Kazakhstan for 2011-2020, it was planned to increase share of the population speaking English to 20% by 2020 (MoES, 2011). To reach this goal, great attention is being paid for teaching English to younger generation. Depending on the curriculum of schools, English is taught between three and seven hours a week at secondary schools of Kazakhstan (Smagulova, 2006). Moreover, 1st graders also study English twice a week from 2016-2017 school year (Tastanbekova, 2018). Therefore, English has become a compulsory subject in schools which is taught from the first grade in the Kazakhstani schools. Moreover, it is crucial to train language teachers, who will contribute to increasing the number of people speaking English because their role in improving the quality of education is considerably important (MoES, 2010; OECD, 2014). However, training English language teachers does not guarantee a success in language learning, as this process might include several challenges, one of which is foreign language anxiety (FLA). Krashen (1981) noted that learning a foreign language cannot be successful if students experience anxiety while learning it. Therefore, teachers are responsible not

only to deliver knowledge in the classroom but also alleviate learners feeling of FLA. The studies conducted on FLA confirmed that teachers' role is important in coping with the issue of anxiety (Alrabai, 2015; E. Horwitz, M. Horwitz, & Cope, 1986; Onwuegbuzie, Bailey, & Daley, 1999; Williams & Andrade, 2008; Yamat & Bidabadi, 2012). However, Horwitz (1996) pointed out that language learning process in never complete and non-native teachers are susceptible to FLA as well as language learners. Anxiety in language teaching is likely to cause challenges for teachers, thus hindering achieving their goal to teach a foreign language effectively. Moreover, teachers have many other responsibilities.

A teacher is a stakeholder in the school system who contributes to each student's success in the classroom. Moreover, teachers are experts who support the whole learning process delivering knowledge to their students and focusing on the teaching content as well. However, this does not mean that teachers are responsible only for their students since they have to fulfil other stakeholders' expectations such as parents and principals. Thus, teachers have tremendous obligation to accomplish and deal with the numbers of challenges that might lead to the stress and anxiety in teaching. Non-native foreign language teachers are expected to be active communicators of the target language and to conduct a class in it (Horwitz, 1996). Therefore, they are likely to experience the feeling of foreign language teaching anxiety (FLTA) which might negatively affect their teaching.

Statement of the Problem

Pre-service teachers have to deal with the same amount of difficulties as in-service teachers (Tum, 2010). During the teacher education programs, pre-service teachers carry out micro-teachings and have teaching internships at schools where they act as real teachers in front of the class. It can be assumed that for non-native pre-service teachers it is an extra challenge since they are still students developing proficiency in the target language and with little or no experience in teaching. One of the consequences of FLTA is

that anxious foreign language teachers tend to avoid using the target language (Horwitz, 1996), so it can be easily assumed that learners will have less opportunity to use the language they are studying and to develop their skills in it.

The studies (Can, 2018; Tum, 2012; Tum, 2015) conducted to explore whether non-native pre-service foreign language teachers are prone to feel discomfort and uncomfortable in teaching confirmed its existence among pre-service teachers. Even experienced language teachers are found to be susceptible to teaching anxiety (S. Kim & J. Kim, 2004; Öztürk, 2016). Despite the fact that the existence of FLTA in the classroom might negatively affect teachers' approach to teaching a foreign language (Medgys, 1983; Horwitz, 1996), there is little research conducted on this topic (Can, 2018). To make the language teaching process successful, it is significant to identify factors engendering anxiety and ways to overcome it. Otherwise, the language teaching process might be unsuccessful, and difficulties might lead to teacher turnover. Also, Tastanbekova (2018) stated that lack of attention to improve pre-service teacher education might negatively affect the quality of prospective teachers. For the Kazakhstani context, it is particularly important since being considered to be the main contributors to increase the number of population speaking English, teachers of English as a foreign language (EFL) are necessary to reach the goal set by the government. As the research on this topic is limited in Kazakhstan, it is significant to understand how this phenomenon, of foreign language teaching anxiety, is experienced by the Kazakhstani pre-service teachers.

Purpose of the Study

The focus of the study is to understand the lived experience of the Kazakhstani pre-service teachers in relation to FLTA. Thus, the purpose of this phenomenological study was to investigate the phenomenon of foreign language teaching anxiety for non-native pre-service English teachers in the Kazakhstani context.

Research Question

There was one major research question guiding this study: *How is foreign language teaching anxiety experienced by non-native pre-service English teachers?*

Significance of the Study

This study is significant due to several reasons: (1) Research literature: As a lot of researchers accentuated the lack of empirical studies on FLTA, this study will shed light on this particular issue filling the gap in the literature. Moreover, it contributes to expanding the research related to FLTA in the Kazakhstani context, where there are no studies focused on teaching anxiety; (2) Understanding factors: Through exploring the phenomenon of FLTA in pre-service English teachers, it is possible to elicit the factors inducing teaching anxiety, thus it might enable to identify strategies to alleviate teachers' feeling of FLTA; (3) Finding strategies: Through this study, it is possible to determine strategies to overcome FLTA, and it will be beneficial since in case the issue of teaching anxiety is alleviated, it might guarantee success in foreign language teaching.

Definitions of Terms

The following definitions are used throughout the thesis. A detailed description of them are provided in Chapter Two.

Anxiety is a feeling which is intrinsic to stress, fear, trouble and other negative feelings that leads to the awakening of nervous system (Horwitz et al., 1986). According to Scovel (1978), it is a worry, indefinite fear, and it is not correlated with an object directly.

Foreign Language Anxiety (FLA) is convoluted and multifaceted phenomenon (Young, 1992), which exists in peculiar situations and is regarded as "situation-specific" anxiety (Hewitt & Stephenson, 2012; MacIntyre & Gardner, 1989). FLA is a type of anxiety which is experienced by the learners of a new language.

Foreign Language Teaching Anxiety (FLTA) is a type of anxiety experienced by teachers while teaching a foreign language.

Non-native pre-service foreign language teachers are those teachers whose native language is other than English and who are still being trained to become teachers.

Conclusion and Outline of the Thesis

Overall, this master's thesis consists of six chapters, followed by references and appendices.

This chapter, "Introduction," was an introductory part of the thesis presenting background information for the study as well the statement of the problem. Also, this chapter identified the purpose of the study, the research question followed by the significance of the study. Finally, definitions of the key terms were presented.

The second chapter, "Literature review," consists of four sections. The first section provides definitions for the key concepts of the study, whereas the second and third sections describe the findings of the literature related to the central phenomenon of the study. Lastly, the theoretical framework guiding the study is presented.

The third chapter, "Methodology," presents the research design, the research site and sample, data collection tools, data collection and data analysis procedures. Also, ethical issues and limitations of the study are included in that chapter.

In the fourth chapter, "Findings," I present the findings of the study including the information about participants, invariant themes elicited as a result of data analysis, the textural and structural descriptions of the central phenomenon along with the essence of the foreign language teaching anxiety in separate sections.

In the fifth chapter, "Discussion," I present discussion connecting my findings to the reviewed literature and the theoretical framework of the study described in the Literature Review chapter.

Lastly, the sixth chapter, "Conclusion," provides the summary of the thesis. Also, in this chapter, recommendations and implications for future studies are provided.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study was to investigate the phenomenon of foreign language teaching anxiety (FLTA) for non-native pre-service English teachers, and it comprised one major guiding question: "How is FLTA experienced by non-native pre-service English teachers?" To answer the research question, I firstly reviewed the literature related to the subject of FLTA. As a result of the literature review, this chapter has been divided into four sections. First, in Section One, I present the key concepts. Then, in Sections Two and Three, I summarize the findings of previous studies on the subject of foreign language anxiety (FLA) and FLTA respectively. In Section Four, I provide the theoretical basis for my study. Lastly, the chapter is concluded.

Section One: Key Concepts

This section presents the descriptions of the key concepts used in the study. It also provides a detailed description of where the terms of FLA and FLTA are derived from.
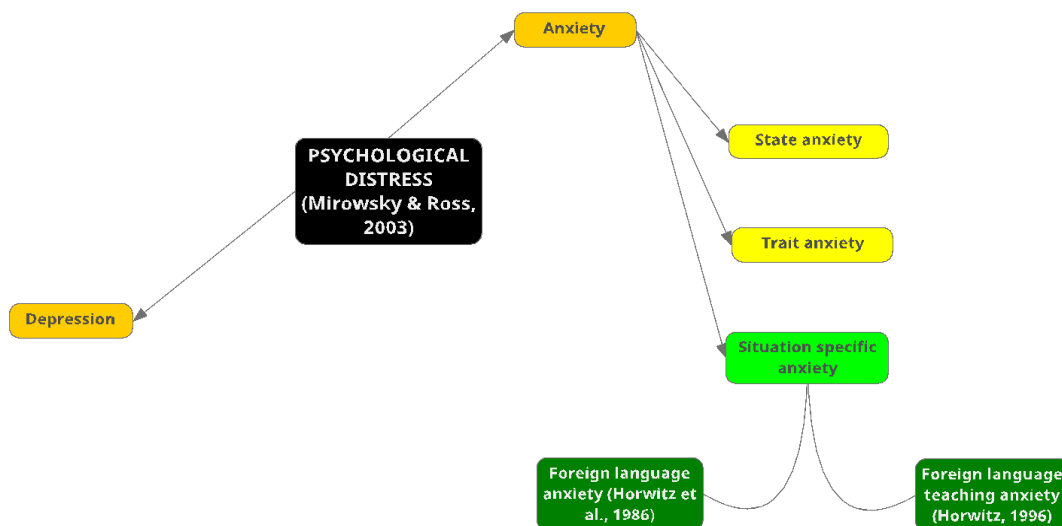
Figure 1. Key concepts used in the study

Understanding Psychological Distress (PD)

It is important to understand psychological distress (PD) in relation to this thesis because the focus of this thesis, FLTA, is rooted from it. PD is an uncomfortable state which might be experienced by an individual (Mirowsky & Ross, 2003). Distress is different from mental illness since it usually refers to emotions that are not positive, whereas people with mental illnesses suffer from an impairment that affects their cognition (Mirowsky & Ross, 2003). Distress has two forms: depression and anxiety (see Figure 1). According to Mirowsky & Ross (2003), depressed people usually feel "sad, demoralized, lonely, hopeless, worthless" (p. 23), whereas anxious people might be fearful, bad-tempered, troubled, and they are normally under pressure and stress.

Anxiety

The form of PD which is related to this study is anxiety. Anxiety refers to the feeling of "being tense, restless, worried, irritable, and afraid" (Mirowsky & Ross, 2003, p. 23). Horwitz et al. (1986) and Scovel (1978) gave the same definition to anxiety as Mirowsky & Ross did. There are three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety can be defined as feeling anxious in any situation (Spielberger, 1983), so people with trait anxiety might experience anxiousness even if the situation is not overly threatening. An individual might encounter state anxiety in a specific situation as a reaction to it (Spielberger, 1983). As trait and state anxieties are interrelated, people who usually experience anxiety (trait anxiety), might become even more anxious in specific situations (MacIntire & Gardner, 1991). As for the situation-specific anxiety, it might be seen as an alternative to state anxiety, and it refers to a well-defined situation such as public speaking, a specific type of examination, such as a writing test or taking part in a language class (MacIntire & Gardner, 1991).

Foreign Language Anxiety (FLA)

It is important to define FLA since it is directly related to the central phenomenon of this study, FLTA. Language anxiety is a complicated phenomenon which originates from psychological experience and it is specific to language learning (Young, 1992). FLA is ascribed to the third type of anxiety, which is situation-specific (Hewitt & Stephenson, 2012, MacIntyre & Gardner, 1989), and defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (Horwitz et al., 1986, p.128). As FLA appears in the foreign language classroom, it is normally experienced by non-native speakers of the language. Thus, FLA is not only related to a personal characteristic of the individual but should also be considered in the context of foreign language learning (MacIntyre & Gardner, 1994).

Foreign Language Teaching Anxiety (FLTA)

The central phenomenon of this study is FLTA. Horwitz (1996) stated that not only learners but also foreign language teachers might be susceptible to the issue of language anxiety. This type of anxiety is defined as foreign language teaching anxiety and it is attributed to the situation-specific anxiety as FLA (Ellis, 1994) Several researchers conducting studies on FLTA have attempted to give an appropriate definition of it. According to Aydin (2016), FLTA is an emotional state in which foreign language teachers might experience nervousness, tension, and these feelings might be faced before, during or even after the teaching process. Can (2018) pointed out that FLTA is psychological distress that might impede teachers from delivering knowledge effectively and it might be experienced by everybody (pre-service teachers, practitioners, and language teachers) who teach a foreign language.

In this section, I described the key concepts of the study. The next Section introduces the findings of previous studies on FLA, since it is significant to identify FLA to better understand FLTA.

Section Two: Foreign Language Anxiety

This section consists of three subsections. The first subsection describes the sources of FLA, whereas the second part provides information about the effects of the FLA on foreign language learning. In the last subsection, ways to overcome FLA are identified from the literature review.

The Sources of Foreign Language Anxiety

In their theory of foreign language anxiety, Horwitz et al. (1986) pointed out the existence of three types of anxiety in a foreign language classroom: communicative apprehension, test anxiety and a fear of negative evaluation. Communicative apprehension is defined as shyness and reticence in communication (Horwitz et al., 1986) and experienced by learners of a foreign language while anticipating communication with others or during a conversation (Aida, 1994). Studies conducted on the topic of FLA with Chinese and Kazakh foreign language learners revealed that speaking anxiety is a common issue among students learning a foreign language (Liu & Jackson, 2008; Lu & Liu, 2011; Suleimenova, 2013). However, in some cases, despite the fact of suffering from test anxiety and the fear of negative evaluation, some students do not experience communicative apprehension, as they use strategies to cope with speaking anxiety, which have been found to be beneficial for them (Lucas, Miraflores, & Go, 2011).

In terms of test anxiety and a fear of negative evaluation, although they might seem similar, Horwitz et al. (1986) noted that the latter might include the fear of being unsuccessful in tests. It can also be "broader in scope" (Horwitz, et al, 1986, p. 128), and any evaluative situation (with teachers, peers, and job interviewers) might cause this

particular type of anxiety. For instance, Macayan, Quinto, Otsuka, and Cueto's study (2018) showed that students experience language anxiety because they are more concerned about making a good impression on their professors to get good marks, which is an instance of test anxiety. Moreover, participants of the same study reported that while speaking they have a feeling of being judged by their peers, which makes them feel more stressed (Macayan et al., 2018); this can be an example of the fear of negative evaluation. The reason why students experience stress in the presence of their peers might be due to competition between them. Onwuegbuzie et al. (1999) pointed out that competing with peers can also be stressful for learners. This is an example of a fear of negative evaluation, since students are likely to compare their academic performances to that of their peers' and be concerned that they will be considered incompetent (Tóth, 2011). The same result can be viewed from the study of Lucas et al. (2011), where participants informed the researchers that they felt anxiety due to negative assessment from their peers as well as from teachers.

Another factor that facilitates learners' language anxiety is error correction. Despite the fact that it is considered a necessary approach in language teaching (Horwitz, 1988), it was found to be one of the sources of FLA among students in Pakistan and Philippines (Khattak, Jamshed, Ahmad, & Baig, 2011; Lucas et al., 2011). As a consequence, language learners might be too concerned about not making mistakes, which can lead to anxiety. For some students, a formal classroom environment can also be a source of anxiety (Hashemi, 2011; Tanveer, 2007). Most students prefer friendlier and more informal classes than traditional classes where the linguistic rules are explained, and students are required to give a speech in front of the class (Hashemi, 2011). The anxiety experienced as a result of the different factors described above might have a significant effect on learning a target language.

The Effects of Foreign Language Anxiety on the Language Learning Process

The effect of FLA on the language learning process is one of the most common topics that has been investigated so far. Most of the studies had initially shown confusing results regarding the fact that anxiety in language learning might have positive as well as negative effects, so researchers could not identify the real effect of FLA (Scovel, 1978). The reason for that as Scovel (1978) indicated is a lack of reliable instruments to measure FLA, and that researchers had not identified the type of anxiety they were investigating. After that Horwitz et al. (1986) developed a theory of FLA, by delineating the three anxieties faced by learners in the foreign language classroom, they developed an instrument named Foreign Language Classroom Anxiety Scale (FLCAS) to measure it. FLCAS's reliability can be seen from the number of studies that utilized it as the main instrument for their research (Alrabai, 2015; Lucas et al., 2011; Macayan, 2018; Marwan, 2007; Suleimenova, 2013).

Krashen in his interview with Young (1992), claimed that anxiety might have a positive effect in learning a language, but not in acquiring it. This is because the language learning process happens consciously (Krashen, 1981), and if learners experience anxiety it might motivate them to achieve good results in learning a language. In terms of acquiring a language, it is like acquiring a first language and learners worry about the message they are transmitting or receiving more than the accuracy of the forms they are using (Krashen, 1981). According to Terrell and Rardin, who took part in Young's (1992) interview, if anxiety means "attentiveness" or "alertness" (p.167), as opposed to nervousness or stress, then it might have a positive effect. In her research, which was carried out in the Kazakhstani context, Suleimenova (2013) also mentioned the positive and negative effects of FLA on learners. She considers that when students experience anxiety they might be more concerned about their studies and try to be competitive which may lead to success in

the learning process. On the other hand, the high level of anxiety in the classroom can prevent students from speaking (Suleimenova, 2013). Thus, it is likely that FLA might negatively affect developing speaking skills.

Students in Macayan et al.'s (2018) study reported that the feeling of being judged by peers in the classroom makes them feel stressed, so that it has a negative effect on learning a language. Furthermore, the results of the same study (Macayan et al., 2018) manifested that FLA might have a positive effect in performing writing tasks since participants with higher anxiety showed better results in writing tasks. The participants reported that a fear of being negatively evaluated motivate them to be more accurate in performing a writing task (Macayan et al., 2018). However, Onwuegbuzie et al.'s (1999) research revealed that students with a high level of language anxiety will expect low results from the course, will lack confidence, and their competency rate will be lower as well. From these results, it can be assumed that learners might have low motivation, which leads to failure in the language learning process.

Notwithstanding the fact that sometimes anxiety might enhance motivation, numerous studies highlighted its negative effect on learners' academic achievement (Amiri & Ghonsooly, 2015; Awan et al., 2010; Chen & Lin, 2009; MacIntyre & Doucette, 2010; Onwuegbuzie et al., 1999). Thus, it is significant to identify strategies to help foreign language students deal with this issue. If FLA is experienced by pre-service teachers, they might lose their motivation to learn a foreign language which they are going to teach.

Strategies to Cope with Foreign Language Anxiety

According to the theory of FLA (Horwitz et al., 1986), educators are responsible for helping learners cope with the issue of language anxiety and some studies have reinforced the important role of teachers in reducing FLA (Alrabai, 2015; Onwuegbuzie et al., 1999; Williams & Andrade, 2008; Yamat & Bidabadi, 2012). For example, the results

of the study conducted by Yamat and Bidabadi (2012) in the Malaysian context with

university students revealed that most of the students experience FLA in learning English.

As a result, it was implied that teachers have to create a friendly learning environment

where students will be more motivated and encouraged to learn a foreign language (Yamat

& Bidabadi, 2012). Moreover, Alrabai (2015) conducted a quasi-experimental study, and

found that teachers' role is significant in reducing anxiety. To be specific, instead of

criticizing or blaming students if they make mistakes, teachers should encourage them and

provide constructive feedback (Alrabai, 2015). Also, both aforementioned studies (Alrabai,

2015; Yamat and Bidabadi, 2012) emphasized the role of teachers in encouraging students

to work in groups or in pairs to motivate each other instead of competing. Nonetheless,

students might experience anxiety because of the teacher's character as well (Matsuda &

Gobel, 2004), and that is why it is suggested to teachers to control the classroom situation

and make it less threatening. It was recommended to visit other teachers' classes to share

experiences and participate in workshops to organize classes more effectively (Matsuda &

Gobel, 2004). Researchers who participated in Young's (1992) interview (Hadley, Terrel,

Rardin) emphasized teachers' responsibility in coping with the issue of FLA. Teachers

should take into consideration students' interests, try to avoid making direct error

corrections, which has also been mentioned as one of the factors causing anxiety (Khattak

et al., 2011; Lucas et al., 2011).

If the aforementioned studies revealed that teachers should help students overcome

their language anxiety, according to Kondo and Ying-Ling's model (2004), where they

divided FLA coping strategies into 5 categories (preparation, relaxation, positive thinking,

peer seeking and resignation), learners might cope with the problem themselves. The

participants of Marwan's (2007) study, Indonesian foreign language learners, found all the

above-mentioned strategies helpful, except resignation. More specifically, participants did

not find useful to be reluctant doing something as a strategy to reduce their anxiety (Marwan, 2007).

In the interview with Young (1992), Krashen referred to the Input Hypothesis of his Second Language Acquisition theory to make recommendations to deal with FLA. Here, according to Krashen, if the input is interesting and students are free to answer questions only when they are ready to do so, the level of anxiety will be lower, and students will be more interested in the content, rather than the language acquisition process (Young, 1992). Thus, it is essential for teachers to organize classes in more engaging forms rather than traditional ones.

This section was devoted to presenting sources of FLA, its effects on foreign language learning and strategies to overcome this issue by summarizing the findings of previous studies. The next section focuses on FLTA.

Section Three: Foreign Language Teaching Anxiety

The focus of this section is FLTA, as presented in three subsections: the sources of FLTA, its effects on foreign language teaching and strategies to overcome teaching anxiety.

The Sources of Foreign Language Teaching Anxiety

Foreign language teachers are expected to be the proficient users of the target language and this might be a main factor that makes foreign language teachers feel anxious. It particularly focuses on non-native foreign language teachers (NNFLTs) who should teach a language other than their native one (Horwirz, 1996). It might be assumed that for pre-service teachers, it is more difficult to teach a foreign language due to a lack of teaching experience. This and a low level of proficiency in the target language are not the only reasons why NNFLTs experience anxiety in teaching. Despite the fact that FLTA is considered an untouched research area, there are several studies that have been carried out

on this issue (Aydin, 2016; Can, 2018; 2012; Kesen & Aydin, 2014; Merç, 2011; Ferguson, Frost & Hall, 2012; Öztürk, 2016; Tum, 2012; Tum, 2014; Tüzel & Akcan, 2009; Mohamed Wadi & Mohammadzadeh, 2016; Yoon, 2012). These studies have all reinforced the fact that FLTA is experienced by non-native pre-service teachers and refer to various factors that might be the sources of teaching anxiety. Can (2018) conducted a study where the main aim was to make a classification of anxiety-provoking factors in teaching, and divided them into cognitive, affective and socio-cultural. Basically, all factors causing anxiety might be ascribed to one of these three factors.

Most of the studies identified that non-native teacher candidates feel anxiety owing to their low proficiency in the target language (Aydin, 2016; Öztürk, 2016; Mohamed Wadi & Mohammadzadeh, 2016; Yoon, 2012). Aydin's (2016) and Yoon's (2012) studies' focus was on teaching anxiety among prospective teachers in the Turkish and South Korean contexts respectively, whereas Mohamed Wadi & Mohammadzadeh (2016) conducting their study with Libyan students addressed the language anxiety of teacher candidates when studying a language. Nevertheless, despite having different focuses, these studies confirm that pre-service teachers experience anxiety due to a lack of content knowledge. In other words, teacher candidates are not satisfied with their language proficiency level.

In terms of Öztürk's (2016) study conducted with Turkish university teachers, eight out of ten English instructors reported that they felt stressed while teaching English because of their low proficiency in this language, lack of knowledge of the target culture, as well as content-related questions students may ask. Unexpected questions from students were an issue for the Indonesian prospective teachers as well since they reported that they paid more attention to class preparation to avoid being unable to answer the students' questions, which would "embarrass" them (Agustiana, 2014, p. 180). However, Agustiana

(2014) then stated that being well-prepared for the lesson does not guarantee success, as pre-service teachers might face challenges at the beginning. Thus, a lack of teaching experience or only a few years of teaching was another important factor that makes pre-service teachers feel stressed in the classroom (Agustiana, 2014; Aydin, 2016; Kesen & Aydin, 2014). As a result of Agustiana's (2014) and Aydin's (2016) studies, inexperience was identified as one of the major factors inducing teacher candidates' teaching anxiety. The participants of the studies reported feeling stressed at the beginning of class, which was followed by a fear of making mistakes or forgetting what they had prepared (Agustiana, 2014; Aydin, 2016).

Kesen & Aydin (2014) conducted comparative studies between experienced and novice teachers in the Turkish context, which was advantageous in identifying whether the amount of teaching experience might be a factor provoking anxiety in teaching. The results of this study showed that the anxiety level of teachers with more than five years of experience is lower compared to those who have less teaching experience (Kesen & Aydin, 2014). However, it can be seen from the result of another study conducted in the same context that there are pre-service teachers whose level of FLTA is considerably low and who do not experience teaching anxiety (Tum, 2012). Nonetheless, this confidence might be due to their high level of language proficiency, since a lack of self-confidence has been identified as one of the common sources of FLTA (Aydin, 2016; Yoon, 2012). Yoon's (2012) study investigating the sources of FLA while teaching English through the English medium, identified a lack of confidence in this language as one of the anxiety-inducing factors in prospective teachers. Being confident is essential because while teaching, pre-service teachers are being observed, not only by students, but also by senior teachers, all of whom evaluate their teaching skills. Thus, observation and the fear of being negatively evaluated also make pre-service teachers feel stressed (Agustiana, 2014; Aydin, 2016;

Merç, 2011). That is why it is crucial to be well-prepared for the lesson, otherwise, student teachers might lose confidence because of their lack of preparation (Aydin, 2016), and it is likely to lead to the feeling of being adversely evaluated. Moreover, Aydin (2016) noted that the personality of the teacher candidates and "logistical issues" (p.638) such as poor internet connection or computer errors might be a source of FLTA as well.

Students' behaviours or attitudes towards teachers (Öztürk, 2016) was also discovered as being a source that provokes teaching anxiety. With noisy and uncontrollable students, a teacher can experience anxiety since they consider themselves responsible for managing the classroom as well as delivering their lesson (Merç, 2011). In addition, participants taking part in Merç's study (2011) pointed to other teachers working at the school, where they were completing their teaching practicums, as another cause of anxiety. In other words, what the others think of them is one of the sources that induce teaching anxiety. All these factors might affect the foreign language learning process in different ways. Therefore, it is significant to conduct more research to understand the effects of the FLTA.

The Effects of Foreign Language Teaching Anxiety on Foreign Language Education

Horwitz (1996) noted that FLTA might negatively affect the practice of teaching a foreign language, and as a consequence, teachers will use less target language in class and they will not use language-intensive tasks, which might prevent learners from practicing and developing certain language related skills. Tum's (2015) study conducted on the subject of FLTA in the Turkish context have also revealed that anxiety experienced by teachers has a noticeable effect on their language teaching processes. The result of this study manifested that the anxiety experienced during teaching might force pre-service teachers to avoid using the target language and they also try to refrain from conducting activities that require more speaking, and this is mentioned by Horwitz (1996) as well. By

doing so, teachers might prevent their students' development of important skills in the target language, as learners will not be able to listen or practice the language they are learning.

Also, as noted by Tum (2015), in the study of FLTA of pre-service teachers in the Turkish context, some teacher candidates reported that they avoid using language-intensive activities, which requires more speaking. This also might negatively impact on the result of the language teaching process since language learners are not given an opportunity to practice their speaking skills and improve it. Language learners should not be deprived of opportunity to enhance their skills in the target language due to their teachers' anxiety. Thus, language teachers' anxiety in teaching ought to be overcome to make the language teaching process successful. This study will help to understand how pre-service teachers experience teaching anxiety, which will contribute to identifying strategies to overcome FLTA.

Ways to Alleviate Foreign Language Teaching Anxiety

The ways of overcoming FLTA among non-native foreign language teachers are explicated in Horwitz's (1996) theoretical model of FLTA. According to it, teachers' recognition of experiencing anxiety in using a target language is important. However, it is insufficient to just acknowledge teachers having stress or anxiety; it is necessary to find ways to overcome these issues (Hayes, 2006). Horwitz (1996) emphasized that it is important to acknowledge the existence of language anxiety. Furthermore, Tüzel & Akcan (2009) take this further by identifying the significance of recognizing weaknesses that language teachers might have. They organized language awareness training sessions to non-native pre-service English teachers in the Turkish context and discovered that such practices are useful in improving their language skills as well as helping them become more experienced in the classroom (Tüzel & Akcan 2009). Moreover, Horwitz (1996)

pointed out that colleagues' and students' support might also help teachers to cope with the

issue of FLTA. Yet, teachers should not forget about improving their knowledge of the

target language and admitting that speaking it perfectly is not really necessary (Horwitz,

1996). Hayes (2006) developed the "Coping Triangle" framework, consisting of three

categories – Thoughts, Feelings and Actions (see Figure 2), to help teachers to overcome

stress.
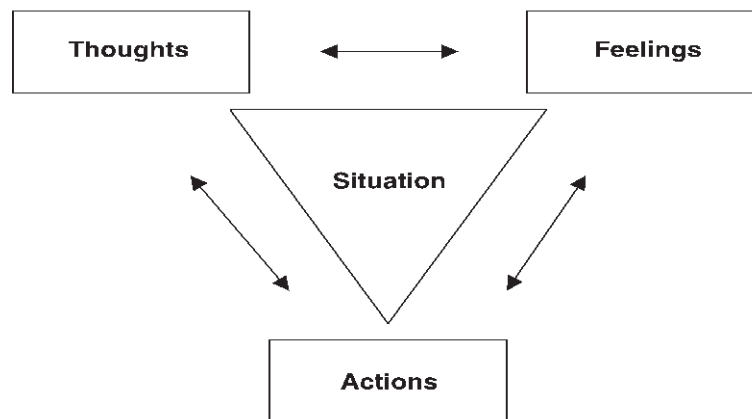
Figure 2. The "Coping Triangle" framework developed by Hayes (2006)

Teachers experience stress or anxiety as a consequence of various situations.

According to Hayes (2006), the way these situations are interpreted is significant, so she

claims that teachers' awareness of what is happening in these situations should be raised.

Teachers ought to create a mind map where they place the anxiety provoking situation in

the middle, and then write down their thoughts, feelings, as well as the actions they took to

deal with it around it. Thus, teachers will be able to identify their feelings and thoughts

about this situation to understand it better. Moreover, teachers can reflect on their actions

in relation to these situations, and if that has not been helpful, they can alter it (Hayes,

2006).

This section has provided an analysis of the findings of previous studies conducted

on the topic of FLTA focusing on the sources of teaching anxiety, its effects on foreign

language teaching and on the strategies used to overcome this issue. The next section provides a description of the theoretical framework utilized throughout the study.

Section Four: Theoretical Framework

In this study, the phenomenon of foreign language teaching anxiety (FLTA) in non-native pre-service English teachers was investigated using the theory of foreign language anxiety (FLA) developed by Horwitz et al. (1986). Notwithstanding the fact that the theory was developed as a result of anecdotal evidence and clinical data, a large number of studies (Aidyn, 2016; Can, 2018; Marwan, 2007; Tum, 2015) using Horwitz et al.'s theory of FLA as their theoretical model have corroborated its relevance to language learning (Trang, 2012). In order to better understand FLTA, it is important to be aware of what FLA is, since they are interconnected. Horwitz and her colleagues (1986) believe that FLA affects students negatively in learning a foreign language because they have to learn a language which is completely new to them. According to the FLA theory, anxiety in language learning is different from other academic related anxieties. Therefore, it is common to be quite good at other subjects, and yet to encounter anxiety in learning a foreign language. Horwitz et al. (1986) delineated three types of anxiety that might exist in a foreign language classroom, which are communicative apprehension, test anxiety and a fear of negative evaluation (see Figure 3).
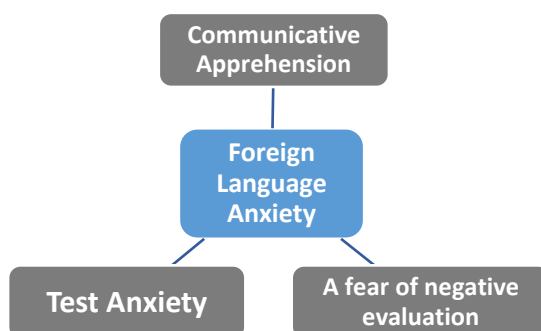
Figure 3. Types of foreign language anxiety (Horwitz et al., 1986)

The authors suggested that educators have to either help learners deal with anxiety-causing situations or lessen the stress-provoking situations in the classroom.

Despite the fact that this theory is focused on foreign language learners, it is applicable to the current study since non-native foreign language teachers are still considered foreign language learners who are prone to be anxious as well (Horwitz, 1996). Thus, Horwitz, who is one of the founders of the foreign language anxiety theory, advanced this idea of hers and stated that anxiety in foreign language teaching might have an egregious effect on the effectiveness of the language learning process as well. According to the theoretical model created by Horwitz (1996), the main reasons for feeling anxious during teaching are "1) *a lack of confidence about target language proficiency, 2) motivation and ego-investment and 3) the value of fluency in a second language*" (p. 367). According to Horwitz and Young (1991), having FLA does not mean that one has low target language proficiency, as being insecure about using a foreign language might be a reason for anxiety as well. Also, language teachers, who invest their time, effort and energy to learn a target language, are not only expected to speak it fluently, but they have to teach it too, and well-motivated language teachers take the responsibility for becoming experts in their field (Horwitz, 1996). Moreover, the misconception about the value of fluency in a target language makes language teachers feel more anxious about their proficiency, although being fluent as a native speaker of a target language is quite rare (Horwitz, 1996). Unfortunately, language learners' behavior in their classrooms and complaints from the members of the public, such as parents and students might also provoke anxiety in teachers (Horwitz, 1996). As a consequence of the FLTA, teachers will use less target language and reduce language-intensive exercises during the lesson, which is likely to inhibit their students practicing the foreign language. The feeling of teaching anxiety might be alleviated using several approaches: teachers should admit that they have

FLA and the anxiety about their knowledge of the target culture; try not to be perfect as a speaker of the target language, and imagine that they, nonetheless, have good speaking ability despite their anxiety. Also, it is important to work on improving their target language proficiency and get support from their colleagues and students (Horwitz, 1996).

The current study explored the case of pre-service teachers, who are still considered to be learners of a new language, as they are university students, but at the same time they are teachers who teach a foreign language in their teaching practicums. Thus, in this study, I answered the research question, "How is foreign language teaching anxiety experienced by non-native pre-service teachers?" using the theory of FLA, which considers learners of a foreign language and the theoretical model of FLTA developed by Horwitz and her colleagues, which focuses on foreign language teachers (see Figure 4). The theoretical framework was used throughout the study to investigate the phenomenon of FLTA.
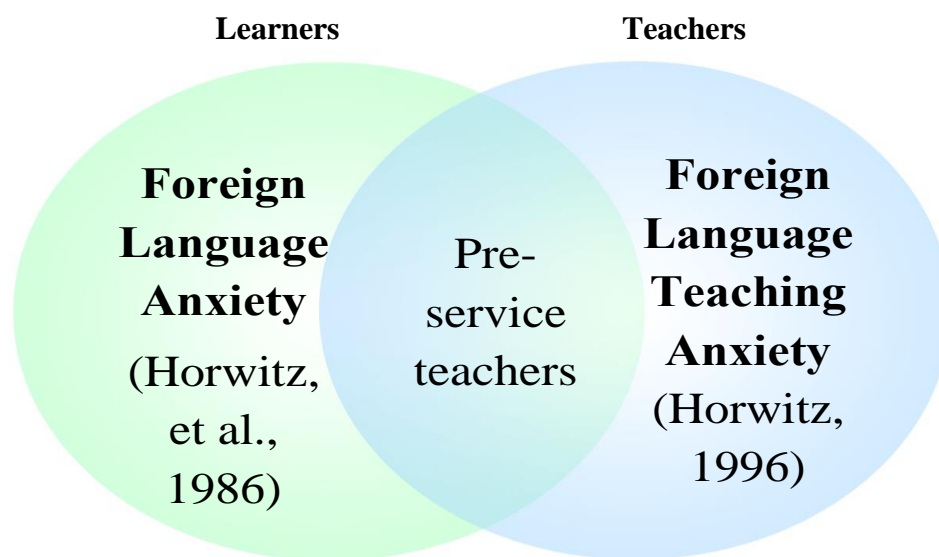
Figure 4. Venn diagram of the theoretical framework utilized to investigate FLTA

Conclusion

The aim of this chapter was to describe the theoretical framework that has guided the entire process of this study and to review the literature to answer the research question "How is FLTA experienced by non-native pre-service teachers?" In order the understand the phenomenon of FLTA, some key concepts related to the subject of anxiety were

described. Moreover, the information about the factors that provoke FLA and FLTA, their effect on learning and teaching a target language and ways to overcome these issues were revealed through an analysis of the literature on the topic.

      The next chapter presents the methodology for the study, including the research design, the site selection, the sampling, data collection instruments and procedures. Also, the data analysis, the limitations of the study and its ethical issues are presented.

CHAPTER THREE: METHODOLOGY

This chapter includes information about the methods used to investigate the phenomenon of foreign language teaching anxiety (FLTA) for non-native pre-service English teachers, which was the purpose of the current phenomenological study in the Kazakhstani context. The chapter consists of five sections. Section One provides a description of the research design, used to answer the research question "How is FLTA experienced by non-native pre-service teachers?" Also, the justification for the site selection and sampling procedures are presented in this section. In Section Two, I describe data collection tools. Data collection procedures and data analysis procedures are presented in Sections Three and Four respectively. The last, Section Five, discusses ethical issues and the limitations of the study.

Section One: Research Design, Site and Sampling

This section describes the research design utilized to investigate the phenomenon of FLTA as well as the research site and sampling procedures.

Research Design. Phenomenology with Visual Arts Elicitation

In this research, I investigated the phenomenon of FLTA among non-native pre-service English teachers using a qualitative research approach since it is "an inquiry approach useful for exploring and understanding a central phenomenon" (Creswell, 2014, p.10). As a researcher, I was interested in investigating the experience of pre-service teachers while teaching a foreign language. Therefore, utilization of the qualitative approach was applicable, as this approach enables researchers to explore "the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn through more conventional methods" (Strauss & Corbin, 1998, p.11).

Within the qualitative approach, I chose a phenomenological study which was first practiced by Edmund H.Husserl, who is considered the "father" of phenomenology (Patton, 2015; Vagle, 2018). The main goal of phenomenology is to investigate people's experience when they are related to "other things" which might be a "good book, some bad news, our favourite activity, an anxiety" (Vagle, 2018, p.20). According to Patton (2015), the focus of a phenomenological study is to describe what people experience and how they experience it. In my study, what people experienced was FLTA and my purpose was to investigate how it is experienced. Moreover, phenomenologists' main focus is to describe "what all participants have in common as they experience a phenomenon" (Creswell, 2007, p. 58), which is suitable to my study. Thus, phenomenology was the most appropriate method to conduct this study and answer my research question.

In phenomenological research, different approaches might be used such as descriptive, interpretive or the one guided by the Dutch school which includes both of them (Dowling, 2004). Among them, I applied Husserl's descriptive phenomenological approach for my study since it is focused on the lived experience of participants and enables to explore the phenomena by analyzing their descriptions (Dowing, 2004). Therefore, I found this approach best suited for the current study to investigate the phenomenon of foreign language teaching anxiety among non-native pre-service English teachers.

Research Site

In Kazakhstan, there are 23 pedagogical colleges and 43 universities providing pre-service teacher education, where future teachers are provided with teaching qualification and diploma demonstrating their graduation (Tastanbekova, 2018). The main criterion for the site selection was that it be a Higher Educational Institution (HEI) training English language teachers, as the study investigated FLTA among pre-service teachers. For this

reason, one of the HEIs in Kazakhstan which prepares future English language teachers

was chosen as a research site. This university aims to educate specialists in different fields,

including teachers of foreign languages. Thus, this HEI was selected as the research site

and the data was collected from the students of this university since it corresponded with

the main criterion.

Sample

I used purposeful sampling to recruit participants since using this type of sampling

"researchers intentionally select individuals to learn or understand the central

phenomenon" (Creswell, 2014, p.228). Therefore, I selected pre-service teachers with three

and half years of experience in the English program at HEI. Within purposeful sampling,

criterion sampling was the most appropriate for my study, as it involves investigating

individuals who meet some fixed criteria (Patton, 2002), Thus, the participant recruitment

for the study was based upon the following criteria: (1) to not be a native speaker of

English, as the study investigates FLTA for *non-native* pre-service teachers; (2) to be 18

years-old or older; (3) currently enrolled 4th year students, who have more teaching

experience than those in earlier years; (4) to not belong to a vulnerable group of people,

which may include children as well as seniors, ethnic minorities, people who have chronic

illnesses, and disabled people (Mannan, MacLachlan, & McVeigh, 2012). This, along with

the age minimum, minimizes the risk of the study. The participant criteria can be seen from

the Figure 5.
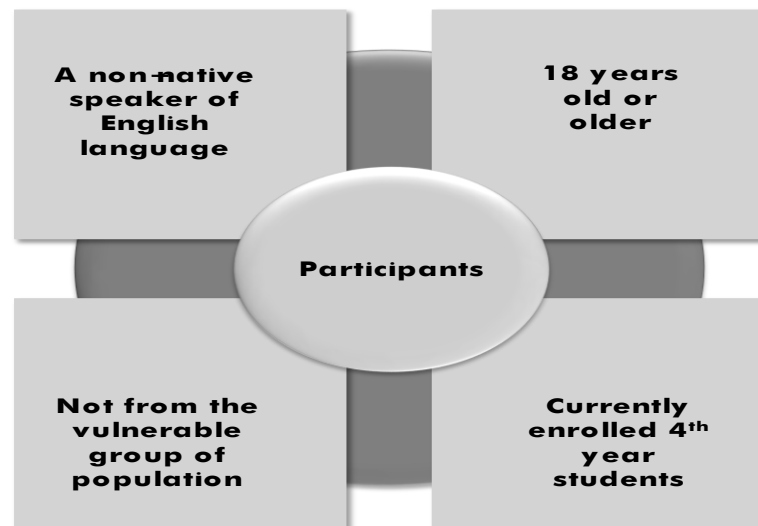
Figure 5. The criteria for participants of the study

In terms of the sample size, Morse (as cited in Sandelowski, 1995) stated that phenomenology, aiming to understand the particular experience, includes about six participants. For this reason, following the participants criteria (see Figure 5), I recruited six participants. The table 1 below provides basic information about the participants of the study.

Table 1

Information about participants

№	Participants	Age	Gender	Native language	The knowledge of other languages	Teaching experience
1	Aigul	21	F	Kazakh	Russian, English	3 years
2	Makpal	20	F	Kazakh	Russian, English	1 year
3	Marzhan	20	F	Kazakh	Russian, English	2 years
4	Zhanna	21	F	Kazakh	Russian, English, German	2 years
5	Gulzhan	21	F	Kazakh	Russian, English	3 years
6	Dana	21	F	Kazakh	Russian, English, Turkish	3 years

Section One provided a description of the research design. Also, the research site and sampling were presented here. The next section presents data collection tools.

Section Two: Data Collection Tools

Data collection procedures started on December 4, 2018 from the participant recruitment and lasted a week during which I conducted six interviews and examined the teaching preparation of the participants through document analysis.

To conduct this qualitative phenomenological study, I used the following data collection instruments: a demographic questionnaire, semi-structured interviews, visual arts elicitation, and document analysis (see Figure 6). These data sources were triangulated in order to better understand how FLTA is experienced by non-native pre-service English teachers. Data triangulation provided me with an opportunity to collect sufficient information (Creswell, 2014).
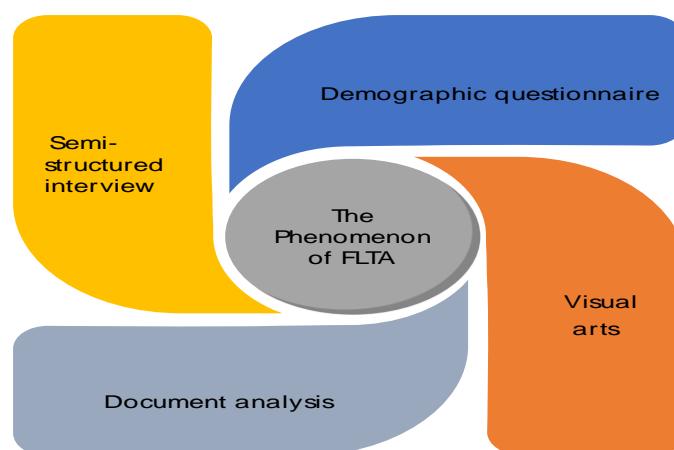
Figure 6. Data collection tools used to investigate the phenomenon of FLTA

Demographic Questionnaire

Before the interview, participants were asked to complete the demographic questionnaire (Appendix A), which aimed to get some general information about participants that were necessary for data analysis. To save the time, it was in the form of questionnaire, and participants replied in written form to open-ended questions about their

age, gender, native language, other spoken languages, and amount of time they have been studying and teaching English.

Visual Arts Elicitation

The next tool of data collection was visual arts. I used it since art-based tools in phenomenology enable participants to think deeply and reflect on their experience, it supports their voices while studying sensitive issues (CohenMiller, 2018). Therefore, to allow participants to think deeply about their feelings of FLTA and to encourage them to discuss the topic, they were asked to create a drawing describing their experience of FLTA. As soon as the participants completed the demographic questionnaire, they were provided with some plain paper, crayons and markers to create drawings. Then, they described what they had drawn, and their descriptions were recorded.

Using this instrument was advantageous to get more detailed information about participants' experiences of FLTA.

Interviews

Description of the drawings followed by semi-structured interviews. Semi-structured interviews were used since they allow the researcher to obtain relevant information and build a bigger picture of the situation by collecting in-depth information and allowing interviewer to control the process by guiding participants (Merriam & Tisdell, 2016). The interview instrument aimed at encouraging participants of the study to reflect on their experience of FLTA (see Appendix B for the sample interview protocol). The questions of the interview were designed on the basis of studies conducted previously (Tum, 2015; Aydin, 2016; Horwitz, 1996). Interviews were conducted with the use of the interview protocol, and probes were asked as well to elicit more detailed information (Creswell, 2014). All the interviews were audiotaped with the permission of the

participants. Also, I took some field notes during the interviews that were used while analyzing the data.

Document Analysis

Additionally, I examined a full list of courses studied during the duration of the program to get additional information about special courses student teachers take to improve their proficiency and skills in the target language and in teaching EFL. This allowed me to examine the teaching preparation of the students.

This Section presented tools utilized for data collection. The next, Section Three, provides a detailed description of how the data was collected.

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Section Three: Data Collection Procedures

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In this Section, I described how data collection procedures occurred. A detailed description of the procedures from getting approval to conduct a study to transcribing interviews are presented.

Upon getting approval from Nazarbayev University Graduate School of Education (NUGSE) Research Ethics Committee, I contacted the research site, where I would conduct my study. I discussed the purpose of the study, possible risks and benefits with a gatekeeper, who was the Dean of the Faculty. The gatekeeper informed me that I needed to provide a permission letter from the university to be convinced that the research was being conducted formally. For this reason, a letter, asking permission to conduct the study at their site, was received from the university.

After getting permission to conduct the study at their site, I informed my gatekeeper that data collection would be from December 4 to 14 (2018). I arrived at the research site and had a face-to-face meeting with the gatekeeper on December 4 (2018). After discussing the purpose and some other details of the study, the gatekeeper introduced me to one of the teachers, who was responsible for organizing meetings with 4th year

students. Within two days (December 3-4), I visited lessons, where I talked to potential

participants in order to recruit them for my study. During the meetings, I distributed

recruitment letters (Appendix C), where students could find detailed information about the

study and I emphasized that the first six students who contacted me would be able to take

part in the study.

While waiting for participants to make contact, I analyzed documents, which was

one of the instruments of the current study. For this, first, I received permission from the

administration to conduct document analysis. After their allowance, I was provided with

necessary documents and I could get the hard copy of them. First six participants who

expressed desire to take part in the study and met the criteria above were selected. The next

step was scheduling a place and time for one-to-one interviews with participants. The

participants were interviewed separately off-campus to ensure the anonymity. According to

my plan, I had to carry out only one interview a day but there was a case when I completed

two interviews in one day. It is because one of the participant's lack of time because of

examinations and I had to adapt to her. Thus, I spend five days on interviewing, and

finished my data collection on December 11.

Before starting interviewing participants, I provided them with a hard copy of the

Informed Consent Form (Appendix D), so that they were able to understand the purpose,

risks and benefits of the study as well as their rights. They were informed that despite the

fact that they had signed the consent form, they would be able to stop their participation

any time and not to answer the questions they do not want to. The form was in three

languages (Kazakh, Russian, English). After participants had signed the form, I started

collecting data for my study.

The participants were informed that I would audiotape our interviews. Each

interview started from a demographic questionnaire, which was paper-based, and took

approximately 2-3 minutes to complete. Before giving them the questionnaire, I reminded them once more about the confidentiality of the personal information, so that they could feel more comfortable and give more reliable answers. While participants were filling in the demographic questionnaire, I was revising my interview questions in order to give them some space.

After completing the demographic questionnaire, participants were provided with instruction for the next step, which was collecting data using visual arts. They were informed that they would not have to worry if they were not good at painting, as the main goal was not to create a picture, but to describe the feeling that they experience while teaching English language. Using papers, markers and crayons, they created drawings imagining they were teaching English in the classroom. As soon as they completed their drawings, I asked them to tell me what they had created and asking the questions "What do you feel?" "Why do you feel like that?" and "What makes you feel like that?" By doing so, I tried to elicit more information about their experience in teaching. Then, I moved to interview questions, which were more specific and allowed me to get some useful information missed while describing drawings. The audio recordings were saved in my laptop and transcribed immediately (see Appendix E for a sample interview transcript), which aided in updating some questions or modify them so that they were more understandable for other participants.

After all the interviews were conducted, I read each transcript meticulously to get a sense of them and started analyzing them. Analysis procedures are presented in the next Section.

Section Four: Analysis Procedures

This section provides a description of how the collected data was analyzed. Moreover, the result of the document analysis, which was one of the data collection tools, is presented in this section.

Data Analysis using a Phenomenological Approach

The data was analyzed to identify themes (Neuman, 2006), which led to better understanding how FLTA is experienced by non-native pre-service teachers. Data analysis process was based on Moustakas's phenomenological approach described in Patton (2015), which consists of seven steps: epoché, bracketing, organizing data into meaningful clusters, eliminating extraneous data, identifying invariant themes, textural description and structural description.

The first step was Epoché, which is a process in phenomenological analysis where the researcher eliminates his/her personal biases, experience and knowledge about the exploring phenomenon, so that the study is focused only on the participants (Patton, 2015). According to Creswell (2013), it enables researchers "to take a fresh perspective toward the phenomenon under investigation" (p. 80). Thus, aiming to put away my personal beliefs, before examining data, I wrote my personal story (see Appendix F) based on my teaching experience and set it aside.

Phenomenological reduction or bracketing is **the second step**. In this process, attempting to identify the data in pure form, the researcher "brackets out the world and presuppositions" (Patton, 2015, p. 575). Thus, to try to nullify personal biases and predisposition, bracketing was utilized. My personal story, description of my teaching experience and assumptions about the phenomenon of FLTA had been written before the data analysis. While analyzing data, these notes were taken into account as separate from the thesis study, allowing me to set aside my thoughts.

According to Creswell (2014), data can be analyzed by hand or using qualitative computer programs, which enables to facilitate the process of data analysis. For this reason, qualitative data analysis computer software package *NVivo 12,* was chosen to complete the next three steps: **organizing the data into meaningful clusters, eliminating extraneous data** and **identifying invariant themes.** To organize and analyse, the data had been imported into NVivo (see Figure 7), after which all transcribed data was read several times to identify "significant statements" (Creswell, 2013, p. 193).
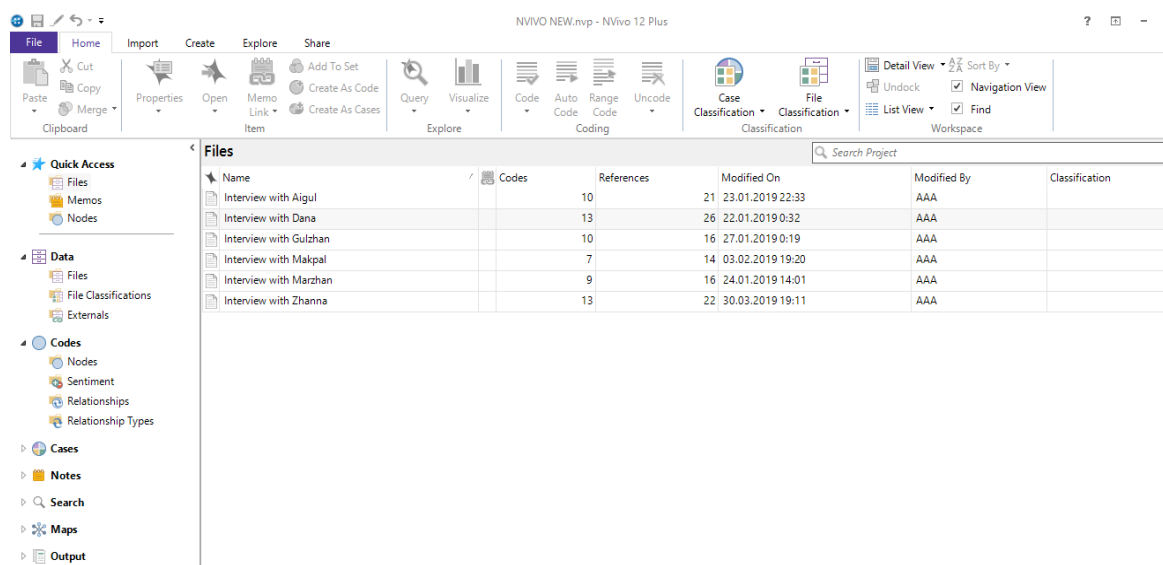
Figure 7. Organizing data in Nvivo

As soon as significant statements had been identified, I classified them into categories/meaningful clusters using open coding process (see Figure 8) described by Creswell (2013). Each code/node was given a name through the techniques described in Shawer's (2017) study: *in vivo, abstracting and borrowing from literature.* In vivo code names were based on participants' actual words. In abstracting, I tried to summarize what participants said and gave the name on the basis of my understanding. Also, some codes/nodes were borrowed from the literature and from the theoretical framework of the study since the data and the concept from the literature were matching.
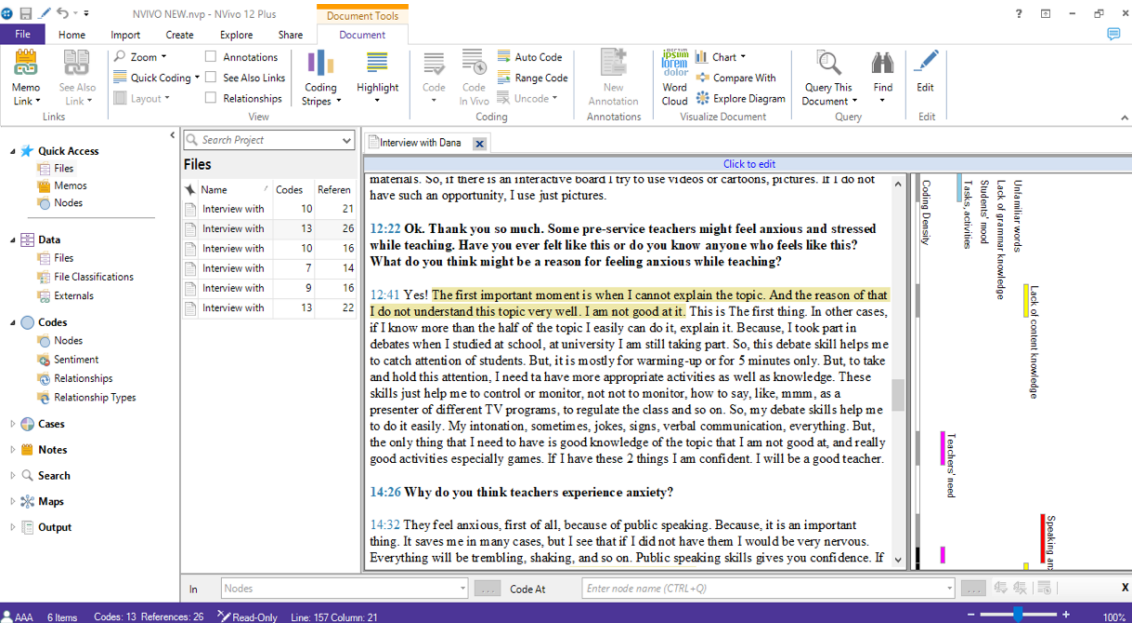
Figure 8. Classifying significant statement into categories

While classifying the data into categories or "meaningful clusters" (Patton, 2015, p.576), irrelevant data were removed. Then, these categories were developed into "invariant themes" (Patton, 2015, p. 576). Finally, I got three invariant themes with two to four sub-themes in each (see Figure 9).
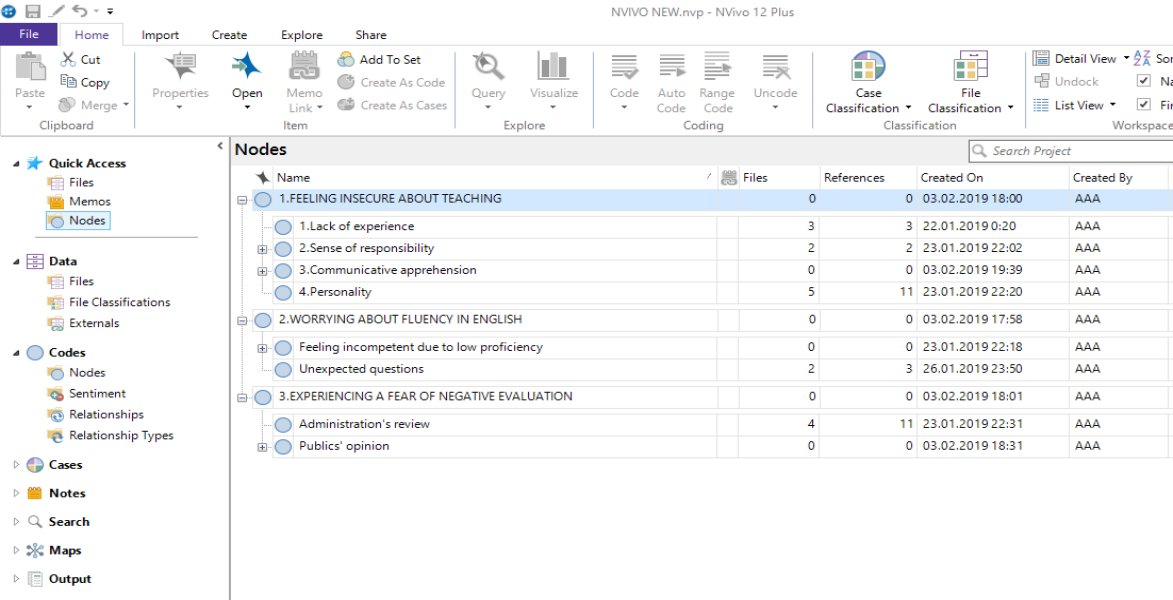
Figure 9. Invariant themes and sub-themes

Textural Description. Next step of the data analysis was textural description, which is about "what" participants of the study experience in relation to the phenomenon (Creswell, 2013, p. 193) of FLTA. In this stage, I described direct quotes and drawings of the participants to portray what each participant feels in teaching English. It is significant to include participants' own words, as it enables to get more detailed information (Moustakas, 1994).

Structural Description/Synthesis. In the final step of analysing phenomenological data according to Moustakas (1994), the researcher describes the experience of participants to identify the *essence* of the phenomenon addressing "how" the phenomenon is experienced (Creswell, 2013). Thus, in this step, I developed a structural description that reveals how FLTA is experienced by non-native pre-service English teachers.

Trustworthiness

Trustworthiness or rigor in a qualitative research is important to evaluate the value of a research study (Lincoln & Guba, 1985). In other words, it supports the assertion that the findings of the study can be trusted. To enhance the trustworthiness of the study, many qualitative researchers use the criteria summarized by Lincoln and Guba (1985) including credibility, dependability, confirmability and transferability.

Credibility. Credibility of the study is the most important criterion and it is an analogue of validity in quantitative approach (Lincoln & Guba, 1985). It refers to whether the study investigates what it aimed to study and if the findings show reasonable data based on actual data gained from participants. Within two ways to ascertain credibility of the study suggested by Streubert and Carpenter (1995), I used *member checking*, which is returning back to the participants to validate the findings. However, due to the shortage of time, I was not able to apply *prolonged engagement,* which requires long engagement with

the participant in the setting to get richer data (Lincoln & Guba, 1985). Moreover, to

reinforce credibility of my study, triangulation of data sources was utilized as well.

Member checking. Member checking is "the most critical technique for

establishing credibility" (Lincoln & Guba, 1985, p. 314). It enabled participants to

examine the accuracy of the interpretation to identify whether they match their own

experiences (Creswell, 2013). To set up a credibility for my study, after completing data

analysis and identifying main themes, I contacted each participant by phone call since I did

not have an opportunity to meet them in person. All the participants were introduced with

the preliminary findings to reinforce the veracity of them and to determine whether the

finding correspond with the experiences of the participants. It is noteworthy that one of the

participants provided detailed description of her drawing in member checking [will be

portrayed in findings chapter], which was useful in presenting findings. Therefore, the

advantage of member checking was confirmed.

Triangulation of data sources. Utilization of multiple data sources confirmed the

credibility of the study, so in my study demographic questionnaire, visual arts, interviews,

document analysis, member checking and researcher notes were triangulated. It allowed

me to get better understanding of FLTA among non-native pre-service teachers.

Dependability and confirmability. Dependability refers to consistency of

findings, which means how stable they are over time (Lincoln & Guba, 1985). Connely

(2016) states that it is the same as reliability in quantitative research. In other words,

dependability indicates to the quality of data collection and analysis processes. It is

important to monitor if the researcher follows confirmed standards while analyzing data. In

terms of confirmability, it refers to whether the data is derived from the participants of the

study, not from the researcher's viewpoints (Lincoln & Guba, 1985). Thus, in order to put

away my personal view, I utilized bracketing. The focus is on how the researcher interprets findings while analyzing them (Korstjens & Moser, 2018).

To establish dependability and confirmability, it is necessary to implement an audit trail (Lincoln & Guba, 1985). Being familiar with the methodology of the study, raw data, data analysis procedures and findings, so-called an external auditor examines them for dependability and confirmability (Carcary, 2009). My supervisor was chosen as an external auditor since she was the only person except for me having access to the raw data.

Transferability. Transferability indicates whether the findings of the study can be applicable to other contexts (Lincoln & Guba, 1985). "Thick description", which is participants' direct quotes, enables readers to identify if it is possible to transfer the findings to their particular setting (Korstjens & Moser, 2018, p. 112), so I included them in presenting findings of the study.

The Result of the Document Analysis

I used document analysis as one of the additional data sources. A printed version of *"Educational process plan"* providing a description of all courses students take during their study at the university was examined. Document analysis was included to examine the preparation of pre-service teachers for teaching. According to the provided document, it can be seen that during four years of study, pre-service teachers are provided with several courses aiming to improve their English language proficiency, theoretical knowledge as well as their teaching skills. Prospective teachers take separate courses for English language phonetics, grammar, pronunciation, lexicology and many other courses. Moreover, teacher candidates are taught communication skills in courses such as "Speech communication," "Practical foreign language communication" and "Oral Expression and Public speaking." Also, according to the document, there is a course of "The methods of

teaching foreign languages," in which prospective teachers are intended to be given an opportunity to learn how to teach English effectively.

To sum up, the document analysis showed that during their study at university, prospective teachers take various courses contributing to the development of their English language proficiency and teaching skills.

Section Four presented how the data was analyzed using Moustakas's (1994) framework for phenomenological analysis. Moreover, the result of the document analysis was described in this section. The next, Section Five, provides a description of ethical issues and limitations of the study.

Section Five: Ethical Issues and Limitations

This section presents the information related to ethical issues of the study. Also, the limitations of the study are discussed in this section.

Ethical Issues

NUGSE Research Committee reviewed the research proposal to guarantee that the researcher protects the rights of the participants. The study was qualified as "No more than minimal risk research" since all participants were at least18 years old and they did not belong to a vulnerable population group. To minimize the risks of the study and to guarantee confidentiality, the name of the university was not made public and the participants were given pseudonyms instead of their real names. As potential participants contacted me directly, the university administration did not get any information about them, and the interviews were conducted in a private location off-campus.

The recorded audio of the interviews and the transcriptions of the interviews were kept on a password protected phone and laptop accessible by only the me and my thesis supervisor. Contact information used to recruit participants and invite them to the

interviews was removed from my phone and laptop after completing member checking. All the data will be destroyed after my graduation.

Before the interview, all participants were given time to get acquainted with the detailed informed consent form, where they could find information about the purpose of the study as well as their rights and voluntary nature of the study, so they can withdraw any time without negative consequences, if they do not want to continue their participation. All the interview questions were cautiously checked by my supervisor to ensure there were no offending or disrespectful questions. To minimize possible risks during the interview, participants were allowed not to answer the questions they deem sensitive and skip them.

Limitations

The selection of participants who meet certain criteria is one of the limitations of the study since using criterion sampling, researchers may fail to consider others' role in the process (Palinkas et al., 2015). Thus, the opinion of educators, university teachers training pre-service teachers and mentors who guide them during teaching practicum were not considered while investigating the phenomenon of FLTA for non-native pre-service teachers. Also, there was not a great deal of variation in the participants' age, which also might limit the findings. Another limitation is time provided to collect date from participants. As a phenomenological interview is complicated, it requires a great amount of time to examine the phenomenon (Padilla-Díaz, 2015). However, I had only two weeks for gathering data. Also, Padilla-Díaz (2015) noted that the researcher should have exceptional skills in conducting in-depth interview. Yet, as I was not a seasoned interviewer since it was my first experience in conducting a research, I might not have elicited sufficient information from the participants, which is likely to be one more limitation of this study.

Conclusion

The purpose of this chapter was to describe methods used to conduct this study on the phenomenon of FLTA among non-native pre-service English teachers in the Kazakhstani context. The research design, site and sampling, data collection tools, procedures were included in his chapter. Moreover, analysis procedures including the process of data analysis and the result of the document analysis were described in this section. It was concluded with a discussion of ethical issues and limitations of the study. In the next chapter, I present the Findings of the study.

CHAPTER FOUR: FINDINGS

This chapter presents the findings of the study, which investigated the phenomenon of foreign language teaching anxiety (FLTA) in non-native pre-service English teachers. It is based on the phenomenological analysis developed by Moustakas (Patton, 2015). The first Section presents background information for each participant gained as a result of a demographic questionnaire. Section Two describes the invariant themes. Section Three provides the textural description of the phenomenon for each participant using excerpts from the interviews and the descriptions of the drawings created by participants. In the Fourth Section, the structural description is presented along with the essence of the phenomenon of FLTA. Finally, I summarize and conclude this chapter and present the next one, Chapter Five: Discussion.

Section One: Introducing the Participants

Participants of the study were 4th year students who had more teaching experience than those in earlier years. All six participants' native language was Kazakh. However, one of them reported her first language was Russian, as her mother was Russian. All the participants speak at least three languages: Kazakh, Russian, English. Two participants reported that they speak languages other than above mentioned three. One of them speaks German, whereas the second one speaks Turkish. Document analysis revealed that participants study a second foreign language, which might be German or Chinese depending on their choice at the beginning of the course. However, only one participant noted she spoke German. All the participants had at least one year of teaching experience, where they taught English.

Aigul. Aigul is a 21-year-old woman whose first language is Kazakh, is fluent in Russian as well. Despite studying English for 10 years and having three years of teaching experience, she noted she was not good at it. At the beginning of the interview, Aigul

admitted that teaching is not her favourite profession, and it was a spontaneous decision to choose this major. However, she enjoys teaching, especially it is interesting for her practicing teaching English with her siblings. From her words, it was easy to notice that notwithstanding the fact that Aigul does not like teaching, she feels a responsibility to make the teaching process effective, so that students get good knowledge.

Makpal. Among all the participants, Makpal has the least teaching experience since she has not done private tutoring as other participants. She has been studying English for four and a half years. Her native language is Kazakh, and she also can speak Russian. As a previous participant, Aigul, she considers herself as a responsible person for a situation happening in the classroom. Mostly, she worries about low-performing students, who do not show any interest in learning English. Makpal believes those students do not fully understand the necessity of English language in their future career, and this a reason for why their desire of learning this subject is low.

Marzhan. Marzhan introduced herself as a person who really enjoys working with students. Her native language is Kazakh, and she noted that she was good at Russian and English. She has been studying English for five years, and her teaching experience is two years. The first days of teaching are quite difficult for her since she does not feel comfortable with people whom she does not know. However, after several weeks, when she gets used to students, she becomes more confident and teaching process turns into a real pleasure.

Zhanna. Zhanna is Kazakh, but she noted that her native language was Russian because her mother was Russian, and she speaks Russian at home. However, she graduated from a Kazakh school, and speaks it very well. Zhanna considers that anxiety is a common feeling for novice teachers. She has two years of experience in teaching Kazakh and Russian along with English. However, she is only a private tutor of Kazakh and Russian

and does not teach them at school as English. Notwithstanding this fact, working with children and practicing teaching, even it is not English, make her more confident, and when she teaches English at school, she feels herself more experienced.

Gulzhan. Gulzhan's native language is Kazakh, and as other participants, she speaks Russian and English. She has spent seven years studying English and three years teaching it. Gulzhan likes teaching and really enjoys when she sees the results of her work and she even relishes the preparation for classes. She considers that each student needs an individual approach, as they are different, they have different levels of language proficiency, so teachers are responsible to meet students' needs.

Dana. Dana's native language is Kazakh, but she attended Russian school. Dana has been studying English since she was 5 years old, and she has three years of teaching experience: one year at university during teaching practicum and she also has been a private tutor for three years. Also, she is fond of learning Turkish language. She said she is a member of the debate club, so she is very good at public speaking, and it makes her more confident when she performs in front of a class as a teacher.

Section Two: Invariant Themes

Analyzing data following Moustakas's approach (see Chapter Three for analysis) led to the identification of invariant themes regarding the FLTA and enabled to find an answer to the research question "How is FLTA experienced in non-native pre-service teachers?" As a result of the data analysis, three major themes with two to four sub-themes each were identified. The first theme is "Feeling Insecure about Teaching" including four sub-themes: (1) lack of experience; (2) sense of responsibility; (3) communicative apprehension; (4) personality. The second invariant theme "Worrying about Proficiency in English" consists of two sub-themes "feeling incompetent due to limited language proficiency" and "unexpected questions." There are two sub-themes "administrative

review" and "public's opinion" constituting the third major theme "Experiencing a Fear of

Negative Evaluation."

Data analysis showed that all the participants experienced the three aforementioned

invariant themes, whereas the sub-themes related to fewer participants. The table 2 (see

below) provides detailed information about participants' experiences of invariant themes

as well as sub-themes.

Table 2

Participants' experiences of invariant themes and sub-themes

Themes	Aigul	Makpal	Marzhan	Zhanna	Gulzhan	Dana
Invariant Theme 1: Feeling insecure about teaching						
Sub-theme 1: Lack of experience	X	X	X	X	X	X
Sub-theme 2: Sense of responsibility	X	X	X	X	X	X
Sub-theme 3: Communicative apprehension	X	X			X	
Sub-theme 4: Personality	X	X	X	X	X	
Invariant Theme 2: Worrying about Proficiency in English						
Sub-theme 1: Feeling incompetent due to limited language proficiency	X	X	X	X	X	X
Sub-theme 2: Unexpected questions			X	X	X	X
Invariant Theme 3: Experiencing a fear of negative evaluation						
Sub-theme 1: Administrative review	X	X		X	X	
Sub-theme 2: Public's opinion	X	X	X	X	X	X

Invariant Theme 1: Feeling Insecure about Teaching

The first and most conspicuous theme was feeling insecure about teaching. All six

participants reported experiencing insecurity about teaching. Insecurity means being

uncertain and self-doubting about your teaching abilities. In other words, teachers lose

confidence when they are in the classroom, and it is possible to end up with a failure. The

participants reported that they experienced insecurity, but they did not know the reason for it. For instance, it can be seen from the interview with Gulzhan: "I do not know why, but when I am in the classroom, and students are looking at me, I get lost. I am not confident about teaching. As a consequence, I become stressed." However, not all teachers experience insecurity in the classroom, but some might face it in a preparation stage. For example, Marzhan noted that she spent a lot of time to get prepared for a lesson since she is not confident whether the information she is going to teach is relevant or not. She explains: "Maybe, I am too worried about teaching, which deprives me of certainty." From the excerpts given above, we can see that teachers are not aware of the reasons for being insecure during teaching. As a result of the data analysis, four sub-themes related to the Theme 1 "Feeling insecure about teaching," were identified: (1) lack of experience, (2) sense of responsibility, (3) communicative apprehension, and (4) personality.

Sub-theme 1: Lack of experience. Participants' lack of experience directly relates to feeling insecure about teaching since all the participants reported feeling insecure because they do not have enough experience. Students do not take them seriously since they are young teachers with no teaching experience. Thus, they feel diminished by their age.

Gulzhan noted that during teaching practicum, she had to work with high school students, who were only two or three years younger than she was, and students treated her as if they were friends, not a teacher and students. Hence, it is troublesome for prospective teachers to control students in the classroom due to their inexperience. Also, most of the teacher candidates face difficulties at the beginning of the teaching career. For example, Makpal describes the reason for experiencing challenges in the initial stage of teaching as below:

In the beginning, we do not know what might happen in the class. We have only

theoretical knowledge, but in practice it is different. It is difficult to identify what

method might work best. However, when you get acquainted with students and

conduct some classes, you get used to, so it becomes easier to work, but it requires

time.

Therefore, Makpal's explanation shows that not having enough experience might be an

obstacle for pre-service teachers at first. Another participant, Aigul, reported:

We have a course where we learn about the methods of foreign language teaching.

We get only theoretical knowledge here, but we do not have an opportunity to

practice teaching in front of the audience, so when we are in a real class it is

difficult to adapt.

Aigul's words also refer to the lack of practice and experience in teaching, which

consequently might lead to teaching anxiety.

To sum up, inexperience in teaching is one of the major hindrances impeding

effective teaching of teacher candidates. Notwithstanding the fact that pre-service teachers

are barely experienced in teaching, they have a sense of responsibility and try to make a

learning process successful.

Sub-theme 2: Sense of responsibility. Sense of responsibility can be correlated to

the feeling of insecurity because when teachers try to meet students' needs and to conduct

effective lessons, they started to worry about it, and it leads to the insecurity. For example,

we can see it from Zhanna's explanation: "We take a responsibility to teach students. We

are not going just to earn money. We have to educate a future generation. I always think

about it and worry whether I teach properly." Thus, attempting to meet students'

expectation, teachers are always on the lookout for a successful lesson, which might take

too much time for preparation. Also, students' state during the lesson affects teachers, so they become worried and lose confidence. Dana explained it in this way:

> I notice all the emotions and if I notice one or two faces that are showing negative emotions, if I think that they are bored or do not understand something, I feel as it is my fault. I have to do something and become nervous, so that makes me less confident.

The same feeling was experienced by Zhanna and Marzhan regarding feeling insecurity due to the students' states. For instance, Marzhan noted: "When students look at me with confusing and frustrating faces, I feel as if I am lost, and I start doubting if I am teaching properly." Then Zhanna also explained: "I do not know why, but if students show unsatisfied faces, I just become worried and it makes me less confident." Teachers consider it is their liability and blame themselves for not being able to teach. We can see it from Gulzhan's explanation: "If your students do not understand your explanation, it is not their fault, it might be yours. You probably have not chosen an effective method, so you have to change it." Hence, Gulzan's description shows that teachers deem they are in charge of everything happening in the classroom, and this sense of responsibility causes insecurity whether they teach in the right way.

From the excerpts given above, we could see that prospective teachers feel insecure due to the feeling of responsibility. Along with a sense of responsibility, communicative apprehension is also one of the sources provoking teaching anxiety.

Sub-theme 3: Communicative apprehension. Communicative apprehension, or speaking anxiety is also related to feeling insecure about teaching since not being able to speak a language induces uncertainty in students. Notwithstanding the fact that the participants of this study take special courses to improve their speaking skills, it was identified that communicative apprehension is one of the sources inducing their teaching

anxiety. For three participants of the study, speaking in front of the class is a source to be anxious since they feel as though they are making a public speech. For example, Aigul explained:

> Despite not being too big, a class is an audience for me, so even there, I feel stressed because I am not Kairat Nurtas [a famous local singer] who is too confident and who is get used to performing in front of the audience.

Two other participants also experienced speaking anxiety since they lack experience in working with the class and speaking a language other than native provokes more anxiety. For instance, Gulzhan explained: "I am not confident to speak English because it is not my native language, and I get stressed when I have to speak as well as teach it to others." Surprisingly, compared to other participants, speaking is advantageous for Dana since she likes "working with students and has experience in public speaking." She explains that this skill "saves her in difficult situations," as she is able to catch students' attention due to confidence in speaking.

In conclusion, speaking a foreign language causes a problem for half of the participants. On the other hand, one of the participants find it useful. She described herself as a confident person and it helps her in speaking, which might mean personality is also a cause for feeling insecurity.

Sub-theme 4: Personality. Personality appears to be related to feeling insecure about teaching since owing to several personality features unexperienced pre-service teachers lose confidence while teaching. All but one of the participants referred to their personality as an issue during teaching. According to them, they do not feel comfortable because of their personality. For instance, Aigul considers herself as introvert, and it causes a problem for her to adapt to a new environment:

> I am an introvert person, and I find it difficult to communicate with others. When I am in a new place, I get quiet. The same situation happens when I am in the class. It is hard for me to work with people whom I do not know well. For people who are confident, it is easy, but not for me, unfortunately.

In the excerpt given above, the participant noted that for those who are confident it is easier to work with new people, thus showing that who are less confident experience troubles.

Therefore, we can see that personality is a cause for feeling insecure during teaching. Marzhan also noted that her shyness has an adverse effect on her. She explained: "I am very shy, and it is the reason why I become stressed while teaching or performing. Of course, it affects negatively when I take examinations as well as when I teach." Thus, it can be seen that due to participants' personality prospective teachers undergo insecurity in teaching.

Invariant Theme 2: Worrying about Proficiency in English

The second major theme was worrying about proficiency in the target language. As a result of the data analysis, it was identified that all participants experience difficulties in teaching English since it is not their native language. The participants admit that they are not proficient enough in English since they are still considered as learners of the target language. Thus, they worry about mistakes they might make while teaching, and as a consequence, they become anxious and stressed. As teachers tend to be skeptical about having adequate knowledge to teach English, it usually hinders delivering successful lessons.

Worrying about proficiency in a target language can be seen in the form of feeling incompetent due to the low level of the target language. That means acknowledging the low level of their knowledge in English, teachers start doubting in their teaching abilities,

and it leads to anxiety making them worry while teaching. Also, unexperienced pre-service teachers are likely to experience stress due to unexpected questions from students. They are not quite positive of their knowledge in English, so during the lesson, they usually expect questions, which are difficult to answer, from students. It also provokes anxiety in teachers. Prospective teachers' feelings of incompetency because of limited language proficiency and their anxiety due to unexpected questions from students will be described separately in the next two sub-themes below.

Sub-theme 1: Feeling incompetent due to limited language proficiency. Feeling incompetent due to limited language proficiency is directly connected to the invariant theme "worrying about proficiency in a target language" since when you are aware of your incompetence, you do not want others to notice it, and start worrying about it. All six participants reported they feel incompetence owing to their low level of English. Two participants Zhanna and Dana noted that they experience inconvenience when they do not pronounce words correctly. For example, Dana noted:

> Not every teacher has very good pronunciation, and it is a problem. If you make a mistake in pronunciation, kids may ask "Whaat? How do you pronounce [surprising voice]?" Of course, I lose confidence when students notice my mistakes.

In terms of pronunciation, Zhanna stated: "I think a lot and worry about pronouncing words correctly, as I had problems with it as a student, teachers used to criticize me for mispronouncing words."

Moreover, five out of six participants believe they lack content knowledge which makes a teaching process difficult. Dana explained: "I feel anxious because of my own knowledge since I am not good at English. I cannot explain the topic to my students." As can be seen from this excerpt from the interview with Aigul: "I admit that I am not a

proficient user of English, so I cannot say I know everything. Thus, I worry from the moments when students ask something I do not know." From this quote, we can see that Aigul is not confident about her language proficiency, so do other participants, and it leads to experience anxiety about teaching it.

Dana tries to avoid conducting writing activities since she has to check them as soon as students complete the task, but she experiences uncertainty. She noted: "How can I check if I am not sure whether it is correct or not. I cannot do that. That is why I usually try to conduct speaking activities and discussions because I am very good at speaking." From Dana's description, it can be seen that teachers try to teach what they want and what they can, but not what they have to. Therefore, it can be concluded that prospective teachers consider themselves as not proficient enough in English to teach it to others, and it causes anxiety and stress. As a result, they just try to simplify their tasks or to get prepared more, which takes too much time. However, pre-preparation does not always work since students might ask unexpected questions.

Sub-theme 2: Unexpected questions. Notwithstanding the fact that teachers get prepared to their classes, students might ask questions teachers find difficult to answer. Three participants noted that unexpected questions cause them troubles during teaching. Makpal noted: "I fell stress during the lesson even though I am prepared because students might ask something that I have not prepared. It is like out of the blue." Marzhan also undergoes stress while awaiting students' questions, and she described her state as below:

> If my students raise their hands when I am delivering a lesson, I become nervous because they find something difficult and want to ask me. What if I do not know the answer? I do not understand what is going on with me, it is like an "explosion inside me."

This excerpt from the interview with Marzhan reviews that she is quite worried about being incapable to explain to students what they want to know. Thus, it can be concluded that despite being well-prepared teacher candidates feel anxiety while teaching because they cannot foresee the questions that might be asked by students.

Invariant Theme 3. Experiencing a Fear of Negative Evaluation

As a result of the data analysis, it was identified that prospective teachers experience a fear of negative evaluation, which is the third major theme. All six participants noted that they worry about being negatively evaluated by students, parents, their peers or mentors, and school administration. During the teaching practicum, pre-service teachers attend each other's classes to get experience. However, for some of them, it causes concern, as they are not quite positive about their knowledge in English, and fear that it might be noticed by their peers. Mentors, who are normally English language teachers, also have to be present in the class to assess practitioners' teaching abilities and provide them with advice. Yet, it is not always advantageous, but might affect student-teachers negatively, and as a result, they become stressed.

Data analysis showed that the participants mostly worry about the assessment of the administration members, which will be described in the sub-theme 1. Furthermore, it was found out that public's, which might be their peers, students, and parents, opinion also is anxiety provoking factor for the participants. The findings related to the public's opinion will be presented in the second sub-theme.

Sub-theme 1. Administrative review. This sub-theme can be correlated to the invariant theme "Experiencing a fear of negative evaluation," as the administration is a charge of assessing teaching procedure. Four participants feel anxious and start to worry when a principal or a vice-principal visit their classes. Aigul and Gulzhan emphasized the significance of following a lesson plan, and when school administration come to review

their classes, they get worried thinking whether they are adhering to the lesson plan or not. For instance, Aigul noted:

> There are administration members who constantly visit our classes. They require us to conduct classes in accordance with a course plan, but it is not always possible due to several reasons: lack of time, students' language level, complicated themes requiring more time, etc. Therefore, I worry that the administration might assess me as an "incompetent teacher."

Similar to what Aigul said, Gulzhan noted:

> Sometimes it is impossible to do everything as planned, so I can change something during the lesson. However, when there is somebody from the administration, I cannot. They might criticize me while analyzing my lesson. Therefore, administration's visit makes me stressed.

> Other participants also mentioned about a fear when their classes are being

reviewed. For two of the participants, it is stressful if students keep silent. Zhanna noted that students are usually passive and do not participate in activities when a principal is in the classroom. Makpal also referred to this situation:

> If I check homework or ask questions on the topic they have learned, and they do not answer, it really makes me anxious. If somebody from the administration is reviewing my classes this time, it is even more stressful since they will evaluate me depending on how active my students are.

> From the aforementioned excerpts, it can be seen that administrative review is one

of the sources causing anxiety in prospective teachers, as they fear of being evaluated adversely. However, teacher candidates showed concern not only about the administration's monitoring but also about others' opinion of them.

Sub-theme 2. Public's opinion. The sub-theme "public's opinion" is also related to the invariant theme "experiencing a fear of negative evaluation" since as a result of other's opinion, teachers might be evaluated. Thus, if somebody has a negative opinion about you, you might be assessed adversely. What others think about their teaching skills is one of the concerns pre-service teachers experience while teaching and all the participants of the study noted it. Three of them reported about students' negative reaction during the classes when teachers are not able to answer the questions or forget some words. When I asked how they feel in front of the class, Aigul answered: "They look at me as if they are criticizing me, which concerns me. Therefore, I start thinking about not making mistakes. Otherwise, students might consider that I know nothing." Zhanna noted that sometimes parents come to the class and control her and complain if their children do not participate actively during the class. Gulzhan noted about mentors' control. She explained: "Mentors, I mean English language instructors of the school are usually in the class when we deliver classes. Honestly, I feel stressed because I am aware that they will assess my teaching skill." Thus, it can be seen that other's opinion is one of the challenges pre-service teachers have to deal with while completing their teaching practicums.

This section presented three invariant themes along with sub-themes embedded within them. The excerpts from the interviews were utilized to demonstrate each theme and sub-theme. In the next chapter, I provide the textural description of the investigated phenomenon according to the steps suggested by Moustakas (Patton, 2015).

Section Three: Textural Description

In this section, I provide the textural description of foreign language teaching anxiety (FLTA) in non-native pre-service English teachers. The textural description is a written description of "what" participants of the study experience in relation to the phenomenon (Creswell, 2013, p. 193). Invariant themes, excerpts from interviews and

participants' drawings elicited to enhance the phenomenological interview (CohenMiller,

2018) were utilized to develop the textural portrayals.

Textural Description: Aigul

Aigul described her feelings during teaching as very confident when she is well-

prepared. However, "the greatest fear" for her is spontaneous questions from participants,

which she will not be able to answer.

All the participants were asked to create a drawing before the interviews. When

asked to describe the drawing (see Figure 10) based on her experiences during teaching

practicum, Aigul explained it in this way:

If I am well-prepared, I feel very confident. However, there might be situations

when I do not understand the topic myself, and I cannot explain it to others. I feel

stressed at such moments. Students ask you, but you do not answer because you do

not know. It is really fearful and embarrassing.

Figure 10. How I feel when students ask unexpected questions (drawing by Aigul)

Sometimes students want to test how well your English is and start asking things

which are not related to the topic you are teaching. Notwithstanding the fact that I

have prepared any details for my class, I get lost in such situations, as they might

know the answer themselves, and they are just testing me. I feel stressed. I am

afraid of such moments.

From Aigul's description, we can see that mostly she worries about being incompetent in

front of the class. Moreover, she concerns about being tested by her students.

Textural Description: Makpal

When asked to create a drawing about her feelings during teaching Makpal created

a drawing (see Figure 11) representing herself as a traffic cop/police officer regulating

traffic. She explained:

I have drawn a police officer since they are usually in a uniform, so do we, of

course, we do not wear the same clothes as policemen, but it should be strict classic

style. When you enter a class, you should present yourself as a responsible person

for everything happening here. There might be different students in the class: active

or passive. It is a big responsibility to control them and to involve them all in a

learning process. Moreover, students might argue or make noise during completing

tasks. If a traffic cop regulates traffic, it is my responsibility to put everything in

order in a class. Otherwise, an accident might happen, or I may fail in teaching.
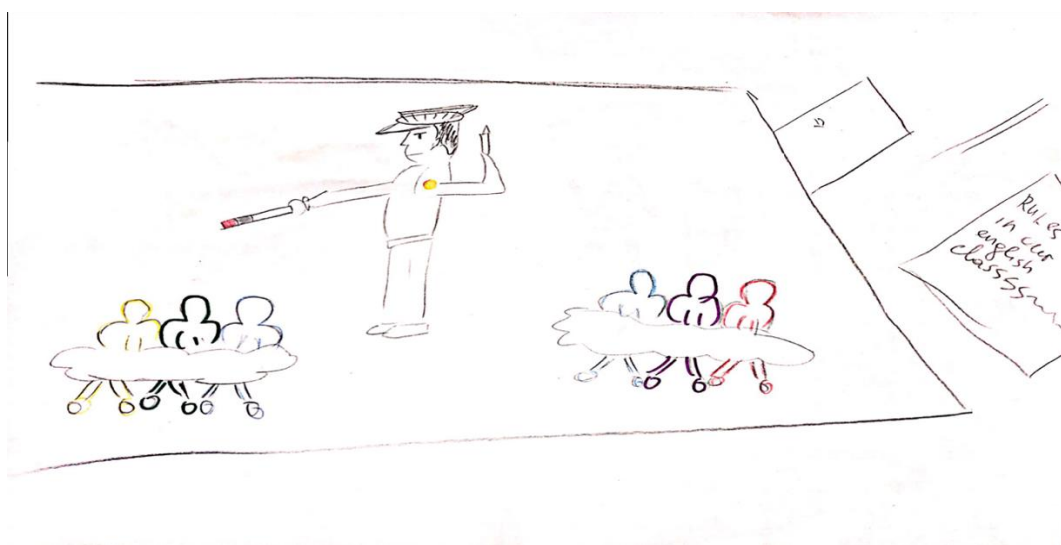
Figure 11. I see myself as a traffic cop directing traffic (by Makpal)

To sum up, Makpal considers herself responsible for everything happening in the classroom, so class control is in the forefront of her mind in organizing the learning process.

Textural Description: Marzhan

Marzhan described herself as a shy person, and it takes too much time to get used to any new environment. When asked to create a picture of herself in the classroom she created two drawings: the first one (see Figure 12) describes her feeling when she enters a class for the first time. She explained:

> My first meeting with students, mmm, I enter a class. Everybody is looking at me. I feel as though I am on the scene, and all spotlights are directed to me.
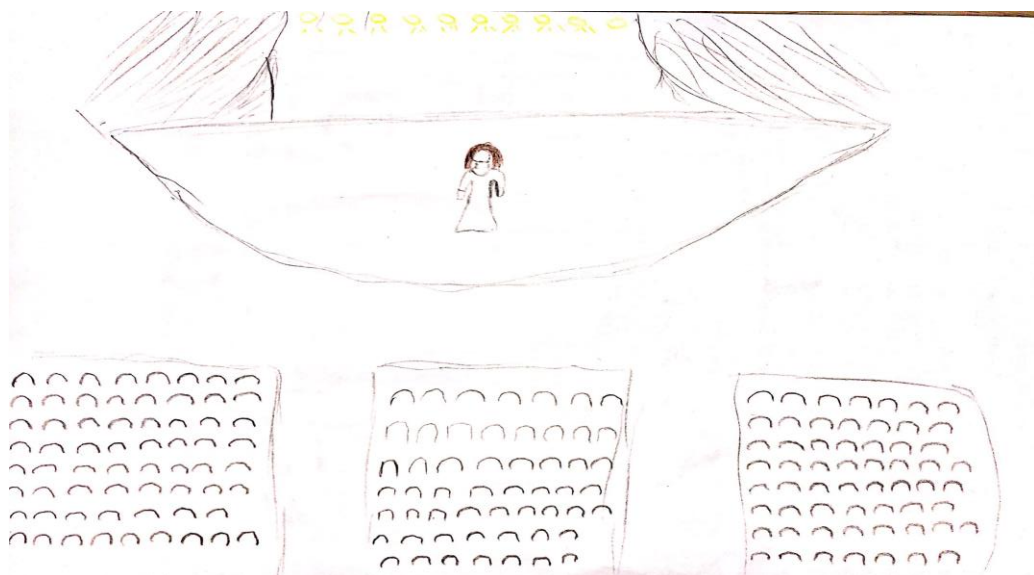
Figure 12. My first meeting with students (drawing by Marzhan)

> Really fearful and it is hard to understand what is happening. I do not see 15 or 20 students in front of me, which is an actual number of students, but 200-300 people looking at me. I am very worried. I might forget everything I have learned.

She thinks it is due to her personality. Despite being well-prepared to a class, she might get anxious before the start of the lesson. Marzhan described her state as:

> My heart starts pounding very strongly as if something is going to happen to me or as if something had already happened. This is a fear. Something will happen now.

Something will go wrong. Everything starts shaking. My hands begin to tremble. I

get a little nervous. This is when I have just come to practice.

… In term of the second picture (see Figure 13), it describes my feeling after

spending some time with students. In the picture, you can see a girl looking at stars

in the sky and dreaming. It is what I really like doing because I feel comfortable

while doing it. Stars in the picture are my students in the class. I do not have that

fear which was in the beginning, I get used to working with them. Now, I like them

in the same way I like stars.
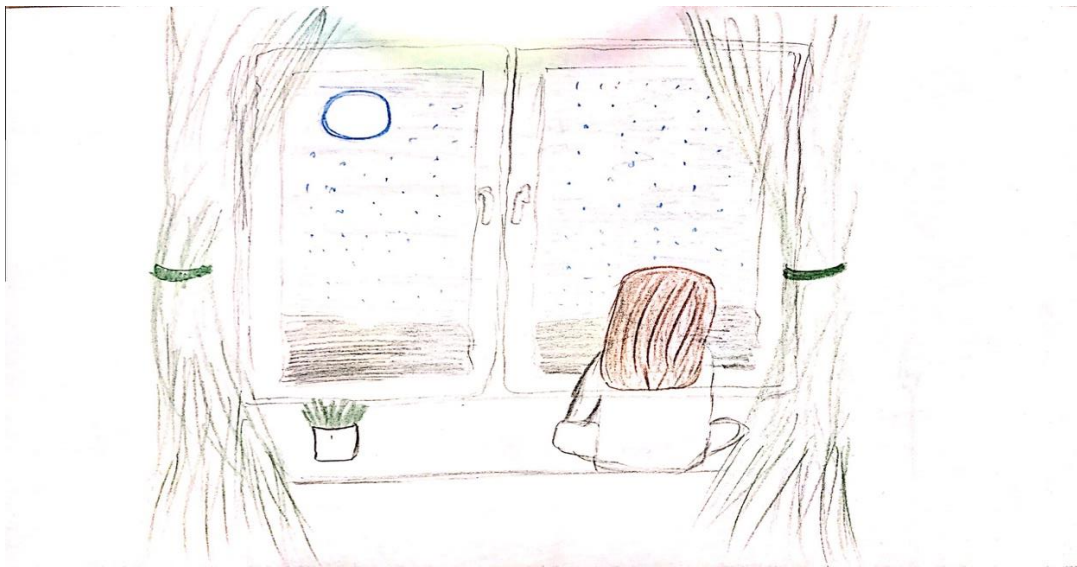
Figure 13. After getting used to students (drawing by Marzhan)

… At the beginning of the teaching practicum, I experienced anxiety. I had to teach

English to fifth-grade students. They were very noisy. I felt as if I was lost in the

forest. I was aware that it was not just practicum for six weeks, but it was also my

future profession, it was what I would do in my whole life. I have to teach children,

it seems like a heavy burden on my shoulders. Thus, I sometimes start doubting

whether I am on the right track. Have I chosen my profession properly?

In conclusion, for Marzhan, the biggest fear is the first days of the teaching practicum as

well as the beginning of the class. In other words, she experiences anxiety in teaching due

to her lack of experience.

Textural Description: Zhanna

When asked to draw a picture describing feelings in the classroom, Zhanna took the role of a knight:

I have created a picture (see Figure 14) of a knight of the castle Camelot protecting people from a dragon. I feel myself in the same way in the class because I am responsible for providing students with necessary and useful information and remove the irrelevant one. You do not have to confuse children with complicated info and select only the proper one.

… Also, a dragon might be a fear impeding my teaching process, but I am not afraid of it. As a knight, I can fight against it and I try to overcome it because it might affect negatively teaching process. As a consequence, students will not be able to get good knowledge.

Figure 14. Fighting against my anxiety (drawing by Zhanna)

To sum up, Zhanna, like Makpal, feels herself responsible for making a language learning process successful and fight against the obstacles impeding her teaching.

Textural Description: Gulzhan

Gulzhan when asked to create a drawing representing her feelings during teaching created a drawing (see Figure 15) where she is in the classroom with a lot of students and

observers. Also, around her, she put down factors concerning her during the lesson. What

is interesting, she outlined her picture and she does not look stressed, but there is a smile in

her face. She explained her drawing:

> In this picture, I am in the centre of a class delivering a lesson, and I am worrying
>
> about low-performing students, that they might not understand my explanation. It is
>
> what I usually feel. That is why I always try to find an individual approach to every
>
> student in the class. However, it is difficult to find the time, so I start losing myself.
>
> At the same time, I am thinking about not making mistakes because I have to show
>
> myself as a teacher who knows everything. When administration visits my classes,
>
> my fear is doubled, as I worry about involving every student, not making mistakes
>
> as well as following a lesson plan because my lesson is being observed.

Figure 15. Me, in the classroom (drawing by Gulzhan)

> … Students are looking at me, and they want me to teach them or to learn
>
> something from me, but I do not know. I cannot explain it, so, I feel inconvenience.
>
> Maybe, I am not confident. I do not know. I do not want, and I try not to show that
>
> I am anxious. At the same time, I experience a fear, but it is difficult to explain

what feeling it is. As I mentioned, I just start smiling and do not show uncertainty

in front of the audience.

From Gulzhan's description, it can be seen that as other participants, she experiences

teaching anxiety owing to the responsibility towards students. Moreover, for Gulzhan,

administration's control is another reason provoking anxiety during the teaching process.

Textural Description: Dana

Dana sees her as a marathon runner (see Figure 16) while teaching. She explains

her drawing:

I might have several emotions during one lesson. Especially, it happens in the

beginning. I feel like I am running a marathon. Like a runner. Because, at the

beginning of the lesson, I feel so energetic, full of everything, like I am prepared,

and I am more confident. But, at the same time, I am very sensitive to all the

emotions. That is why I drew here different emotions of students. I am running, I

start the lesson, everything is active, I am smiling, and I am active. But, step by

step, this energy is decreasing, and my speed is becoming slower.
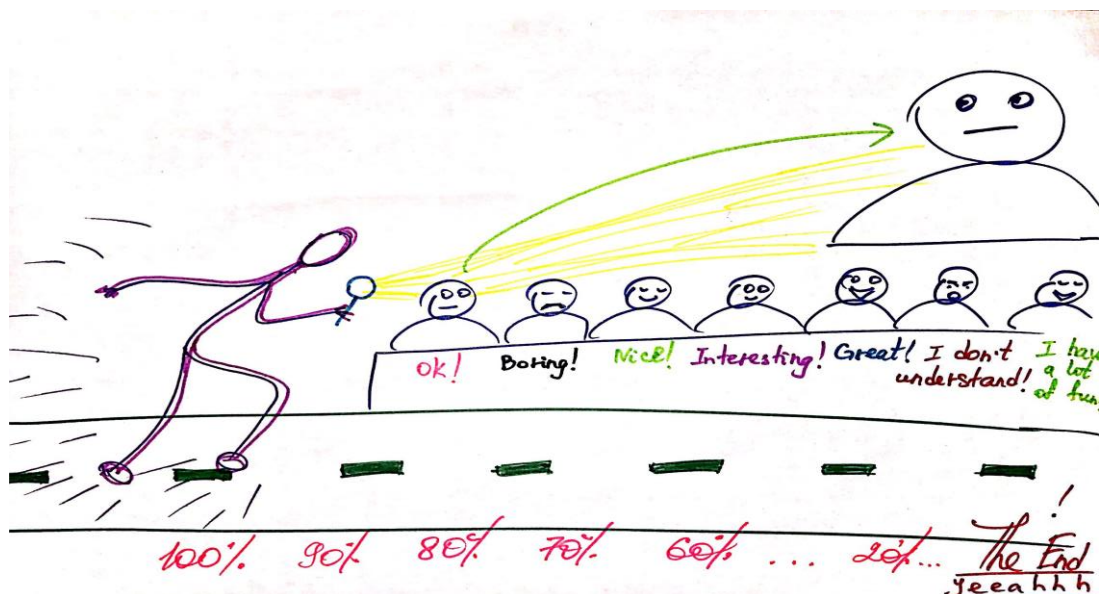
Figure 16. I see myself as a marathon runner while teaching (drawing by Dana)

… Because I think I use all my strategies, techniques, knowledge at the beginning because I am a little bit nervous anyway. Because I have lots of students watching at me and of course it makes me feel nervous for the reason that I am very sensitive to people's emotions. I notice all the emotions and if I notice one or two faces that are showing negative emotions, if I think that they are bored or do not understand something, I feel as it is my fault, I have to do something, and I become nervous, so that makes me less confident, less confident and less confident. That is why, like 90-80-70, it goes down and down. So, by the end of the lesson, when the bell rings, I, mmm, how to say, I become happy.

… the moment when you cannot explain to your students the topic. Sometimes, even I understand some grammar structures, but I cannot explain it. So, students become disappointed and I am afraid that they are not going to show good results because of my fault. Like, they might fail because of me, and probably, they will hate English. So, I have to be more responsible in getting prepared to classes.

In conclusion, Dana mostly concerns about her students, what they think of her and their reactions to her teaching. For her, negative emotions on her students' faces are the main reason inducing anxiety.

Across all the textural portrayals, four participants, namely Makpal, Zhanna, Gulzhan and Dana, reported they experience anxiety during teaching due to the sense of responsibility. If Makpal considers herself responsible for everything happening in the classroom, Zhanna and Gulzhan think their responsibility is to involve all the students in the learning process providing them with useful information. As for Dana, she feels anxious when students do not understand her, and it encourages her to be more responsible in conducting classes. Also, Aigul noted that she is more confident when she is prepared,

whereas Marzhan reported that because of her personality and inexperience she experiences anxiety even though she is well-prepared to conduct a lesson.

This section addressed the description of textural portrayal of FLTA in non-native pre-service English teachers based on the drawings created by the participants and their descriptions within the interviews. The next section provides the structural description of the investigated phenomenon.

Section Four: Structural Description

This section addresses the development of structural description, which portrays "how" the phenomenon of Foreign Language Teaching Anxiety is experienced in non-native pre-service English teachers. As a result, the essence of the phenomenon became identifiable.

Invariant Theme 1: Feeling Insecure about Teaching

All six participants noted that they undergo insecurity while teaching English. They are susceptible to teaching anxiety, as a consequence of inexperience in teaching, a responsibility to deliver successful lessons, anxiety in speaking English and their personality.

Invariant Theme 2: Worrying about Fluency in English

Foreign Language Teaching Anxiety can be experienced as a concern about proficiency in a target language. The findings of this study showed that prospective teachers tend to worry about their limited language proficiency, which force them to spend too much time on preparation. However, as some participants reported, unexpected questions from students might cause anxiety as well.

Invariant Theme 3: Experiencing a Fear of Negative Evaluation

Non-native pre-service English teachers appear to experience a fear of negative evaluation. Administration's visit, their peers' presence in the classroom, mentor's

feedback about their teaching and what students might think about them are the main reasons why prospective teachers are likely to be anxious about being negatively assessed.

The Essence of Foreign Language Teaching Anxiety

The findings of the study considered the research question "How is FLTA experienced in non-native pre-service English teachers?" based on the theory of foreign language anxiety (Horwitz et al., 1986) and Moustakas's phenomenological approach (Moustakas, 1994; Patton, 2015). **The essence of Foreign Language Teaching Anxiety in non-native pre-service English teachers is a feeling of insecurity about teaching, worrying about fluency in English and experiencing a fear of negative evaluation.**

Conclusion

This chapter presented the findings of the study to understand how FLTA is experienced by non-native pre-service English teachers. It consisted of four sections providing information about the background of the participants, invariant themes, the textural description, the structural description of the phenomenon of FLTA, as well as the essence of the phenomenon of foreign language teaching anxiety for non-native pre-service English teachers. In the next chapter, Discussion, I present the interpretation of the findings in relation to both the reviewed literature and the theoretical framework of the study.

CHAPTER FIVE: DISCUSSION

This study aimed to investigate how foreign language teaching anxiety (FLTA) is experienced in non-native pre-service English teachers by answering the research question "How is foreign language teaching anxiety experienced by non-native pre-service English teachers?" The previous chapter presented findings gained as a result of data analysis and it was found that the phenomenon of foreign language teaching anxiety for prospective English teachers is a feeling of insecurity about teaching, worrying about fluency in English and experiencing a fear of negative evaluation. The purpose of this chapter is to synthesize and discuss the results of the study presented in Chapter Four: Findings, in accordance with the theoretical framework of the study and reviewed literature. There are two sections in this chapter. In Section One, I discuss the findings in relation to previous studies, whereas in Section Two, I present the relatedness of the findings to the theoretical framework.

Section One: Relating the Findings to Previous Research

This section presents discussion of the findings in relation to previous studies. The relatedness of the major findings to existing literature is demonstrated in three separate paragraphs.

Invariant Theme One: Feeling Insecure about Teaching

One of the major findings of this study was that pre-service teachers tend to feel insecure about teaching. The result of the data analysis revealed that uncertainty in teaching might be experienced as a consequence of *inexperience in teaching, sense of responsibility, communicative apprehension* and due to the *personality* of teachers. This finding is related to Horwitz's (1996) claim who stated that confidence in using a target language is important and studying at school and university or getting a teacher certificate do not grant teachers with confidence. Similarly, Yoon (2012), who conducted a study

with South Korean teacher candidates, also identified that prospective teachers undergo

anxiety due to the lack of confidence in speaking English. *Speaking anxiety* or

communicative apprehension was found as a common issue for language learners (Aida,

1994; Horwitz et al., 1986; Liu & Jackson, 2008; Lu & Liu, 2011; Suleimenova, 2013), but

it does not mean that teachers do not experience it. As Horwitz (1996) noted language

teachers are always considered language learners, which means they are also susceptible to

speaking anxiety.

It might be argued that the authors mentioned above accentuated confidence in

using and speaking a target language but not in teaching. However, foreign language

teachers are expected to be proficient users of the target language (Horwitz, 1996), so if

they are not confident in their proficiency in language and worry to speak, it is likely to

lead to feeling insecure in teaching as well. Thus, it is not a surprising finding that teacher

candidates might feel insecure about teaching English. One interesting finding was that

while all participants reported about feeling anxiety in speaking English, one of

participants noted she did not concern at all while communicating in English. She

explained that she is confident in speaking English because she took part in debates and

thus she was taught how to behave herself in front of the audience. This finding is aligned

with the findings of Lucas et al. (2011), who stated that students effectively using their

skills and strategies to cope with the anxiety do not suffer from speaking anxiety.

In terms of *lack of experience*, I found that inexperience is one of the reasons for

losing confidence in teaching, and it was similar to the findings of the studies conducted in

Turkish context by Aydin (2016) and Kesen & Aydin (2014), which revealed that less

experience in teaching cause anxiety in novice teachers during teaching. It is worth noting

that one of the participants of this study reported feeling stress in the beginning of the

lesson owing to the lack of experience, a similar finding to Aydin's (2016) study, who

emphasized that the reason for anxiety in the beginning of the class is inexperience. Additionally, teacher candidates are anxious about everything happened in the classroom, as they consider themselves *responsible* for it. In this study, it was identified that students' emotional state during the lesson effect pre-service teachers negatively, a finding that is consistent with Merç's (2011) findings stating that most prospective teachers concern about discipline in the classroom. As Merç (2011), whose research was focused on prospective teachers completing their teaching practicums, explained, when teachers feel that students are out of control, it causes anxiety. Thus, it can be concluded that teachers' sense of responsibility to make a language learning process successful also provokes anxiety in teaching a foreign language. Similar to Aydin's (2016) study conducted in the context of Turkey with pre-service teachers of English as a foreign language, participants of the study presented here referred to their *personality* as a reason for feeling insecure which leads to the anxiety in teaching. Overall, Invariant Theme One shows that non-native pre-service teachers feel insecure in teaching, and these findings are consistent with the results of the studies conducted in different contexts.

Invariant Theme Two: Worrying about Fluency in English

The second major finding was pre-service teachers' concern about their fluency in English. As mentioned above, foreign language teachers are expected to be proficient users of the target language (Horwitz, 1996). However, it is quite difficult to be an expert of language which is not your native one. Thus, non-native pre-service teachers are likely to be concerned about their proficiency in a language they are teaching. In this study, all six participants noted their concern in relation to pronunciation, content knowledge and unexpected questions from their students. This result is consistent with the findings of the studies conducted by Yoon (2012), Agustiana (2014), Aydin (2016), Öztürk (2016) and Wadi & Mohammadzadeh (2016), where the proficiency in a target language was a main

source for feeling anxious for pre-service teachers as well as for in-service teachers in different contexts such as South Korea, Indonesia and Turkey.

In Aydin's (2016) study pre-service teachers noted the difficulty of teaching the content itself due to its complexity, whereas participants of the study presented here were not positive about their own knowledge of the content they are teaching. Data analysis from this study also showed that pre-service teachers worry about the immediate questions that might be asked by their students, which aligns with previous studies. For example, in Agustiana's (2014) study, conducted with Indonesian pre-service teachers, the participants noted that they spend a lot of time to master the material they are going to teach since students might ask questions during the lesson, and it is "embarrassing" (p.180) to not be able to answer. This is similar to the study presented here, in which participants also noted about their concern in terms of the questions they will not be able to answer.

Previous studies have showed that not only teacher candidates worry about unexpected questions from students but also teachers who have teaching experience. For instance, Öztürk (2016), investigating teaching anxiety of university English instructors, found out that even experienced teachers referred to unexpected questions from students as a source causing anxiety. Hence, for the participants of the study presented here who have no experience in teaching, it is natural to worry about their proficiency in English and questions that might be asked by students. In conclusion, the findings of this study that pre-service teachers worry about their fluency in English were similar with the studies conducted previously in Indonesian, Turkish and South Korean contexts.

Invariant Theme Three: Experiencing a Fear of Negative Evaluation

The third considerable finding was pre-service teachers' fear of negative evaluation. Data analysis showed that prospective teachers worry about how administration will assess their ability of teaching, as well as what their students, mentors or peers think

of their skills. In other words, teacher candidates are worried that administration, mentors, students might evaluate their abilities adversely, so they might not be accepted as competent teachers. Thus, it is common feeling for pre-service teachers to worry about the teaching process and about their marks since they will be graded at the end of the teaching practicum. Consequently, it might negatively affect their teaching. Studies conducted on the subject of anxiety in language learners (Horwitz, et al, 1986; Lucas et al., 2011; Macayan, 2018) and teaching anxiety among non-native prospective teachers (Aydin, 2016; Horwitz, 1996; Merç, 2011) reflected the findings of this study.

For example, the results of the studies conducted by Merç (2011) and Agustiana (2014) revealed that university supervisors attending teacher candidates' classes unawares, cooperating teachers interfering in teaching with comments or peers just observing their classes make prospective teachers anxious. Moreover, Makayan (2018) who conducted a study with foreign language learners identified that language learners try to impress their professors to get excellent marks, which can be related to the situation when teacher candidates of the study presented here do their best to be positively evaluated by their supervisors, mentors or administration. Therefore, pre-service teachers' fear when administration or mentors are present in the classroom might be owing to their desire to be well-graded. In terms of peers attending classes, they also cause anxiety, as unexperienced prospective teachers worry that their peers or groupmates completing their teaching practicums may notice their mistakes. This finding supports the results of Tóth's (2011) and Lucas et al.'s (2011) studies noting language learners undergo stress and anxiety comparing their own abilities with their peers' skills. Similarly, pre-service teachers' concerns about how other teachers perceive them engender their anxiety (Merç, 2011). However, this final point was not found in the findings of this study. Overall, a fear of negative evaluation is a common issue for foreign language learners as well as for teachers,

and as shown in this study, for teacher candidates who are still considered both language learners and also teachers, it is intrinsic to experience this type of anxiety.

To sum up, generally, the major findings of the study presented here were corresponding with the results of the studies conducted previously on the topics of foreign language anxiety and foreign language teaching anxiety. These findings and similarities suggest that even if the contexts are different foreign language teaching anxiety is experienced in a similar way.

Section Two: Connecting the Findings to the Theoretical Framework

To conduct this study, I developed the theoretical framework based on the theory of foreign language anxiety (Horwitz et al., 1986) and the theoretical model of foreign language teaching anxiety (Horwitz, 1996). In this section, the relatedness of the findings to the theoretical framework is provided.

Horwitz (1986) who developed foreign language anxiety theory divided classroom anxiety into three – *communicative apprehension, test anxiety, a fear of negative evaluation*, and stated that it might have an adverse effect on learners' language learning process. Notwithstanding the fact that the current study investigated the phenomenon of foreign language teaching anxiety, it was identified that language teachers experience communicative apprehension and a fear of negative evaluation. The former one, communicative apprehension, was ascribed to the invariant theme, *Feeling Insecure about Teaching,* since as a consequence of speaking anxiety, teachers lose their confidence in teaching.

In terms of *the Fear of Negative Evaluation*, all the participants reported experiencing this feeling leading to its development as an invariant theme. The participants' experience of communicative apprehension and the fear of negative

evaluation reinforced Horwitz's (1996) claim that language teachers are also learners of the language, so they undergo foreign language anxiety.

Moreover, Horwitz (1996) stated that the reason for why teachers experience anxiety is due to 1) *a lack of confidence about target language proficiency, 2) motivation and ego-investment, and 3) the value of fluency in a second language.* As demonstrated in this study, the participants' lack of confidence about target language proficiency and how they value fluency in a second language were seen in the invariant theme *Worrying about Proficiency in English* consisting of two sub-themes *feeling incompetent due to low proficiency* and *unexpected questions.* It was identified that prospective teachers were not positive about their proficiency in English, hence they experience anxiety in teaching it.

As for the *motivation and ego-investment,* Horwitz (1996) noted that language learners and teachers genuinely wishing and investing their time and energy to learn or teach a foreign language tend to experience anxiety more than others. This was directly related to the sub-theme *sense of responsibility*, in which all six participants noted they tend to become anxious during teaching because they feel themselves responsible to provide successful lessons and to meet students' expectations.

Thus, all the aspects of foreign language anxiety (FLA) and foreign language teaching anxiety (FLTA) presented by Horwitz et al. (1986) and Horwitz (1996) were reflected throughout the invariant and sub-themes of this study. In other words, the findings of this study were congruent with the integrated theoretical framework.

Conclusion

This chapter discussed the findings of the study in relation to the relevant literature on the topic of foreign language anxiety as well as foreign language teaching anxiety, and the theoretical framework of the study developed on the basis of Horwitz et al.'s (1986) foreign language anxiety theory and Horwitz's (1996) theoretical model of foreign

language teaching anxiety. The findings of the study were consistent with the results of previously conducted studies. In the next and final chapter of the thesis, Chapter Six: Conclusion, I provide the summary of the research as well as recommendations and implications for further studies.

CHAPTER SIX: CONCLUSION

This chapter presents the summary of the study presented here aiming to investigate the phenomenon of foreign language teaching anxiety (FLTA) for non-native pre-service English teachers in the Kazakhstani context. There are two sections constituting this chapter. Section One provides a summary of the complete research. Section Two presents recommendations based on interview data and recommendations for further research.

Section One: Summary of the Study

The study presented here aimed to investigate the phenomenon of foreign language teaching anxiety for non-native pre-service English teachers in the Kazakhstani context. There was one major research question guiding the study, "How is foreign language teaching anxiety experienced by non-native pre-service English teachers?"

Phenomenology, which is ascribed to a qualitative research approach, was applied to conduct this study investigating the phenomenon of FLTA for non-native pre-service English teachers. There were six participants recruited by purposeful criterion sampling. Data was collected through one-to-one interviews integrating visual arts. A demographic questionnaire and document analysis were included as additional data sources. I analyzed data using Moustakas's approach (1994) consisting of seven steps aiming to identify the essence of the phenomenon under investigation. The coding process was completed by utilizing NVivo, a qualitative data analysis computer software package.

As a result of data analysis, three invariant themes with two to four sub-themes each were identified. It was found that FLTA in non-native pre-service English teachers in the Kazakhstani context is experienced in three different ways: *feeling insecure about teaching, worrying about proficiency in English* and *experiencing a fear of negative evaluation.*

Firstly, it was identified that the Kazakhstani pre-service English teachers experience the feeling of insecurity during teaching. The reason for that feeling is lack of experience, sense of responsibility, communicative apprehension and their personality.

Secondly, the results showed that inexperienced teacher candidates worry about their proficiency in English due to the feeling of incompetency about their knowledge in the target language as well as unexpected questions that might be asked by students.

Lastly, it was identified that as a consequence of school administration's visit of the classes and due to the opinion of their peers, mentors and students in the class, pre-service teachers experience a fear of negative evaluation.

Findings of the study were discussed in relation to the previously conducted studies and the theoretical framework of the study. In general, findings showed consistency with both the reviewed literature and the theoretical framework.

The essence of the FLTA phenomenon for non-native pre-service English teachers was found to be a feeling of insecurity about teaching, worrying about proficiency in English and experiencing a fear of negative evaluation.

Section Two: Recommendations

Recommendations based upon Interview Data

This section presents recommendations of the study for teacher education programs, mentors and for pre-service teachers. The recommendations incorporated the participants' voices, the researcher's view based on the findings and the results of the reviewed literature (see Table 3).

As one of the participants noted, pre-service teachers are provided with theoretical knowledge about teaching methods, but there is not enough teaching practice. Thus, for a teacher education program, it is significant to add courses where inexperienced prospective teachers can practice their teaching skills. This is likely to be advantageous for them in

completing their teaching practicums, which is the beginning of their teaching career. Also, as Horwitz (1996) suggested, to cope with the teaching anxiety, teachers should be aware of its existence. Therefore, program developers ought to take it into consideration and add some training sessions to the program where prospective teachers will be provided with the information about FLTA and how to overcome it. Moreover, more than half of the participants reported worrying about unexpected questions from participants, so it is better to conduct training sessions including some techniques useful in dealing with this issue.

Findings showed that having an administrative review, students' opinions and mentors' participation in the classroom during the lesson provoke prospective teachers' anxiety since they are concerned about being negatively evaluated. Consequently, it might have an adverse effect on the teaching process. Therefore, it is suggested mentors support teacher candidates during teaching practicums. Mentors are already familiar with students in the classroom better than teacher candidates. Therefore, they have to maintain unexperienced pre-service teachers in working with them and provide with advice to deal with the issues faced in the classroom.

Additionally, one of the major findings of the study was pre-service teachers' concern about the proficiency of the target language. To deal with this problem teacher candidates could recognize the fact that it is not always possible to be a proficient user of the language which is not your native one (Horwitz, 1996). Moreover, some participants reported they are less anxious when they are properly prepared for the class. Hence, it is significant to take seriously the preparation stage for the lesson and be well-prepared for the class taking into account any detail. Moreover, prospective teachers can focus on becoming flexible to deal with the unexpected issues faced during the lesson.

Table 3.

Recommendations for teacher education programs, mentors and pre-service teachers informed by analysis of interviews

Recommendations	Explanations
For teacher education programs	
To add courses where pre-service teachers can practice their teaching skills	"…but we do not have an opportunity to practice teaching in front of the audience" (Aigul, a participant of the study). Also, this recommendation was reflected in studies of Agustiana (2014), Merç (2011), Tüzel & Akcan (2009).
To add some training sessions to the program providing information about FLTA and how to overcome it	The researcher's suggestion and the recommendations of Aydin (2016), Öztürk (2016) and Can (2018) are incorporated.
To conduct training sessions teaching pre-service teachers how to deal with unexpected situations in the class	As unexpected situations were identified as an issue for the participants of the study Öztürk's (2016) recommendation was used.
For mentors	
To support pre-service teachers during teaching practicums	The participants reported being negatively evaluated by students, mentors and administration. Thus, mentors, as responsible figures for teaching practicum, have to support pre-service teachers (the researcher's recommendation).
For pre-service teachers	
To acknowledge the fact that to be a proficient user of the target language is not always possible	"… as language teaching professionals we should recognize that such a level of achievement is truly rare" (Horwitz, 1996, p. 367).
To be well-prepared to the class	"If I am well-prepared, I feel very confident" (Aigul, a participant of the study). Agustiana (2014) also stated that preparation provides with confidence.
To be flexible to deal with the unexpected issues faced during the lesson.	"…I just start smiling and do not show uncertainty in front of the audience" (Gulzhan, a participant of the study).

Recommendations for Future Studies

This phenomenological study focused on investigating the lived experience of foreign language teaching anxiety in non-native pre-service English teachers in Kazakhstan since the research on this topic is considered to be limited. Data analysis identified several factors inducing teaching anxiety despite the fact the study was not focused on factors causing anxiety. Therefore, further research is suggested to address those factors directly in order to explore it in-depth and also to focus on identifying strategies to cope with FLTA. Also, as mentioned in the limitations of the study, a

phenomenological interview can be enhanced with a more experienced researcher to elicit more detailed data from participants (Padilla-Díaz, 2015). Hence, the study can be replicated by more in-depth research, as some important points might not have been taken into consideration. Furthermore, as the participants of this study were pre-service teachers, the opinion of other stakeholders such as university teachers and mentors were not addressed in investigating the phenomenon of FLTA for non-native pre-service English teachers. Thus, it is suggested that future studies involve university teachers and mentors as well in investigating teaching anxiety in Kazakhstan to get a deeper understanding of the investigated phenomenon.

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Appendix A

Demographic questionnaire

1. What is your name? _____

2. What is your age? _____

3. What is your gender? _____

4. What is your native language? _____

5. Which languages do you speak? _____

6. How many years have your studied English? _____

7. How many years have you been teaching English? _____

Демографиялық сауалнама

1. Сіздің есіміңіз кім? _____

2. Жасыңыз нешеде? _____

3. Жынысыңыз қандай? _____

4. Ана тіліңіз қандай? _____

5. Қандай тілдерде сөйлей аласыз? _____

6. Ағылшын тілін оқығаныңызға қанша уақыт болды? _____

7. Ағылшын тілінде сабақ бергеніңізге қанша уақыт болды? _____

Демографический опрос

1. Как Вас зовут? _____

2. Сколько Вам лет? _____

3. Ваш пол? _____

4. Какой у Вас родной язык? _____

5. Какие языки Вы знаете? _____

6. Сколько лет Вы изучаете английский язык? _____

7. Сколько лет вы преподаете английский язык? _____

Appendix B

Interview protocol

Time of interview: _____ Date: _____
Interviewer: _____
Interviewee: _____

Hi! Thanks for coming. Nice to see you.
    Thank you for participating in this study which aims at exploring pre-service teachers' experiences of FLTA and its effects to teaching the target language.
    Here is the informed consent form you have been sent before. It confirms the confidentiality of the interview. If you affirm your participation, please, sign it.
    Do you mind if I record the interview? Only me and my supervisor will have access to it. The recording will be removed from my phone after graduation.
    The interview will last approximately 1 (one) hour during which I will ask you some questions and ask you to draw a picture.
    In case you have questions during the interview, do not hesitate to address them. And do not forget that you can stop your participation any time, if you do not want to continue your participation.
    Do you have any questions? If not, we can start our interview.
    [Turn on the tape recorder]

To start things off, let's do a drawing. I want you to create a drawing using this paper and crayons, imagining as if you are in the classroom (teaching English) and describing your feeling.

And do not worry, if you are not good at painting, as it is not the main goal. Description of your feelings that you experience while teaching is more important. So, let's start.

If you have finished, please, tell me what you have created?
What do you feel? Why do you feel like that? What makes you feel like that?

Ok, thank you. Now, let's move to the interview.

	Questions *(adopted from Aydin, 2016; Horwitz, 1996; Tum, 2015)*	Probes
1	Tell me, please, what is your experience teaching English?	What aspects do you enjoy? Can you give me an example?
2	How do you feel while teaching English?	Confident or nervous? What makes you feel like that? Can you give me an example?
3	Could you please tell me about a typical day of your teaching? How do you plan the lesson?	What activities do you usually conduct? What do you avoid doing during the lesson? Why?
4	What do you consider to be important when planning your lessons?	To what do you pay more attention? Why?

5	Some pre-service teachers might feel anxious and stressed while teaching. Have you ever felt like this or do you know anyone who feels like this? What do you think might be a reason for feeling anxious while teaching?	Can you specify some factors? Why do you think they make teachers feel anxious?
6	Do you think that the level of English language proficiency might make you feel anxious during teaching?	How does it affect in case the proficiency level is low or high? And what about the proficiency level of your students? Does it make you anxious? Why?
7	What other things in your students might induce your feeling of anxiety?	Could you think of any examples?
8	Are there any other causes that make you feel anxious while teaching?	Logistical issues (electricity shortage, internet connection failure, computer error, lack of time or having too much time). Have you experienced any of these? When was the last time and what did you do when it happened?
9	Would you like to add something?	
Thank you for your participation in this interview. The information you have shared will not be made public. I ensure you of the confidentiality. Good bye!		

Сұхбат хаттамасы

Сұхбат уақыты: _____ Күні: _____
Сұхбат алушы: _____
Сұхбат беруші: _____

Сәлеметсіз бе? Келгеніңізге рахмет. Сізді көргеніме қуаныштымын.
Болашақ мұғалімдерде шет тілінен сабақ беру барысында кездесетін беймазалықты зерттеуге арналған осы зерттеу жұмысына қатысуға келісім бергеніңізге рахмет.
Мынау –зерттеу жұмысы келісімінің ақпараттық формасы. Бұл форма осы сұхбаттың құпиялылығына кепілдік береді. Егер Сіз өзіңіздің қатысуыңызды растасаңыз, мына жерге қол қоюыңызды өтінемін.
Егер мен сұхбатты аудиоға жазып алсам, қарсы болмайсыз ба? Аудио файл маған және менің жетекшіме ғана қол жетімді болады. Мен оқуды аяқтаған кезде барлық ақпарат жойылады.
Сұхбат шамамен 1 (бір) сағатқа жалғасады. Сұхбат барысында Сіз сурет саласыз және сұрақтарға жауап беретін боласыз.
Егер сұхбат барысында қандай да бір сұрақтарыңыз пайда болса, маған ол сұрақтарды қойсаңыз болады. Егер қатысуыңызды тоқтатқыңыз келсе, оны кез келген уақытты тоқтату құқығыңыз бар екенін есіңізге саламын.
Сұрақтарыңыз бар ма? Жоқ болса, сұхбатымызды бастайық.
[Диктофон қосылады]

Ең алдымен, сурет салайық. Сіз өзіңізді сыныпта деп елестетіңіз (ағылшын тілі сабағы) және өзіңіздің жағдайыңызды сипаттай отырып сурет салыңыз. Мына жердегі қағазды және түрлі-түсті қарындаштарды қолдансаңыз болады. Егер сурет салу қабілетіңіз нашар болса, еш аландамаңыз, себебі бұл басты мақсат емес. Сіздің сабақ беру барысындағы күйіңізді сипаттауыңыз бәрінен де маңызды. Сонымен, бастайық.
Егер Сіз аяқтасаңыз, маған түсіндіріп беруіңізді сұраймын.
Сіз өзіңізді қалай сезінесіз? Неге өзіңізді осылай сезініп тұрсыз? Бұлай сезінудің себептері не?

Жақсы, көп рахмет. Ал енді сұхбатқа көшейік.

Сұрақтар Айдын (2016), Хорвиц (1996) және Там (2015) зерттеу жұмыстарынан бейімделіп алынды.	Көмекші сұрақтар
1 Өтінемін, маған өзіңіздің ағылшын тілінен сабақ беру тәжірибеңіз жайлы айтып бере аласыз ба?	Қандай қыры Сізге көбірек ұнайды? Мысал келтіре аласыз ба?
2 Сабақ беру барысында өзіңізді қалай сезінесіз?	Сенімді ма? Қобалжисыз ба? Бұлай сезінудің себебі не? Мысал келтіре аласыз ба?
3 Сабақ берудегі қарапайым бір күніңізді суреттеп бере аласыз ба? Сабақты қалай жоспарлайсыз?	Әдетте қандай жаттығулар қолданасыз? Тапсырмалардың қандай түрін қолданбауға тырысасыз? Не себепті?
4 Сабақ жоспарлау барысында Сіз үшін ең маңызды нәрсе не болып табылады?	Не нәрсеге көп көңіл бөлуге тырысасыз? Не себепті?

5	Кейбір болашақ мұғалімдер сабақ беру барысында беймазалық және күйзелісті басынан өткереді. Сізде немеме таныстарыңызда осындай сезім болып ма? Сіздің ойыңызша, оған не себеп болуы мүмкін.	Кейбір факторларды атап айта аласыз ба? Не себепті осы факторлар беймазалық тудырады деп ойлайсыз?
6	Сіздің ойыңызша, ағылшын тілін меңгеру деңгейі сабақ беру барысында беймазалық тудыруы мүмкін ба?	Тілді меңгеру деңгейі жоғары немесе төмен болса, қалай әсер етеді. Сіздің оқушыларыңыздың тілді меңгеру деңгейіне келейік. Бұл жағдай Сізде беймазалық тудырады ма?
7	Оқушыларыңыздың тарапынан тағы да қандай мәселелер Сізді қобалжытуы мүмкін?	Мысал келтіре аласыз ба?
8	Сабақ беру барысында беймазалық тудыратын басқа да себептер бар ма?	Техникалық ақаулар (электр қуаты, интернет, компьютер мәселелері, уақыт жетіспеушілігі немесе, керісінше, уақыттың өтпей қоюы). Жоғарыда аталған мәселелерді басыңыздан өткердіңіз ба? Соңғы рет қашан болды? Бұл мәселені қалай шештіңіз?
9	Тағы да қосарыңыз бар ма?	

Сұхбатқа қатысқаныңызға рахмет. Менімен бөліскен ақпарат еш жерде жарияланбайды. Құпиялылықтың сақталатынына кепілдік беремін. Сау болыңыз!

Протокол интервью

Время интервью: _____ Дата: _____
Интервьюер: _____
Интервьюируемый: _____

Здравствуйте! Спасибо что пришли. Рада Вас видеть.
  Спасибо что участвуете с данном исследовании, который нацелено на изучение тревожности у будущих учителей при преподавании иностранного языка.
  Это форма информационного согласия. Она гарантирует конфиденциальность данного интервью. Если вы подтверждаете свое участие, пожалуйста, подпишите ее.
  Вы не против если я буду записывать на аудио наше интервью? Кроме меня и моего руководителя никто не будет иметь доступ к аудио файлу. Он будет удален после моего выпускного.
  Интервью примерно продлиться на 1 (один час) в течении которого я попрошу Вас ответить на вопросы и нарисовать рисунок.
  Если во время интервью у Вас возникнут вопросы, не стесняйтесь их задавать. И помните, если Вы не хотите продолжить свое участие, Вы сможете прекратить его в любое время.
  У Вас есть какие-либо вопросы? Если нет, мы начнем наше интервью.
  [Диктофон включается]

Для начала, давайте, нарисуем рисунок. Я хочу, чтобы Вы нарисовали рисунок представляя себя в классе (преподаете английский) и описывая свое состояние. Вот здесь лист бумаги и Вы можете пользоваться этими цветными карандашами.
Не переживайте если Вы плохо рисуете, так как это не главная цель. Описание Вашего эмоционального состояния во время преподавания важнее. Итак, начнем.
Если Вы закончили, пожалуйста, расскажите, что у Вас получилось.
Как Вы себя чувствуете? Почему Вы себя так чувствуете? И что является причиной такого чувства?

Хорошо, спасибо большое. А сейчас, давайте перейдем к интервью.

	Вопросы Адаптированы от: Айдын (2016), Хорвиц (1996); Там (2015)	*Вспомогательные вопросы*
1	Пожалуйста, расскажите мне о своем опыте преподавания английского языка.	Какие аспекты Вам нравиться больше? Сможете привести примеры?
2	Как Вы себя чувствуете во время преподавания?	Уверенно или беспокойно? Что является причиной такого чувства? Сможете привести примеры?
3	Расскажите мне, пожалуйста, об обычном дне Вашего преподавания. Как Вы планируете свой урок?	Какие задания Вы обычно проводите? Какие виды заданий/упражнений вы избегаете проводить? Почему?
4	Что является самым важным для Вас при планировании урока?	На что Вы обращаете больше внимании? Почему?
5	Некоторые будущие учителя склонны чувствовать беспокойство и стресс во время преподавания. У Вас когда-либо	Вы сможете указать на некоторые факторы?

	было такое чувство или знаете ли Вы кого-ты кто испытывал эти чувства? По-Вашему, что может быть причиной чувства тревожности при преподавании?	И почему Вы считаете, что они побуждают тревожность?
6	Думаете ли Вы, что уровень владения английским языком может побуждать беспокойство и тревожность во время преподавания?	Как это повлияет если уровень владения языком высокий или низкий? И что насчет уровня владения языком Ваших учеников? Побуждает ли это у Вас тревожность? Почему?
7	Что еще может повлиять на Вашу тревожность со стороны Ваших учеников?	Сможете привести примеры?
8	Есть ли другие причины, которые вызывает чувства тревожности во время преподавания?	Технические неполадки (проблема с электричеством, с интернетом, компьютер не работает, нехватка времени или слишком много времени до окончания урока). Вы когда-либо испытывали вышеперечисленные проблемы? Когда это было в последний раз? И как Вы решили эту проблему?
9	Хотите ли Вы что-то добавить?	
Спасибо Вам за участие в интервью. Информация, которая Вы делились со мной не будет опубликована. Я гарантирую Вам конфиденциальность. До свидания!		

Appendix C
Recruitment letter
Have you ever experienced anxiety in teaching a foreign language?

I am Ainash and I am a master student of Graduate School of Education at Nazarbayev University.

I would like to invite you to participate in my study which is on experiences of foreign language teaching anxiety.

If you agree to participate in the study, you will take part in an interview regarding your feelings about teaching English. You will be able to reflect on your personal experiences of teaching which will help us better understand the topic.

The interview will take approximately 1 (one) hour during which you will be asked to draw a picture and answer questions. You will be able to choose time (between December 5-14) and a place which is convenient for you.

Participation in the study is completely voluntary and if you do not agree to participate it will not affect you negatively. You will be able to withdraw (to stop your participation) at any time.

If you fit the following criteria,

- You are 4th year student;
- Your native language is not English;
- You age is 18 or over;
- You do not belong to vulnerable group of people.

I would love the chance to speak to you! Please feel free to reach me, +7 XXX XXX XX XX, to plan the next steps! The first 6 students who contact me will be able to participate in the study.

Thank you!
Sincerely,
Ainash Akshalova
Master of Arts in Multilingual Education
Graduate School of Education
Nazarbayev University
Phone: +7 XXX XXX XX XX
Email: ainash.akshalova@nu.edu.kz

Қатысушыларды шақыру хаты

Сіз шет тілінен сабақ беру барысында беймазалықты сезінесіз бе?

Менің атым – Айнаш, және мен – Назарбаев Университеті Жоғары Білім Беру Мектебінің магистратура студентімін.

Мен Сізді өзімнің шет тілінен сабақ беру барысындағы беймазалыққа қатысты зерттеу жұмысыма қатысуға шақырамын.

Егер Сіз зерттеу жұмысына қатысуға келісім берсеңіз, онда шет тілінде сабақ беру барысындағы өзіңіздің эмоционалдық жағдайыңыз жайында болатын сұхбатқа шақырту аласыз. Сұхбат барысында Сіз өзіңіздің сабақ беру кезіндегі жеке тәжірибеңіз жайлы айта отырып, бізге осы тақырыпты тереңірек түсінуге мүмкіндік бересіз.

Сұхбат шамамен 1 (бір) сағатқа жалғасады және бұл уақыт аралығында Сіз сурет сала отырып, сұрақтарға жауап беру керек боласыз. Сіз өзіңізге ыңғайлы уақыт пен орында таңдай аласыз (5-14 желтоқсан аралығы).

Зерттеу жұмысына қатысу ерікті болып табылады, және егер Сіз қатысуға келісім бермесеңіз, Сізге ешқандай да кері әсері болмайды. Кез келген уақытта қатысуыңызды тоқтата аласыз.

Егер Сіз келесі критерийлерге сай болсаңыз,

- Сіз 4-курс студентісіз;
- Сіздің ана тіліңіз ағылшын тілі емес;
- Сіздің жасыңыз 18-де немесе одан жоғары;
- Сіз халықтың әлсіз тобына жатпайсыз.

Онда, менің Сізбен сөйлескім келеді! Ары қарай жасалатын жұмысты талқылау үшін мына нөмірге хабарласуыңызды сұраймын, +7 XXX XXX XX XX. Алғашқы болып хабарласқан 6 студент зерттеу жұмысына қатысуға мүмкіндік алады. Рахмет!

Құрметпен,

Айнаш Ақшалова

Көптілді білім берудегі әлеуметтік және гуманитарлық ғылымдар саласының магистратура студенті

Жоғары Білім Беру Мектебі

Назарбаев Университеті

Телефон: +7 XXX XXX XX XX

Электрондық пошта: ainash.akshalova@nu.edu.kz

Письмо для набора участников
Вы когда-нибудь испытывали тревожность в преподавании иностранного языка?

Меня зовут Айнаш, и я являюсь студентом магистратуры Высшей Школы Образования Назарбаев Университета.

Я бы хотела пригласить Вас принять участие в моем исследовании, которое посвящено теме тревожности при преподавании иностранного языка.

Если Вы согласны принять участие в исследовании, Вы будете приглашены на интервью касательно Вашего эмоционального состояния при преподавании английского языка. Вы будете рефлексировать о своем личном опыте преподавания, что поможет нам лучше понять данную тему.

Интервью займет примерно 1 (один) час, в течение которого Вы должны будете нарисовать рисунок и ответить на вопросы. Вы сможете выбрать время и место удобное для Вас (с 5 по 14 декабря).

Участие в исследовании является добровольным, и, если Вы откажетесь от участия, это не повлияет на вас негативно. Вы сможете в любое время прекратить свое участие. Если Вы соответствуете следующим критериям,

- Вы студент 4 курса;
- Ваш родной язык не является английским;
- Вам 18 лет или больше;
- Вы не принадлежите к уязвимой группе людей.

Тогда, мне бы хотелось поговорить с Вами! Пожалуйста, свяжитесь со мной по номеру +7 ХХХ ХХХ ХХ ХХ, чтобы обсудить следующие шаги! Первые 6 студентов, отозвавшихся на это письмо, будут приглашены принять участие в исследовании.

Спасибо!
С уважением,
Айнаш Акшалова
Студент 2 курса магистратуры социальных и гуманитарных наук в области полиязычного образовании
Высшая Школа Образования
Назарбаев Университет
Телефон: +7 ХХХ ХХХ ХХ ХХ
Электронная почта: ainash.akshalova@nu.edu.kz

Appendix D
INFORMED CONSENT FORM
Foreign Language Teaching Anxiety (FLTA) in Non-Native Pre-Service English
Teachers: A Phenomenological Study in Kazakhstan

DESCRIPTION:
You are invited to participate in a research study on Foreign Language Teaching Anxiety. The purpose of this study is to investigate non-native pre-service teachers' experiences of FLTA. Your participation is important for this study since it will contribute to the expansion of the research literature and deeper understanding of supporting teachers and student learning. You will be asked to take part in the interview. The confidentiality will be assured as your name will not be mentioned, pseudonym (not the real name of the participant) will be used instead and only the researcher and his/her supervisor will have rights to access the data. All data will be stored in researcher's personal phone and computer and will be destroyed after the researcher's graduation.

TIME INVOLVEMENT: The interview will take approximately 1 (one) hour and you can choose the convenient time and place for you.

RISKS AND BENEFITS: The interview has minimal risks. The questions are designed according to ethical considerations. Participation in the study is voluntary, you will be free not to answer the questions that seem sensitive or withdraw from the study. You are not going to receive direct benefits. However, the study will further in expanding the studies which address the subject of anxiety, which is not fully investigated in Kazakhstani context. In case factors inducing FLTA are identified, it will be possible to take actions to alleviate it, which will be beneficial for future EFL teachers. The results of this research study may be presented at scientific or professional meetings or published in scientific journals apart from being used for the thesis defense.

PARTICIPANTS' RIGHTS: If you have read this consent form and have decided to participate in this project, please, understand your participation is voluntary and you have the right to withdraw any time. The alternative is not to participate. You have the right to refuse to answer particular questions.

CONTACT INFORMATION:
Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the researcher, Ainash Akshalova, ainash.akshalova@nu.edu.kz, +7XXXXXXXXXX, or the Thesis Supervisor for this work, Assistant Professor, Dr. Anna CohenMiller, anna.cohenmiller@nu.edu.kz.

Independent contacts: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz.

Please sign this consent from if you agree to participate in this study.
- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____   Date: _____

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ
Тіл иесі болып табылмайтын болашақ мұғалімдердің шет тілін оқытудағы
беймазалығы: Қазақстандағы феноменологиялық зерттеу

СИПАТТАМА: Сіз шет тілін оқыту барысында кездесетін беймазалықты зерттеуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Бұл зерттеу жұмысының мақсаты болашақ мұғалімдердің сабақ беру барысындағы беймазалығын қарастыру болып табылады. Бұл зерттеу жұмысы осы тақырыптағы ғылыми әдебиеттің көбеюіне үлес қосады және мұғалімдерді қолдау мен студенттерді оқытудағы қолдауды тереңірек түсінуге мүмкіндік беретіндіктен, сіздің оған қатысуыңыз маңызды болып табылады. Сізге сұхбатқа қатысу ұсынылады. Құпиялылық жөнінде кепілдік беріледі, себебі Сіздің аты-жөніңіз аталмайды (оның орнына лақап ат қолданылады) және жинақталған мәлімет зерттеуші және оның жетекшісіне ғана қол жетімді болады. Барлық ақпарат құпия сөзбен қорғалған зерттеушінің телефонында және жеке компьютерінде сақталады және зерттеуші оқуын аяқтағанда жойылады.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сұхбат шамамен 1 (бір) сағатқа жалғасады, және Сіз өзіңізге ыңғайлы уақыт пен орынды таңдай аласыз.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ: Зерттеу жұмысына қатысу тек минималды қатерге әкелуі мүмкін. Сұрақтар этикалық нормаға сай құрастырылған. Зерттеу жұмысына қатысу ерікті болып табылады, және Сіз жауап беруге қиналатын сұрақтарға жауап бермеуіңізге немесе зерттеу жұмысына қатысуыңызды тоқтатуыңызға болады. Зерттеуге қатысу Сізге тура пайда әкелмейді, алайда, бұл зерттеу жұмысы Қазақстан контекстінде толық зерттелмеген беймазалық тақырыбындағы зерттеулер санының ұлғаюына үлесін қосады. Шет тілін оқыту барысындағы беймазалықты тудыратын факторлар анықталған жағдайда, оны алдын алуға шаралар қабылдау мүмкіндігі туады, және ол өз кезегінде шет тілінің болашақ мұғалімдеріне тиімді болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз ерікті екендігін, және кез келген уақытта шешіміңізді өзгертіп, зерттеуге қатысуыңызды тоқтата алатыныңызды ескертемін. Сонымен қатар, қандай да бір сұрақтарға жауап бермеуіңізге құқығыңыз бар.

БАЙЛАНЫС АҚПАРАТЫ:
Сұрақтар: Егер жүргізіліп отырған зерттеу жұмысы жөнінде, оның қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеушімен, Айнаш Ақшалова, ainash.akshalova@nu.edu.kz, +7XXXXXXXXXX, немесе оның жетекшісімен, ассистент профессор Анна КоуэнМиллер, anna.cohenmiller@nu.edu.kz, хабарласуыңызға болады.

Дербес байланыс ақпараттары: Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта gse_researchcommittee@nu.edu.kz.

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;

- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: _____ Күні: _____

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ
Тревожность в преподавании иностранного языка у будущих учителей, не носителей языка. Феноменологическое исследование в Казахстане

ОПИСАНИЕ: Вы приглашены принять участие в исследовании о тревожности в преподавании иностранного языка. Целью данного исследования является изучение чувства тревожности в преподавании иностранного языка у будущих учителей. Ваше участие является важным для этого исследования, поскольку оно будет способствовать расширению исследовательской литературы и более глубокому пониманию поддержки преподавателей и обучения студентов. Вы будете приглашены на интервью. Конфиденциальность будет гарантирована, так как ваше имя не будет упомянуто, вместо него будет использоваться псевдоним (не настоящее имя участника), и только исследователь и его/ее руководитель будут иметь права доступа к данным. Все данные будут храниться в персональном телефоне и компьютере исследователя и будут уничтожены после окончания обучения исследователя.

ВРЕМЯ УЧАСТИЯ: Интервью займет примерно 1 (один) час, и вы можете выбрать удобное для вас время и место.

РИСКИ И ПРЕИМУЩЕСТВА: Данное исследование включает в себя минимальные риски. Вопросы разработаны в соответствии с этическими нормами. Участие в исследовании является добровольным, Вы имеете право не отвечать на вопросы, на которых затрудняетесь отвечать или прекратить свое участие в исследовании. Вы не получите прямых преимуществ. Тем не менее, исследование будет способствовать расширению исследований, посвященных теме тревожности, которое не полностью изучено в Казахстанском контексте. В случае выявления факторов, побуждающих тревожность в преподавании иностранного языка, это дает возможность принять меры по его устранению, что будет полезно для будущих учителей иностранного языка. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время. В качестве альтернативы Вы можете не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, Айнаш Акшалова, ainash.akshalova@nu.edu.kz, +7XXXXXXXXXX, или с ее руководителем, ассистент профессор Анна КоуэнМиллер, anna.cohenmiller@nu.edu.kz.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;

- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____   Дата: _____

Appendix E

Sample interview transcript (translated)

Interview with Dana. December 11, 2018

Time stamp	Transcript
	(Turning on the recorder). **To start things off, let's do a drawing. I want you to create a drawing using this paper and crayons, imagining as if you are in the classroom (teaching English) and describing your feeling. And do not worry, if you are not good at painting, as it is not the main goal. Description of your feelings that you experience while teaching is more important. So, let's start.**
00:01	**If you have finished, please, tell me what you have created? What do you feel? Why do you feel like that? What makes you feel like that?**
00:15	I can say that I had a pretty enough experience for the student in teaching English. Because, like, during several weeks of teaching I felt different feelings. But it happens to me in the beginning very often. I feel like I am running the marathon. Like a runner. Because, at the beginning of the lesson, I feel so energetic, full of everything, like I am prepared, and I am more confident. But, at the same time, I am very sensitive to all the emotions. That is why I drew here different emotions of students. I am running, I start the lesson, everything is active, I am smiling, and I am active. But, minute after minute, or step by step, this energy is decreasing. I started to run the marathon, but in the middle or by the end of the marathon, my speed is becoming slower.
01:41	**What do you think? What is the reason for that?**
01:41	Because I think I use all my strategies, techniques, knowledge in the beginning because I am a little bit nervous anyway. Because I have lots of students watching at me and of course it makes me feel nervous for the reason that at the same I am very sensitive to people's emotions. I notice all the emotions and if I notice one or two faces that are showing negative emotions, if I think that they are bored or do not understand something, I feel like it is my fault, I have to do something, and I become nervous, so that makes me less confident. That is why, like 90-80-70 (drawing), it goes down and down. So, by the end of the lesson, when the bell rings, I, mmm, how to say, I become happy.
02:40	**Because of the bell?**
02:40	Because (smiling), finally, this difficult thing is complete. Despite the fact that in the beginning, I was overconfident.
02:52	**Do you often have this feeling?**
02:54	I have this feeling not all the time, but it happens very often. Because, mostly, it depends on my preparation for the class. If I am fully prepared the class can be really good, and it does not go to 20 (showing the drawing) or something like that, 10, etc. It goes to 80,70 in some cases, but mostly I finish it successfully. But, if I am not really well-prepared for the class or if I am worried about some grammar, topics that I cannot explain, I feel a little bit anxious, a little bit nervous and this picture takes place.

03:40	**Ok. Thank you. Now, let's move to the questions. First of all, I would like to ask you about your experience of teaching English. Can you tell me in general about your experience? What aspects do you enjoy, etc.?**
03:54	The first thing that I enjoy is that students love a foreign language, because it is, mmm, we study and teach it a little bit different with lots of pictures, visual materials, funny interesting videos. So, students like, "wow, it is something new", they are very curious about it and most of them are motivated. But, (pause), that is something I enjoy, because I am telling them something they do not know, and they can be like "wow, what is next? what is the secret? etc." The next moment that I like is the moment when I can understand that they understand everything. How to say... I can explain everything so that they understand, yes. And if they understand they are smiling and I become happy. I mean, if they have good results I become happy.
04:41	**Ok. How do you feel yourself while teaching English?**
04:48	Actually, in the beginning, this marathon runner (pointing the drawing) is running very fast, you see those things? Like wind. He is running so fast, and he is confident. It is the same as me, who is very, pretty confident, because I like public's attention in the classroom when everybody looks at me and listens to me and they are interested in the topic, and I am not that afraid of the public. But I do not like when they are (pause), mostly, I am not afraid of the public, but I am afraid of the disappointment of the public. That is why, I am very, mmm, you see there is a magnifier that I drew here, and there is just one example, to show that it is a magnifier. I am very disappointed if they have those bad emotions. I am disappointed with my work. But I am not afraid of speaking, I am just, "oh, it seems that they do not understand, oh, I am not a good teacher. I cannot explain. It is so bad (sad voice)". These things come to my mind.
05:53	**Do you show those feelings?**
05:56	I do not show. I try to smile and try to change the activity, immediately when I see that something is wrong. Like "Ok. Let's do the next exercise (very confident voice)." I try to catch their attention all the time. It is because it is important in the classroom to make them understand. Also, it is because I like that attention. That is why, I try to do something so that will fit the classrooms' atmosphere, that will connect all students so that nobody will be bored.
06:32	**Thank you. Now, could you tell me, please, about a typical day of your teaching**
06:34	Typical day? (Pause)
06:35	**How do you plan your lesson?**
06:38	Mmm. How do I plan the lesson? First, I imagine what I am going to do, and I divide my lesson into several parts, like, I am going to spend about five minutes for preparation, I mean warm-up, about 10 minutes for grammar explanation. Then, after dividing it into parts, I go deeper. I try to find what kind of exercise I am going to do. Then, I try to connect them. After that, I prepare some activities, like, extra activities.

Sample interview transcript (in original language)

Данамен сұхбат. 11 желтоқсан, 2018

Уақыт	Транскрипт
	(Диктофон қосылады). Ең алдымен, сурет салайық. Сіз өзіңізді сыныпта деп елестетіңіз (ағылшын тілі сабағы) және өзіңіздің жағдайыңызды сипаттай отырып сурет салыңыз. Мына жердегі қағазды және түрлі-түсті қарындаштарды қолдансаңыз болады. Егер сурет салу қабілетіңіз нашар болса, еш алаңдамаңыз, себебі бұл басты мақсат емес. Сіздің сабақ беру барысындағы күйіңізді сипаттауыңыз бәрінен де маңызды. Сонымен, бастайық.
00:01	**Егер Сіз аяқтасаңыз, маған түсіндіріп беруіңізді сұраймын.** **Сіз өзіңізді қалай сезінесіз? Неге өзіңізді осылай сезініп тұрсыз?** **Бұлай сезінудің себептері не?**
00:15	Менің ойымша, әлі де студент болғаныма қарамастан, ағылшын тілінен сабақ беруден жеткілікті тәжірибем бар. Себебі, ммм, әр аптада берген түрлі сабақтар барысында, мен түрлі сезімдерді бастан кешіремін. Бірақ бұл көбінесе бастапқы кезеңдерде болады. Мен өзімді марафон жүгіріп келе жатқандай сезінемін. Жүгіруші ретінде. Себебі, сабақтың басында, барлығына дайын сияқты өзіме сенімді боламын, энергиям көп болады, Бірақ, сондай-ақ кез келген нәрсеге сезімталмын. Сол себепті, мына жерде студенттердің әр түрлі эмоцияларын бейнеледім. Мен жүгіріп келемін, яғни сабақ басталды, барлығы белсенді түрде өтіп жатыр, көңіл күйім жақсы, әрі мен де белсендімін. Бірақ, уақыт өткен сайын, ол энергия да азая бастайды. Мен марафон жүгіруді бастадым, бірақ орта жолға келгенде немесе соңына қарай, менің жылдамдығым төмендеп барады.
01:41	**Сіз қалай ойлайсыз? Бұның себебі не?**
01:41	Себебі, менің ойымша, мен бірақ қобалжып тұрғандықтан, барлық білетін техникаларымды, стратегияларымды, білімімді сабақтың басында қолданып қойдым. Себебі, менің алдымда маған қарап отырған көптеген студенттер бар, әрине мен адамдардың эмоциясына өте сезімтал болғандықтан, бұл мені алаңдатады. Мен барлық оқушылардың көңіл күйін байқап тұрамын және егер мен 1-2 негативті эмоция байқап қалсам, егер олар сабақтан жалығып кетті немесе бір нәрсені түсінбей қалды деп ойласам, мен оған өзімді кінәлі сезінемін, бір нәрсе жасау керектігін түсінемін, және сол себепті, қобалжимын, әрі, өзіме деген сенімділікті жоғалтамын. Сондықтан да 90-80-70 (сурет) сияқты ол төмендей түседі. Сонымен сабақтың соңына қарай, қоңырау соғылған кезде, мен, ммм, қалай айтсам болады, мен өзімді бақытты сезініп кетемін.
02:40	**Қоңырау соғылғаны үшін ба?**
02:40	Себебі, (күлкі), ақыры, бұл қиын сәт аяқталды. Сабақтың басында өзімді керемет сенімді сезінгеніме қарамастан.
02:52	**Сіз өзіңізді үнемі осылай сезінесіз ба?**
02:54	Жоқ, мен үнемі бұл сезімде болмаймын, бірақ жиі болып тұрады. Себебі, көбінесе, бұл менің сабаққа дайындығыма байланысты болады. Егер менің дайындығым толық болса, сабақ өте жақсы өтуі мүмкін, және жылдамдық 20-ға түспеуі мүмкін (суретті нұсқау) немесе тағы сол

	сияқты 10... Кейбір жағдайларда 80,70-ке дейін көтерілуі мүмкін, бірақ көбінесе бәрі сәтті аяқталады. Бірақ, егер мен сабаққа толық дайындалмаған болсам немесе мен грамматика жөнінде немесе тақырыпты түсіндіре алмаймын деп алаңдасам, менде қобалжу сезімі пайда болады, аздап нервный болып кетемін және осы сурет орын алады.
03:40	**Жақсы, рахмет! Келесі сұраққа көшейік. Ең алдымен, сіздің ағылшын тілінен сабақ берудегі тәжірибеңіз жайлы сұрасам. Жалпы тәжірибеңіз жайлы айтып беріңізші. Мысалы, қандай қыры Сізге көбірек ұнайды?**
03:54	Маған ең ұнайтын нәрсе – оқушылардың шет тілін жақсы көретіні, себебі, бұл...ммм, біздің оқуымыз және сабақ беруіміз басқаша, көптеген суреттер, көрнекі материалдар, қызықты күлкілі видеолар қолданамыз. Сондықтан, студенттер «ооо, мынау жаңа нәрсе ғой» дейтін сияқты, олар қатты қызығады және олардың көбі мотивированный болады. Бірақ (үзіліс), біл маған ұнайтын нәрсе, себебі, мен оларға олар білмейтін ақпаратты беремін, және де олар «ооо, тағы не болады екен? Бұның құпиясы неде?» деп ойлайтын шығар. Маған тағы да бір ұнайтыны – оқушылардың мені түсінгенін байқау. Қалай айтсам болады... Мен барлық нәрсені олар түсіне алатындай түсіндіре аламын, ия! Егер олар түсінсе, күліп, жақсы көңіл күйде болады, және мен өзімді тағы да бақытты сезінемін. Олар жақсы нәтиже көрсетсе, көңіл күйім жақсарады дегенім ғой.
04:41	**Жақсы. Ағылшын тілінен сабақ беру барысында өзіңізді қалай сезінесіз?**
04:48	Негізі, басында, мына марафон жүгірушісі (суретті нұсқау) жылдам жүгіріп келеді, байқап тұрсыз ба? Жел сияқты. Жылдамдығы сондай жоғары әрі өзіне сондай сенімді. Дәл мен сияқты өзіне аса сенімді, себебі, маған сыныптағы көпшіліктің назары ұнайды. Барлығы маған қарап тұрады, мені тыңдайды, тақырыпқа қызығушылықпен қарайды, және де мен көпшіліктен қорықпаймын. Бірақ, маған көбінесе олардың (үзіліс)... мен көпшіліктен қорықпаймын, бірақ мен көпшіліктің менен көңілі қалып қоя ма деп қорқамын. Сол себепті, мен өте..., ммм, сіз көріп тұрсыз ба мен мына жерде ұлғайтқыш ұлпа салып қойдым, бұл жерде оған нұсқайтын бір ғана мысал бар. Мен оқушылардың жағымсыз эмоцияларын байқасам, көңіл күйім түсіп қалады. Атқарып жатқан жұмысыма көңілім толмайды. Бірақ, мен сөйлеуден қорықпаймын. Өз өзіме «о, олар мені түсінбеген сияқты, оо, мен жақсы мұғалім емеспін. Мен түсіндіре алмаймын» деймін. Сондай жағымсыз күй (көңілсіз дауыс). Осындай ойлар келеді маған.
05:53	**Кандай күйде екеніңізді басқа адамдарға көрсетесіз бе?**
05:56	Жоқ. Бір нәрсенің дұрыс еместігін байқасам, бірден күліп, жаттығуды өзгертіп жіберуге тырысамын. «Жақсы, келесі жаттығуға көшейік» (өте сенімді дауыс) деген сияқты. Үнемі олардың көңілдерін аулауға тырысамын. Себебі, сыныпта олардың мен түсінгендері маңызды деп санаймын. Сонымен қатар, маған олардың назары ұнайды. Сол себепті, сыныптың атмосферасына сай келетін, ешкім жалығып кетпейтіндей, барлық оқушыларды қатыстыратын бір нәрсе жасауға тырысамын.
06:32	**Рахмет! Сабақ берудегі қарапайым бір күніңізді суреттеп бере аласыз ба?**

06:34	Қарапайым күн? (Үзіліс)
06:35	**Сабақты қалай жоспарлайсыз?**
06:38	Ммм, Сабақты қалай жоспарлаймын? Ең алдымен, өзімнің не істегелі жатқанымды елестетемін, және сабағымды бірнеше бөлікке бөлемін, мысалы, шамамен 5 минутты дайындыққа жіберемін, сабақтың басындағы ұйымдастыру кезеңін айтамын, шамамен 10 минут грамматика түсіндіруге. Кейін, осындай бөліктерге бөлгеннен кейін, әр кезеңді тереңірек ойластыруға тырысамын. Қандай жаттығулар орындауға болатынын ойластыруға тырысамын. Содан соң, оларды байланыстыруға тырысамын. Одан кейін, біраз қосымша жаттығулар дайындаймын.

Appendix F

Positionality

I am a foreign language teacher even though I did not enjoy teaching very much in the beginning. My teaching career started when I was a student at the pedagogical university.

When I was studying at university, there were teaching practicums in the 3rd and 4th years. During the teaching practicum in my 3rd year, I had to teach some classes (6th graders), and I remember it was difficult for me. First of all, it was a new experience, as I had never taught before except for training courses at the university. Secondly, I thought my English was poor, so at home, I tried to prepare everything in detail spending too much time, but I could not foresee questions that might be asked by students. That was a problem and I tried to learn some more words which are close to the topic. Also, at that time, I had no experience in teaching. I felt really uncomfortable when a mentor visited my classes, usually, she sat behind the students and evaluated my teaching skills. It made me feel very stressed. Students in this class were not active enough, I remember one of the girls participated in activities in the class, so mostly I focused only on her. Others did not care what was happening around. But, anyway, I was aware that my responsibility was to teach all of them, so I always thought about that, tried to create interesting activities to make them more involved, which demanded more time for preparation.

I did a pre-graduation practicum, which was in my 4th year at university, in the school where I studied. At first, I thought that it would be easy since I was acquainted with everybody at this school: from a principal to students. However, then I understood that I am not only a graduate of this school but a teacher who had to teach English, and the staff would treat me almost as their colleague. It made me a bit stressed since I had to prove myself as a qualified teacher, I did not want them to think that I had learnt nothing

studying at university. Thus, all my days were spent to get prepared for classes. I remember, I tried to use different games and interesting activities, which are not common. I think I did so because when students read texts and make up sentences, they might get bored. If I see my students do not enjoy the lesson, it affects me negatively and I might feel uncomfortable and unprofessional. When a mentor did not attend classes, I felt more comfortable in teaching. However, sometimes a vice-principal, who was responsible to control the process of my practicum, visited some of my classes, which also engender anxiety.

After graduating from university, I had to work as a teacher of English in a secondary school. For the first time, it was really difficult for me since I was a young teacher with no experience. Also, the staff of the school where I worked expected something new from me, as I was young, full of energy (they thought so), and a teacher who was able to use new approaches in teaching English. I was really confused in the beginning because I even did not know how to work with documentation. In addition, I felt a bit stressed as I worked with new students I had not known before. Although nobody was assigned as a mentor, who is responsible to help me (usually novice teachers have), I always addressed questions to other more experienced teachers, asked help from vice-principal in working with documentation, which was useful in becoming more qualified.

Experiencing the challenges described above, I was always thinking whether all teachers feel stress and anxiety while teaching or if it is intrinsic only to inexperienced young teachers. Also, I was curious to identify if anxiety in teaching is experienced similarly or in a different way which led me to conduct this study to find answers to my questions.