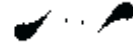


Foreign Language Teaching Anxiety and Self-Efficacy Beliefs of Turkish Pre-Service EFL Teachers¹

(İngilizce Öğretmen Adaylarının Yabancı Dil Öğretme Kaygısı ve Öz Yeterlik İnançları)

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Abstract

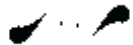
The aim of this study was to investigate the relationship between the level of language teaching anxiety experienced by pre-service EFL teachers and their language teaching self-efficacy beliefs. The participants of the study were 117 pre-service EFL teachers completing their teaching practicum as a requirement for graduation at Anadolu University, Turkey. A Foreign Language Student Teacher Anxiety Scale (FLSTAS) and a Self-Efficacy Questionnaire (SEQ) together with semi-structured interviews were used as research instruments. The results of the analyses showed that student teachers experienced a relatively low level of anxiety in general and their perceived self-efficacy was high in their overall scores. Although gender and type of practicum school were not predictors of anxiety and self-efficacy beliefs, certain correlations were found among the components of the anxiety and self-efficacy beliefs.

Key Words: Foreign language teaching anxiety, teacher self-efficacy, pre-service EFL teachers, teacher education

Özet

Bu çalışmanın amacı İngilizce öğretmen adaylarının yaşadığı yabancı dil öğretme kaygısı ile yabancı dil öğretimine ilişkin öz yeterlik inançları arasındaki ilişkiyi saptamaktır. Çalışmaya Anadolu Üniversitesi Eğitim Fakültesi'nde öğretmenlik uygulaması yapan 117 öğretmen adayı katılmıştır. Verilerin toplanması için Öğretmen Adayı Yabancı Dil Öğretme Kaygı Ölçeği, Öz Yeterlik Anketi ve yarı yapılandırılmış görüşmeler kullanılmıştır. Verilerin çözümlenmesi sonucunda öğretmen adaylarının genel olarak düşük düzeyde öğretme kaygısı yaşadığı, öz yeterlik algılarının ise yüksek düzeyde olduğu saptanmıştır. Cinsiyet ve uygulama okulu türü kaygı ve öz yeterlik inancının nedenleri olarak ortaya çıkmamasına rağmen bu iki değişkenin belirli öğeleri arasında bazı ilişkiler bulunmuştur.

Anahtar Kelimeler: Yabancı dil öğretme kaygısı, öğretmen öz yeterliği, İngilizce öğretmen adayları, öğretmen yetiştirme



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Introduction

In the hero's journey, the main character, full of youthful optimism and a bit of magic, sets out on a quest to locate and bring home a precious and powerful object – a holy grail, a magic sword or ring, a book of secrets.... the optimistic plans made back home do not work out as envisioned. Dragons bar the way. The object of the quest becomes much more complex, dangerous, and difficult to deal with as the heroes and heroines close in on it. And these on the quest are themselves transformed by the journey, sometimes in painful and surprising ways (Clark, 2002: 77-78).

The hero, in the metaphor used above is, no doubt, the student teacher. Student teachers are expected in their journey to the teaching profession to put theory into practice by means of understanding and experiencing the practical realities of the classroom and the school environment within the teaching practicum process (Richards & Crookes, 1988). Teaching practice is positioned at the peak level of the university-school cooperation in the teacher education programs (Tang, 2002), and the novice student teachers struggle to reach the highest level know-how –practical and theoretical- in their education. For sure, this journey is full of emotional, social, cognitive, even physical exhaustion. Anxieties experienced by these passengers constitute the emotional aspect of these obstacles while the feelings of inadequacy set up the social-cognitive feature needed to successfully complete this pathway.

Anxiety, in its general meaning, can be defined as an emotional state of apprehension, a vague fear that is only indirectly associated with an object (Scovel, 1978).The 'anxiety' phenomenon has been investigated thoroughly and certain categorizations were made by several researchers. Brown (2000) divides anxiety into two: trait anxiety vs. state anxiety. Trait anxiety can be simply defined as being in a more enduring tendency to be anxious whereas state anxiety is experienced in regards to a particular event or situation. In another classification which contradicts the general belief that anxiety is something negative, Oxford (1999) points out debilitating vs. facilitative types of anxiety. Facilitating anxiety is explained as an opportunity to intensify the performance of an individual in certain tasks, on the other hand, debilitating anxiety weaken the individual's performance.

Learners are not always the only ones who experience anxiety in a foreign language classroom. As the active participants of the classroom procedures, teachers or prospective teachers may experience anxiety while they are delivering a lesson. However, most particularly in the earlier studies, it was quite difficult to determine the types and measure the level of anxiety experienced by teachers since the concept of anxiety was mostly equated with concerns, problems, and needs of the teachers (Keavney & Sinclair, 1978).

Language teaching anxiety is one of the research interests looking into the emotional state of the teachers, especially the ones who need to teach a language that is not natively theirs. According to Horwitz (1996), language learning is never complete and all foreign language teachers are advanced learners of the language they are teaching although they are placed in the high levels of language proficiency. Hence, "when the feelings of inadequacy in the target language are frequent and unrelated to a realistic assessment of competence, they parallel the anxiety reactions seen in inexperienced language learners" (Horwitz et al., 1986). Certainly, the anxiety experienced by language teachers may affect their feelings of self-

confidence, use of target language, and instructional decisions (Horwitz, 1996). According to Sammephet and Wanphet (2013), teacher's own personality, teaching context, and type of supervision offered are the main causes of anxiety experienced by teachers. In some very recent research, pre-service EFL teachers were found to be anxious in using English as a foreign language (Oztas Tum, 2012) and anxiety levels of experienced foreign language instructors were lower than novice ones. Furthermore, years of experience and anxiety levels of instructors had a high significant correlation (Kesen & Aydın, 2014).

Pre-service teacher anxiety is a concern different from in-service teachers bearing the fact in mind that pre-service teachers are just on their way to become teachers and might feel distinctly different from the 'real' teachers (Merç, 2010). Especially for the foreign language teacher candidates, who are supposed to teach a language that is not theirs, anxieties experienced are worth mentioning. In this respect, Merç (2010) identified six main sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. Additionally, Yüksel (2008) found that pre-service English teachers felt anxiety about teaching a particular language skill such as grammar, listening or speaking skills. Findings also showed that female and male pre-service teachers did not differ in terms of their level of teaching anxiety, and interestingly foreign language learning anxiety was not in correlation with foreign language teaching anxiety. Furthermore, during the practicum process, not only the student teachers but all stakeholders including mentor teachers, supervisors, school administrators and students feel some degree of stress (Coşkun, 2013).

Self-efficacy can be defined as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). The notion is based on Bandura's (1986, 1997) social cognitive theory which is a theory of human functioning that contributes to the idea that people can control their behavior. People may have a system of self-beliefs that allows them to workout control over their thoughts, feelings, and actions. According to this theory of human behavior, "what people think, believe, and feel affects how they behave" (Bandura, 1986, p. 25). Among the most ubiquitous indicators of self-reflection are perceptions of self-efficacy. Beliefs about one's own efficacy, hence, are not reliant on one's abilities but on what one believes may be achieved with one's particular skill set (Mills, Pajares, & Herron, 2006).

Three main features help us determine the very difference between self-efficacy and similar concepts, such as self-esteem, self-concept, locus of control, and so on (Schwarzer & Hallum, 2008: 154):

- self-efficacy implies an internal attribution (I am the cause of the action)
- it is prospective, referring to future behaviors, and
- it is an operative construct, which means that this cognition is quite proximal to the critical behavior, thus being a good predictor of actual behavior.

Teacher self-efficacy, in a similar understanding, is about a teacher's "capabilities to bring about desired outcomes of student engagement and learning, even among those students

who may be difficult or unmotivated” (Tschannen-Moran & Hoy, 2001:784). Its connection to certain instructional behaviors of teachers was analyzed in the literature. For instance, self-efficacy was found to be an indicator of success in teaching (Ghanizadeh & Moafian, 2011; Woolfolk & Hoy, 1990), it increases within years of experience and aging (Ghanizadeh & Moafian, 2011). Pre-service teachers’ self-efficacy beliefs have also been investigated in numerous contexts by teacher education researchers. It was found that pre-service teachers’ self-efficacy changes during time with experience from the international platform (Charalambous, Philippou, & Kyriakides, 2008; Fives, Hamman, & Olivarez, 2007; Mergler & Tangen, 2010) and from Turkey (Atay, 2007; Aydın, Demirdöğen, & Tarkın, 2012; Yüksel, 2014).

The last two decades have witnessed the attempts to find out the possible relationship between the concepts of anxiety and perceived self-efficacy among learners. There is a negative correlation between overall foreign language learning anxiety and learning self-efficacy (Tsai, 2013) as well as between foreign language writing anxiety and learners’ self-efficacy (Öztürk & Saydam, 2014). In contrast to generalized conclusions about their relationship, Mills et al. (2006) had indicated that students’ reading self-efficacy, but not their level of reading anxiety, in a foreign language is positively correlated with their proficiency in reading. Considering in-service teachers’ cases, higher levels of self-efficacy have been found to be in relation with lower levels of teaching anxiety (Ealy, 1993). In a similar vein, higher levels of teacher self-efficacy result in lower levels of teacher burnout (Skaalvik & Skaalvik, 2010) and teachers with a low degree of self-efficacy tend to be more vulnerable to the difficulties they encounter in their job in coping with stress in teaching (Schwarzer & Hallum, 2008). Furthermore, teachers with high perceptions of self-efficacy are prone to use more successful classroom management strategies and instructional styles (Abu-Tineh, Khasawneh & Khalaileh, 2011). Positive learning experience stimulates students’ self-efficacy and a higher level of self-efficacy is in a positive relationship with facilitating anxiety while it has a negative impact on debilitating anxiety (Csizer & Piniel, 2013). Recent studies with Turkish EFL learners on the relationship between teachers’ self-efficacy beliefs and their levels of anxiety showed that these two concepts were not correlated (Çubukçu, 2008; Yaylı & Güngör, 2014). Plus, gender did not play a significant role in determining neither anxiety nor self-efficacy beliefs (Çubukçu, 2008). The findings of research with pre-service EFL teachers propose that there is a negative correlation between pre-service EFL teachers’ level of language teaching anxiety and their perceived language-teaching efficacy (El-Okda & Al-Humaidi, 2003).

Rationale and Research Questions

This study is inspired by both theoretical and practical motives. While the latter motive included studies on anxiety experienced by pre-service teachers and perceived self-efficacy of pre-service teachers, the former constituted (a) the informal observation of forms of teaching anxiety among Turkish pre-service teachers and (b) possible relationship between their anxiety levels and their beliefs about how sufficient their practice teaching is. Specifically, self-efficacy studies are crucial to help teachers control their thinking, behavior, and emotions; and teaching anxiety studies are essential to understand the possible causes and outcomes for the sake of taking the necessary precautions.

What makes this research design unique compared to the ones cited above is the implementation of a quantitative data set with instruments very specific to the research context and the qualitative data sources. In this respect, the following research questions were formed:

- What is the level of foreign language teaching anxiety experienced by pre-service Turkish EFL teachers?
- What is their level of perceived teaching efficacy?
- Do variables such as gender and practicum school type have an effect on the level of anxiety and teaching efficacy?
- Is there a correlation between the level of teaching anxiety experienced by pre-service Turkish EFL teachers and their teaching efficacy?

Methodology

Participants

The participants of the study were 117 student teachers (96 female 21 male) who are 4th year (senior) students of AUFLT (Anadolu University Faculty of Education English Language Teacher Training Program) with a 22,5 years of age in average. These student teachers were completing their teaching practicum in 2011-2012 academic year as a requirement for their graduation in the appointed practicum schools (95 of them in primary schools, 22 in high schools) under the supervision of a university supervisor and a cooperating teacher from the practicum school.

Instruments

For the aim of this study, both quantitative and qualitative data tools were used. The quantitative data were obtained through two valid and reliable questionnaires while the qualitative data came from the semi-structured interviews.

Foreign Language Student Teacher Anxiety Scale (FLSTAS)

In order to find out the foreign language teaching anxiety levels of the student teachers, the Foreign Language Student Teacher Anxiety Scale (FLSTAS), developed by Merç (2010), was utilized. The scale was designed originally for pre-service EFL teachers and performed a high reliability level ($\alpha=.872$). The scale constitutes a 5-point Likert-type scale (FROM *strongly agree* TO *strongly disagree*) with 27 items in six different categories as:

1. Relationship with the mentors
2. Language proficiency
3. Feelings about academic incompetence
4. Fear of being criticized by peers
5. Fear of what others think
6. Pupils

The scale was originally developed in Turkish to be used with Turkish participants for the ease of understanding.

Self-Efficacy Questionnaire (SEQ)

Pre-service EFL teachers' beliefs about their self-efficacy in teaching English were identified by the use of a specific instrument. The questionnaire was originally developed in English by El-Okda and Al-Humaidi (2003), then translated into Turkish using the 'back-translation' method as suggested by Lin, Chen, and Chiu (2005), and the translated version displayed a high reliability level ($\alpha=.912$). The instrument is a 5-point Likert-type scale (FROM *very much* TO *never*) and contained 30 items in four categories:

1. Classroom management
2. Learner management
3. Classroom instruction
4. Professional growth

Interviews

To obtain the qualitative data, 22 of the randomly selected participants were interviewed in a semi-structured fashion by the researcher in participants' native language, Turkish. During the interview sessions the following questions were asked to initiate the conversations:

- How efficient do you feel while delivering a lesson?
 - What influences your efficacy?
- Are you anxious while delivering a lesson? Why/Why not?
 - If yes, what is the source of the anxiety?
- Is there a relationship between your perceived teaching efficacy and the anxiety level you experience?
 - If yes, to what extent? Which one do you think triggers the other? How?

The interviews were tape-recorded within the permission of the interviewees and were transcribed later. Each interview lasted from 6 to 10 minutes depending on each interviewee's opinions and explanations.

Results

Quantitative Findings

Descriptive statistics were calculated in order to answer the first research question regarding the level of anxiety experienced by student EFL teachers. Mean scores for the overall FLSTAS items and for the factors identified as the components that underlie the anxieties were computed. Table 1 shows that Turkish pre-service EFL teachers experience a relatively low level of foreign language student teacher anxiety ($M=2,17$). As for the components of the scale, while the highest level of anxiety was related to their relationship with their mentors ($M=2,27$), the lowest level of anxiety came from the factor related to their feelings about academic incompetence ($M= 1,76$).

Table 1.

Level of Foreign Language Teaching Anxiety Experienced by Pre-Service Turkish EFL Teachers

Scale/Sub-scale	N	Mean	SD
Relationship with the mentors		2,27	,72
Language proficiency		2,06	,65
Feelings about academic incompetence		1,76	,55
Fear of being criticized by peers	117	2,21	,76
Fear of what others think		2,11	,71
Pupils		2,76	,77
FLSTAS (Overall)		2,17	,51

To answer the second research question regarding the level of perceived teaching efficacy, again, descriptive statistics were calculated and mean scores for the overall SEQ items and for the factors identified as the components of the types of efficacy were computed. According to the results (see Table 2), pre-service Turkish EFL teachers' perceived self-efficacy was relatively high ($M=3,99$). Among the sub-categories of efficacy questionnaire, the participant student teachers believed they were very efficient in terms of professional growth ($M=4,51$) while they felt relatively less efficient in terms of classroom management ($M=3,84$).

Table 2.

Level of Perceived Teaching Efficacy of Pre-Service Turkish EFL Teachers

Scale/Sub-scale	N	Mean	SD
Classroom management		3,84	,36
Learner management		3,88	,43
Classroom instruction	117	3,94	,33
Professional growth		4,51	,44
SEQ (Overall)		3,99	,28

For the possible gender differences in the level of teaching anxiety experienced by pre-service Turkish EFL teachers and their teaching efficacy scores, an independent samples t-test was run. As Table 3 shows, female student teachers were significantly more anxious than male student teachers when overall anxiety level was considered ($t= -2,271$, $p<.05$). Moreover, there were differences in the following sub-categories: language proficiency ($t= -2,620$, $p<.05$), fear of what others think ($t= -2,196$, $p<.05$), and pupils ($t= -2,271$, $p<.05$). On the other hand, no significant differences were found between male and female student teachers' levels of perceived self-efficacy beliefs ($t= -,993$, $p<.05$). However, there was a significant difference in the sub-category 'learner management' ($t= -2,813$, $p<.05$) according to which females were found to be feeling more efficient to manage learners than males did.

Table 3.

Gender differences

Scale/Sub-scale	N		Mean		t	Sig. (2-Tailed)
	M	F	M	F		
FLSTAS (Overall)			1,9506	2,2297	-2,271	,033*
Relationship with the mentors			2,1619	2,3000	-,784	,490
Language proficiency			1,7381	2,1406	-2,620	,011*
Feelings about academic incompetence			1,6071	1,7943	-1,409	,202
Fear of being criticized by peers			2,1429	2,2266	-,452	,662
Fear of what others think	21	96	1,8095	2,1797	-2,196	,019*
Pupils			2,4286	2,8437	-2,271	,026*
SEQ (Overall)			3,9365	4,0049	-,993	,420
Classroom management			3,9841	3,8160	1,931	,145
Learner management			3,6476	3,9313	-2,813	,006*
Classroom instruction			3,8984	3,9611	-,774	,482
Professional growth			4,3690	4,5443	-1,655	,177

*Significant at .05 level

Another independent samples t-test was computed to find out the probable differences in the level of teaching anxiety experienced by pre-service Turkish EFL teachers and their teaching efficacy scores considering the practicum school type. According to the analysis (see Table 4), there was no significant difference in terms of student teachers' overall teaching anxiety and the type of practicum school (primary or high school ($t = ,146$, $p < .05$). Likewise, there was no significant difference in terms of student teachers' perceived self-efficacy beliefs both in overall level and in the sub-categories when type of practicum school (primary or high school) was considered ($t = -,410$, $p < .05$). Only classroom management made a difference ($t = -2,113$, $p < .05$); that is to say, student teachers teaching in high schools were more anxious than the ones teaching in primary schools about managing the class.

Table 4.

Differences related to type of practicum school

Scale/Sub-scale	N		Mean		t	Sig. (2-tailed)
	Primary School	High School	Primary School	High School		
FLSTAS (Overall)			2,18	2,16	,146	,886
Relationship with the mentors			2,22	2,50	-1,682	,176
Language proficiency	95	22	2,11	1,88	1,456	,123
Feelings about academic incompetence			1,80	1,59	1,607	,083
Fear of being criticized by			2,20	2,26	-,337	,739

peers				
Fear of what others think	2,08	2,23	-,917	,424
Pupils	2,78	2,68	,587	,534
SEQ (Overall)	3,98	4,01	-,410	,646
Classroom management	3,81	3,99	-2,113	,024*
Learner management	3,88	3,88	-,018	,987
Classroom instruction	3,95	3,93	,302	,716
Professional growth	4,50	4,53	-,249	,832

*Significant at .05 level

In order to answer the fourth research question regarding the possible relationships between the level of teaching anxiety experienced by pre-service Turkish EFL teachers and their teaching efficacy, a Pearson's correlation test was run (Table 5). According to the findings, all of the sub-categories of the foreign language student teacher anxiety scale and perceived self-efficacy belief scale were positively correlated with each other. The strongest positive correlations were between the sub-categories of each scale such as 'Overall Self-Efficacy-Classroom Instruction' ($r = .912$) and 'Overall Anxiety-Relationship with Mentors' ($r = .798$). Moreover, there was a moderate negative correlation between foreign language student teacher anxiety and perceived self-efficacy beliefs of Turkish pre-service EFL teachers ($r = -.361$). Some of the sub-categories of the foreign language student teacher anxiety scale were negatively correlated with the sub-categories of the perceived self-efficacy belief scale. The highest negative correlations were between the following pairs of variables:

- Academic Incompetence-Classroom Management ($r = -.483$)
- Overall Anxiety-Classroom Management ($r = -.390$)
- Language Proficiency-Classroom Management ($r = -.379$)
- Overall Self-Efficacy-Academic Incompetence ($r = -.332$)
- Overall Self-Efficacy-Language Proficiency ($r = -.325$)
- Classroom Management-Pupils ($r = -.320$)

Table 5.
Correlations

	Anxiety (Overall)	Self-efficacy (Overall)	Relationship with mentors	Language proficiency	Academic incompetence	Peer criticism	Fear of what others think	Pupils	Classroom management	Learner management	Classroom instruction	Professional growth
Anxiety (Overall)	1											
Self-efficacy (Overall)	-,361*	1										
Relationship with mentors	-,798*	-,297*	1									
Language proficiency	-,747*	-,325*	-,422*	1								
Academic incompetence	-,733*	-,332*	-,467*	-,531*	1							
Peer criticism	-,747*	-,178	-,626*	-,377*	-,447*	1						
Fear of what others think	-,776*	-,150	-,569*	-,437*	-,476*	-,601*	1					
Pupils	-,640*	-,305*	-,412*	-,391*	-,471*	-,292*	-,464*	1				
Classroom management	-,390*	-,644*	-,185*	-,379*	-,483*	-,196*	-,185*	-,320*	1			
Learner management	-,243*	-,666*	-,294*	-,128	-,190*	-,149	-,144	-,172	-,280*	1		
Classroom instruction	-,296*	-,912*	-,254*	-,269*	-,238*	-,147	-,120	-,267*	-,449*	-,456*	1	
Professional growth	-,125	-,634*	-,128	-,184*	-,097	-,019	-,021	-,109	-,261*	-,365*	-,458*	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Qualitative Findings

The analysis of the interviews with the student teachers was carried out by the researcher as the rater and a field expert as the co-rater. The content-analysis procedure as suggested by Miles and Huberman (1994) was done by reading, comparing and finalizing the emerging themes about student teachers' efficacious-inefficacious points and their anxious moments. Student teachers mentioned certain dimensions about their state of anxiety while delivering their assigned lessons in the practicum schools and their perceived self-efficacy about teaching English as a foreign language. The ideas obtained from the to-be-teachers can be listed as follows:

- Student teachers find themselves efficient

- in terms of the quality of their education (theoretical knowledge obtained from the methodology classes),
- with positive effect of practice (teaching practicum), and
- following feedback from supervisors, cooperating teachers and peers.
- Student teachers are anxious when
 - the university supervisor comes to observe their lesson,
 - they are not well-prepared,
 - they face an unexpected situation,
 - the pupils' language proficiency is low, and
 - their cooperating teachers interrupt the lesson.
- Student teachers think that
 - they feel more efficient when their anxiety is low,
 - they feel less efficient when their anxiety is high,
 - they experience lower levels of anxiety when they feel themselves efficient, and
 - they experience higher levels of anxiety when they feel themselves inefficient.

Discussion of the Findings

The study showed that pre-service Turkish EFL teachers experience a relatively low level of foreign language student teacher anxiety in general. Student teachers' relationship with their mentors was found to be the most anxiety-provoking among all factors affecting their level of teaching anxiety. Bearing in mind the nature of foreign language classrooms in which student teachers are supposed to teach in a foreign language, it is quite likely that student teachers are anxious about making mistakes in front of their mentor teachers. However, fear of being observed may not always be a prominent figure in student teaching; many experienced teachers most probably share their feelings. Also, mentor teachers may sometimes suffer from not employing effective observation techniques, may not know what to observe, thus they have a limited influence on altering student teachers' conduct in the classroom (Paese, 1984). Likewise, high expectations of the mentor teachers about planning a lesson, classroom management, and unsuccessful modeling of the mentor teachers are the main factors causing anxiety and failure in student teaching (Rieg, Paquette, & Chen, 2007). One student teacher mentioned her experience about her stress related to her mentor teacher as follows:

Yeah, for example, I was so tense when I was practicing in the practicum school last semester. I was really really afraid when my supervisor visited me for observation. Because she was using a lot of expressions that contain satire like 'Don't you know this? What sort of an education did you get? How come you miss this? etc.

In this type of circumstance, it is no wonder that student teachers experience a relatively high level of foreign language student teacher anxiety stemming from a mentor.

On the other hand, pre-service Turkish EFL teachers perceive themselves quite efficacious during their practice teaching. They felt particularly efficacious in their professional growth even though they felt rather inefficacious in terms of their classroom management skills compared to the factors constituting the self-efficacy scale. In this context, student teachers feel competent enough to understand and internalize the mentors' comments, not making similar mistakes in future practices, and working hard to develop their own language learning strategies and in return to make pupils acquire and use them effectively. Classroom management, as stated in previous studies (Merç, 2004), is one of the most cited concerns of student teachers during teaching practice and it is one of the vital notions in student teaching (Preece, 1979) or in any type of teaching experience (Emmer & Stough, 2001). One student teacher claims:

You know, at that moment, in the class, children you know, taking the fire, all starting to make noise, and I really can't know what to do. What should I say to them? What if they never stop? Especially when I need to manage the class, I mean, it happens.

Consequently, it is not unusual that student teachers find themselves less efficacious in classroom management than any other extent.

The findings of the study also showed that female student teachers are significantly more anxious than male student teachers in general, and in terms of language proficiency, fear of what others think and the anxieties caused by the pupils they are teaching. As for the self-efficacy beliefs of the student teachers, female student teachers seem to be feeling more efficient in managing the learners than males although both male and female student teachers do not differ in general self-efficacy and other components of the self-efficacy scale. The findings corroborate with Çubukçu's (2008) study conducted with junior teacher trainees in a Turkish context that there is no significant difference between female and male students about their views on where and when they feel anxious and about how they perceive their efficacy. The ongoing literature also indicates that there is no difference between male and female teachers in terms of the anxiety they experience regardless of the years of experience they have in teaching (Ealy, 1993).

The findings of the study proposed that student teachers did not vary in general self-efficacy perceptions when the type of the practicum school was considered. The only difference indicates that student teachers teaching in high schools are more anxious than the ones teaching in primary schools about managing their classrooms. We can infer from these results that student teachers are more stressed when it comes to teaching adolescents rather than young learners. This stress might be due to the fact that teachers of high school students within the age range from 15 to 18 need to be more careful about their classroom management skills. As Montuoro and Lewis (2015) suggests, teachers and the adolescent students might have different worldviews. Therefore, stronger relationship-based approaches for classroom management are necessary to deal more effectively with misbehavior. If this is not met, a certain degree of anxiety dealing with those students might be inevitable. When the student teachers are viewed by the students as 'not the real teacher' in the classroom, the degree of probable anxiety may be relatively higher.

The present study shows that all components of anxiety and self-efficacy beliefs are inter-related with the other components within the same scale; that is to say, high levels of

anxiety in one particular area can be an indicator or triggering factor for another component. On the other hand, foreign language student teacher anxiety and perceived self-efficacy beliefs of Turkish pre-service EFL teachers were negatively correlated with each other in a moderate level when the overall scores and certain components are considered. For example, student teachers' feelings of their efficiency in classroom management is influenced by their anxieties related to their academic incompetence, language proficiency, and students they are teaching. Hence, classroom management can be a strong discussion point in an anxiety vs. self-efficacy work as it is one of the key aspects of student teaching. Research conducted in a variety of contexts also found classroom management as one of the major concerns of student teachers (Capel, 1997; Chepyator-Thomson & Liu, Çakmak, 2008; Kwo, 1996; Mau, 1997; Merç, 2004; Valdez, Young & Hicks, 2000; Veenman, 1984). Therefore, it can be assumed that student teachers might be experiencing problems related to classroom management issues since they were highly concerned about them and they felt rather inefficient in managing the classroom meritoriously.

The qualitative data obtained from the interviews repeatedly indicated that student teachers agonized about the from pupils' low language proficiency level. They feel more stressed and less efficacious as one student teacher with low level young learners explains in her own words:

Actually I always think about it. Why does it happen? I can't say I'm not guilty. I tried hard to use my body language, sure I'm giving the verbal instruction, too; plus the body language, I mean, I hold the paper, I show the activity, for instance, I try to answer one as an example, to make them understand, but when those pupils do not understand the simplest instruction, one really start to think 'Am I really insufficient?' You know, expressions like 'circle', 'be quick', 'answer'. They have these even in their books. And they don't seem to get these, and you can't know what to do, then. Maybe I try shifting to Turkish, I don't know. Nothing to do more... I feel hopeless...

People, not only teachers, with a high self-efficacy prefer dealing with more challenging tasks (Bandura, 1997). In this vein, student teachers with higher self-efficacy beliefs would want to accomplish more in their teaching, thus, they were choosing more challenging tasks. However, these challenging tasks may have resulted in increasing their anxiety levels. Moreover, during the practicum process, not only the student teachers but all stakeholders including mentor teachers, supervisors, school administrators and students feel a degree of stress (Coşkun, 2013). One can even claim that these student teachers are just at the start of their journey as professionals, and time will help them overcome their anxieties and/or their beliefs about their own efficacy. However, according to Ealy (1993), teachers are less anxious when they are more experienced despite the fact that their self-efficacy is not dependent on the years they have in the teaching profession. We should not forget, though, that teaching practicum is a great chance for student teachers to become mature in teaching especially in gaining self-confidence and moderate the negative consequences of anxiety as one student teacher concludes her words:

Honestly, I think I got more mature, the practice contributed a lot to me. First, I learned about the school atmosphere, I mean, the students are really different from the ones at the university, and in such a class, I feel that I am able to control the class, I

can direct them to learning, they listen to me attentively, I am able to take their attention. And I really like going to class with full preparation, especially this [teaching practice] helped me a lot, I learned about students, I experienced many things, I had moments really unexpected, sudden, all helped me a lot, sure nothing is as you foresee. But I learned a lot from all these...

Conclusion

The primary objective of this investigation was to reevaluate the role of foreign language teaching anxiety and self-efficacy of pre-service EFL teachers in Turkey. Based on the findings obtained through both quantitative and qualitative data, it is possible to find some implications for the teacher education programs and suggestions for the components of the teacher training process.

Any teacher training institution should take student teachers' emotional, cognitive, and social well-being into consideration by assisting them to benefit from their involvement in teaching as much as possible. They are also responsible for supporting the student teachers in dealing with the burdens they come across by trying really hard to connect theory and practice.

The student teachers should be aware of the fact that learning how to teach is a lifetime, continuing process and that the practicum is only the first step of a long journey in professional development. Moreover, they need to learn to fully understand that a native-like proficiency in the target language should not be their key goal as a non-native language teacher because they have been taught this language mostly by non-native teachers themselves. However, this does not mean that they should stop doing their best to enrich their know-how in the target language. They should also be more aware of the language learning process as well as teaching process and try hard to transfer their theoretical knowledge related to classroom teaching into practice as much as possible so that they are more enthused to teach. Finally, they should be made to understand that they are important when good teaching takes place and when "the various components of a lesson have been well executed by a trainee, as determined by the supervisor" (George, Worrell & Rampersad, 2002: 301).

Supervisors and mentors should build up a non-threatening and considerate atmosphere for teaching practice, especially by avoiding unnecessary negative remarks during feedback sessions. They should not compare student teachers with one another since a competitive atmosphere might be destructive for the teacher candidates at the early stages of teaching; instead, they'd better encourage teamwork, peer-teaching, and sharing of ideas for a better practicum experience.

The qualitative data also revealed some suggestions from the teacher candidates themselves in decreasing teaching anxiety: more practice, more feedback, strategy training for self-development and dealing with anxiety. These suggestions from our participants imply that it is possible to enhance teaching efficacy through teaching practicum and the pre-practicum courses offered. Designing courses where these factors are more effectively dealt with would lead to more efficacious future teachers. Hence, this finding benefits teacher training programs not only in Turkey but elsewhere. Our research also indicated that student teachers with high self-efficacy levels were more willing to implement more innovative and

challenging tasks in their classrooms leading to better input for students. The circularity of these findings do not represent a vicious circle unless the teacher training programs do not help their student teachers with their self-efficacy beliefs and the anxieties they experience: higher efficacy beliefs and lower anxiety levels leading to better teaching.

Given the present day world and the manner in which virtual world has practically taken over all kinds of communication milieu, it will not be wrong to assume that English has become a Lingua Franca in many interactions. There is a need for good English language skills in many levels of the workforce and different businesses. Looking at the global picture, it is no surprise that there is a need for good language teachers. Besides, according to Seidlhofer (2005: 340), “the features of English which tend to be crucial for international intelligibility and therefore need to be taught for production and reception are being distinguished from the (‘non-native’) features that tend not to cause misunderstandings and thus do not need to constitute a focus for production teaching for those learners who intend to use English mainly in international settings”. A good language teacher enriches his/her students’ future in terms of quality of life by means of good income, good reputation and recognition. If the economic input of good language teachers worldwide is to be calculated, the monetary values would be staggering. There are also other factors that cannot be calculated by economic formulas: A good language teacher saves time that would otherwise be wasted by non-standard teaching; saves energy which can be effectively used elsewhere in the learners’ lives; and engrains linguistic self-confidence in the learners that enables them to better plan for their future and/or enhance their careers.

The present research supports and confirms the existing research on the importance of pre-service teacher education. As suggested by Le Cornu and Ewing (2008), teacher training is a continuum that begins with pre-service education but continues for a teacher’s whole career. To conclude, the hero’s journey is full of obstacles, but it has a sublime objective: becoming a ‘good’ teacher. All parties in the teacher training should be with and behind the hero in this holy quest.

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Notes

1. An earlier version of this paper was orally presented at the BRAZ-TESOL 13th Annual Convention on 16-19 July, 2012 in Rio de Janeiro, Brazil.
2. Sample extracts from the interviews conducted with the participants were originally Turkish. They were translated into English by the researcher.