

## SOURCES AND LEVELS OF FOREIGN LANGUAGE TEACHING ANXIETY AMONG PRE-SERVICE AND IN-SERVICE ALGERIAN EFL TEACHERS

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### Abstract

Foreign language teaching anxiety describes a teaching experience associated with fear, apprehension, uneasiness and/or worry. This research paper investigates EFL teachers' anxiety in two different stages: pre-service teaching (training or practicum) and in-service teaching. Particularly, the paper attempts to check the relevant foreign language teaching anxiety sources and degrees among pre-service and in-service Algerian EFL teachers. The first group is fifth-year EFL student teachers at (1) Assia Djebar Training High School (ENS of Constantine) and (2) Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers), and the second group is new-in-service secondary school teachers working in different Algerian cities. The study initiates a causal-comparative investigation of anxiety among teachers in their teaching practicum and permanent secondary school teachers who have one year of teaching experience. One research tool is designed for both groups, a questionnaire that includes contextual differences for the periods and conditions of participants (either pre-service or in-service). The results indicated that the lack of confidence as well as teaching productive skills are the major anxiety-provokers in the teaching practicum, whereas teaching language skills and grammar in addition to insufficient class preparation are the major sources of anxiety among new in-service teachers. Besides, the high degrees of foreign language teaching anxiety seemed to be more apparent among permanent teachers than among student teachers.

**Keywords:** *anxiety, EFL, foreign language teaching, in-service, pre-service.*

### 1. Introduction

Anxiety is a psychological state represented and manifested in tension, discomfort, apprehension, fear, nervousness and worry. Such subjective feelings can prevent people from performing different tasks successfully. Anxiety, moreover, leads to the arousal of the autonomic nervous system. In the settings of second / foreign languages, teachers and learners find the target language as situationally stressful and anxiety-provoking. Both teachers and learners may feel that they are unable to perform well. In this regard, Foreign Language Anxiety (FLA) covers the complexes of certain beliefs and feelings related to learning or teaching a second/foreign language. Such kind of anxiety arises from the uniqueness of the language teaching/learning process. However, the anxieties of teachers of foreign languages have recently been widely tackled by educators and researchers (Zhang, 2019). Foreign

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Language Teaching Anxiety (FLTA) is a confrontation that should be considered as a different but related concept to FLA and general teaching anxiety.

In the Algerian educational setting, less attention has been drawn to FLTA among English as a Foreign Language (EFL) students in their trainings and among EFL teachers in their first years of permanent teaching. EFL students at the Training High Schools (ENS) in Algeria have their teaching practicums in the last year of their learning course. For them, teaching EFL for the first time is during the training process. Considering them as pre-service teachers, they are confronted with FLTA. In addition, the EFL permanent teachers who start their career as in-service teachers after training can still be confronted with FLTA.

To this end, FLTA among EFL teachers is to be pointed out. Two different groups of teachers are targeted in this paper. The first group is the student teachers (fifth-year level students) of secondary school studying at Assia Djébar Training High School (ENS of Constantine) and Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers). The second group is new-in-service EFL secondary school teachers working in different Algerian cities. The researchers, thus, raise the following questions:

- a- What are the sources / factors leading to FLTA among pre-service and in-service Algerian EFL teachers?
- b- To what extent do these teachers encounter FLTA in their training / teaching?

## **2. Theoretical Background**

### ***2.1 Foreign Language Anxiety (FLA)***

Attempting to provide a solid definition for foreign language anxiety (FLA), Duxbury and Tsai (2010), on the one hand, focused on the spread of this phenomenon amongst students and that it "is a universal phenomenon that inhibits students' achievements in ESL and EFL classrooms" (p.4). Osboe et al. (2007), on the other hand, emphasized the effect of anxiety on foreign language learning by concluding that FLA "has clearly been shown to have a negative impact on performance in foreign classroom" (p.1). FLA therefore can be defined as a general feeling of angst and tension relating to second or foreign language learning (Onwuegbuzie et al., 1999, p.218).

In simple terms, FLA touches on the anxiety generated from learning a foreign language and how it may affect students' performances. Occhipinti (2009) recognizes the second/foreign language anxiety as "a common debilitating feeling which affects students in a variety of ways." (p.81). Such anxiety can affect both the field of foreign language learning (FLL) as well as foreign language teaching (FLT).

#### ***2.1.1 Foreign Language Learning Anxiety (FLLA)***

Anxiety in learning can be due to many factors. For instance, having a record of low grades, failing to interact with peer learners in classroom, or showing signs of poor development skills can all render students anxious therefore affect their learning process (Chen & Chang, 2004, p.282). In addition to these factors, lack or teacher engagement and limited cognitive abilities may also add to a student's FLLA. Sato (2003, p.4) provides few underpinning reasons behind anxiety: A) the use of the traditional method of teaching that focuses on information transmission rather than constructing knowledge. B) Having a crowded large class that represses students right to participate and places the teacher at the learning process: teacher- centred approach. C) one of the reasons why students grow anxious while learning a foreign language is their desire to remain part of the crowd and not stand out.

As FLLA is associated with all skills (Labicane, 2021), there are always reasons for certain skill. For instance, keeping silent and choosing not to participate might be entrenched in a feeling of insecurity. The latter is a result of an overwhelming feeling of being wrong, fear of being mocked at and marked, or simply not being able to fully comprehend what is said in the classroom (Von Wörde, 2003, pp.9-10). Krashen (1982, p.31) provided a model of FLA which notes how anxiety creates what he calls 'affective filter' on a given language input hence learners being less responsive.

### ***2.1.2 Foreign Language Teaching Anxiety (FLTA)***

While many scholars focus on anxious foreign language learners, novice teachers can also experience different levels of anxiety. Foreign Language Teaching Anxiety (FLTA) sheds light on the unpleasant feelings in the target language. For this, Horwitz (1996) argued even though teachers are expected to master the target language, they can also grow anxious since language teaching is an ongoing task that requires update and practice. Additionally, foreign language teachers also went on the learning stage and perhaps had anxiety at some point in their learning history. Therefore, non-native teachers may still have some degree of anxiety (pp.367-368).

FLTA is approached by Williams (1991) as a wide teaching anxiety resulted from an unstable emotional situation which, in his opinion, is but a temporary condition that would diminish with experience. Pekrun (2006) views FLTA differently; he states that the anxiety that the teacher feels is grounded in his/her fear of failing to control the classroom. Different from previous views, Lazarus and Folkman (1984) attribute anxiety to the lack of resources, materials, and competences that challenging tasks require.

Therefore, FLTA relates to how teachers' efficiency is affected by anxiety during the process of teaching. FLTA can have a negative impact on teachers' performance in classroom; it can affect even competent and talented teachers. Being anxious while teaching lead to problems such as failing to control the classroom and/or failing to interact positively with students. Being "too soft" or "too harsh" on learners can also be a result of having a result of self-doubt stemming from the idea that students might regard the teacher as incompetent.

### ***2.2 Reasons of FLTA***

Teacher's anxiety can be attributed to many reasons however the focus of this research is on the domain of FLTA. Many studies have shown that teaching anxiety in classroom can be entrenched in insecurities, self-doubt, supervisors' evaluation, etc. In a brief account, the points below, extracted from Sammephet and Wanphet (2013, p.79), demonstrate and categorize both teaching anxiety and FLTA' sources:

- Wilson (1986) tackled anxiety in pre-service teaching (practicum contexts). The insecurities, agency anxiety, and the field instructor were the major sources.
- For Randall and Thornton (2001), evaluation (feedback on a grade), having a history of anxiety, novelty, lack of experience, and conspicuousness (noticeable due to novelty) are the major factors affecting teachers to be anxious during the training.
- Further, the tensions of teachers and educators in learning their own practice in school context, according to Berry (2004), are summarized in self-confidence, uncertainty, chance to self-reflect, discomfort and challenges.
- For Kim and Kim (2004), FLTA is an occupational hazard where limited language proficiency, limited linguistic competence, being compared to native teachers and poor class preparation

The points above state in brief some of the main causes of FLTA which are based on previously conducted studies. These sources have a direct link to increasing and decreasing anxiety during the training on teaching. Randall and Thornton (2001), for instance, found that evaluation that includes a feedback from a supervisor or an inspector can be a direct cause for a teacher growing anxious. Being part of the teaching staff alone can generate a level of anxiety. Similarly, Wilson (1986) and Berry (2004) state that low self-esteem, fear from agency criticism (that the teacher would not meet with the agency's expectations), and the feeling of being uncomfortable in the classroom can all contribute to amplifying teachers' anxiety. As for Kim and Kim (2004), their major focus was on teachers' competence; they emphasized on how inappropriate lesson planning can lead to generating anxiety, and when students expect the teacher to have a native-like mastery on the language can also cause teachers to be anxious. Hence, teaching an aspect of a given language can increase the teacher's anxiety, and when it is a second/foreign language, the effect is expectedly denser.

### 2.3 Teaching Practicum Anxiety

After graduation, it is common in many countries that graduates at university would teach at different levels such as primary and secondary schools. Some institutions aim solely at forming future teachers. Agustiana (2014) emphasizes on the necessity of providing teachers with special training before they can officially be part of the teaching staff at any school. Some other factors may affect the pre-service teachers' anxiety such as emotional intelligence (Khiari, 2018). For this, teaching practicums can be seen as "the opportunity given to the pre-service teachers to do teaching trials in school situation" and a pre-service is in turn a college student seeking teaching experience (Johnson & Perry, 1967)

Much like experienced teachers, pre-service teachers experience levels of anxiety when facing the teaching practicum. In this respect, McKechnie and Kimble (1986) categorizes pre-service teaching anxiety into three forms as demonstrated in table 1.

**Table 1.**

*Stages of Pre-service Teaching Anxiety (McKeachie & Kimble, 1986)*

Stages of Pre-service teaching Anxiety	Before-teaching hour	While-teaching hour	After-teaching hour
Instance (s)	Worried about planning lessons or preparing materials.	Worried about unexpected situations.	Worried about feedback from their students and supervisors.
Motif (s)	The first lesson can support teaching and learning achievement.	Managing the time and classroom are crucial.	To be a good teacher and gain experience.

Sources of FLTA are not limited to the aforementioned factors found in the literature. There have been more sources found to cause, increase and /or affect pre- and in-service teachers relatively. Some researchers provided their own scales for a specific phase (either teaching practicum or in-service teaching) and still some other sources and levels of FLTA are occurring. Indeed, there are several recent studies on the sources and degrees of FLTA that highlighted specific factors leading to high anxiety levels with recognizing strategies to cope with them (Kralova & Tirpakova, 2020; Desouky & Allam, 2017). Notwithstanding the

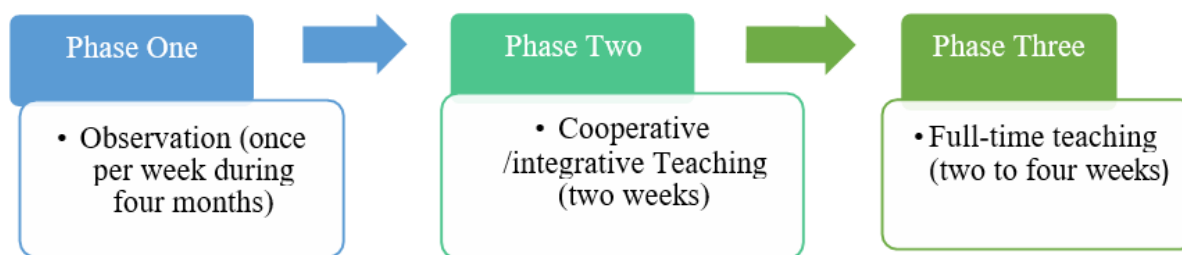
number of studies on teaching anxieties, less attention is drawn towards comparing and contrasting relatively similar phases of instructing.

### 3. Methodology

#### 3.1 Context and Setting

The Algerian Ministry of Education in collaboration with the Ministry of Higher Education and Scientific Research launched a campaign in order to develop an institutional framework and an interdepartmental policy for the improvement of the Algerian education. One of the major appointments have been allocated to the adaptation of the Teachers' Training High School (ENS) to the real needs of the future teacher. Hence, in order to make the sector's staff professionals, they need to take trainings according to the most relevant elements on global qualitative trends, pedagogical developments and technological innovations. (Yekhlef, 2007, p.14)

Student teachers at the Algerian Training High Schools carry their teaching training (practicum) through three phases along the last academic year (when they are considered pre-service teachers) as follows:



**Figure 1.** Phases of Teacher Training at ENS Constantine (Yekhlef, 2007, p.189)

There is no relevance of providing more information about pedagogical qualities and support during the practicums. However, Boukezzoula (2016) provided detailed descriptions of the pre-service teaching aspects in Algeria. Moreover, since the focus is on EFL teachers' anxiety in both phases of training and teaching, different settings are chosen for the investigation: (1) Assia Djebar Training High School of teachers (ENS of Constantine), (2) Sheikh Mubarak al-Mili Training High School of teachers (ENS of Bouzareah, Algiers), and (3) different secondary schools in different Algerian cities. The first two settings represent a context for teacher training investigation. The research design for this study is provided for a causal comparative study between the teacher trainees' experience as teachers for the first time and the permanent secondary school teachers who have only one year (or less) of teaching experience.

#### 3.2 Instrument

The present study depends in its investigation of the EFL teaching anxiety on one instrument. It is a questionnaire for both (pre-service) teacher trainees and (in-service) secondary school teachers. With the objective of comparison, the tool functions as a scale of casual contrast with quantitative and qualitative items included. The instrument of the study includes demographic information and statistics about training program and teaching experience. It is adopted from two commonly used scales for measuring teaching anxiety: (1) Hart's Student Teacher Anxiety Scale (1987) and (2) Horwitz' Teacher Foreign Language Anxiety Scale (2012). For the suitability and appropriateness to the study, thirty-item scale is created (see appendix) for both trainers and teachers to identify the frequency and likeness of

factors they experience -or confront- while teaching EFL. The modified form of the scales supports the researchers in order to situationally assess the Algerian EFL teachers' self-reporting of their feelings and tensions while they are teaching.

### 3.2 Participants

Two groups of informants are participating in the investigation. The first group includes 100 fifth-year EFL students from both Assia Djebar Training High School (ENS of Constantine) and Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers). The second group includes 100 new-in-service EFL secondary school teachers working in different Algerian cities. The former is simple-randomly sampled, and the latter is a voluntary sample. The table below demonstrates demographic statistics about the informants.

**Table 2.**

#### *Demographic Information about the Participants*

<b>Pre-service teachers</b>		<b>In-service teachers</b>	
High Training Schools		Cities (secondary schools)	
ENS Constantine (Assia Djebar)	M: 16 / F: 31	Biskra	M: 5 / F: 18
		El Oued	M: 6 / F: 11
		Ouargla	M: 7 / F: 10
ENS Algiers (Sheikh Mubarak al-Mili)	M: 15 / F: 38	Djelfa	M: 7 / F: 8
		Blida	M: 5 / F: 10
		Mostaganem	M: 4 / F: 9
	Total: 100		Total 100

The informants of this study were investigated at the end of the academic year 2018-2019. Participants cooperated in different ways in order to fill in the questionnaire. Researchers have simplified item-checking procedure for students and teachers. Responses were under measurement process since the pre-service practicum started.

## 4. Results

The resulted 30-item scores were placed on a 5-point scale: 'Never', 'Rarely', 'Sometimes', 'Often' and 'Always' to be converted to values of 1 to 5 where 1 and 2 signify high FLTA, and 4 and 5 signify low FLTA. Initially, pre-service teachers provided the average percentage of readiness to teach as 62% while in-service teachers as 74%. Further, detailed scores of the scale resulted in variant means and deviation rates at different items and among both groups. The following table demonstrates a statistical sample of eight items from the scale. The group that signifies a higher level of FLTA pertaining certain item(s) is identified with its variance values.

**Table 3.***Sample pre-service and in-service FLTA measurements (N=100)*

<i>Items</i>	<b>Pre-service</b>	<b>In-service</b>	<b>Variance</b>
	Mean   SD	Mean   SD	Significant in:
<i>1. I worry about being in front of too many pupils.</i>	2.92   0.33	2.70   0.41	<b>Pre-s. 0.22</b>
<i>8. I feel uneasy when another teacher or an inspector attends my class.</i>	2.03   0.19	2.60   0.63	<b>In-s. 0.57</b>
<i>13. I worry about not being able to teach speaking effectively.</i>	3.81   0.82	3.12   0.56	<b>Pre-s. 0.69</b>
<i>15. I worry about not being able to teach writing effectively.</i>	3.27   0.67	3.91   0.60	<b>In-s. 0.64</b>
<i>19. I feel stressed when I do not control the classroom.</i>	1.93   0.61	2.65   0.58	<b>In-s. 0.72</b>
<i>23. I feel self-conscious speaking English in front of EFL students and teachers.</i>	2.01   0.49	1.98   0.43	<b>Pre-s. 0.03</b>
<i>24. I feel my lesson preparation is always adequate for becoming a teacher.</i>	2.09   0.68	2.77   0.71	<b>In-s. 0.68</b>
<i>29. Good rapport with students is one of my strong points.</i>	1.13   0.53	1.90   0.40	<b>In-s. 0.77</b>

Accounting for a total variance of 19.6%, items regarding apprehension of speaking English, confidence in English competence and the readiness of being a teacher gained high rates of deviation causing indications of variant levels and degrees of FLTA among both groups. However, items 19 and 29 demonstrate how significant in-service teachers score in correlation with classroom management. This is explained by the fact that student teachers recognize themselves as still learning about the teaching environment which leads them to feel more easiness than permanent teachers do. Besides, as item 13 score shows, pre-service teachers -as in most of the items related to teaching productive skills- are more anxious about the proficiency level they have and its reflection in speaking or writing classes. Their answers highly conformed with the in-service teachers' answers to similar items.

When it comes to personal and cognitive abilities, student teachers reflected that they experience anxiety to some extent; however, the statistics of items related to memorization and engagement mirror the lack of knowledge and experience. For instance, when forgetting words or ideas and/or when they cannot retrieve while teaching, addressing and instructing the learners, they are more likely to be triggered to potential effects of FLTA. Notwithstanding the small number of items about rapport with students, in-service teachers brought higher records of potential FLTA due to such factor.

The 200 responses (100 from each group) identified several sources of FLTA, the most important of which were listed and categorized. The analysis of the 30-item scores yielded three major kinds of FLTA factors. Sources and their categories are demonstrated with FLTA correlation percentages in table 4.

**Table 4.***The most common FLTA sources among pre-service and in-service teachers*

	<b>Factors</b>	Correlations with <i>pre-service FLTA</i>	Correlations with <i>in-service FLTA</i>
Affective factors	Lack of motivation	9.3%	8.1%
	Risk-taking	4.5%	2%
	Inhibition	2.2%	2.5%
	Competitiveness	2.8%	1.7%
Cognitive / psychological factors	Boredom	2.3%	1.3%
	Self-confidence	23.1%	14.4%
	Language proficiency	18.3%	19.9%
	Lesson Preparation	12.7%	24.2%
Socio-cultural factors	Classroom management	11.6%	11%
	Interaction with learners	7.9%	8%
	Interaction with administration	2.1%	4.1%
	Social Anxiety	3.2%	2.8%

Accounting for 8.33% of variance -and average- among these twelve factors, categorizing them was to identify the nature of FLTA sources. From all 30-item scores, focusing on both options “always” and “often”, the most two common FLTA-provoking factors among pre-service teachers are self-confidence and language proficiency. The latter appeared to be a common major source of FLTA among in-service teachers. In addition, with regression statistics of “rarely” and “never” options, lesson preparation pops up as a leading source of FLTA among in-service teachers. This factor has been generated from different items related to being observed by inspectors, managing time and teaching procedure.

Indeed, the teaching procedure and its obstacles are more apparent as FLTA factors to in-service teachers more than to teacher trainees. Means of several items pertaining to managing and proceeding the lesson ranged from 2.30 to 3.22 demonstrating some signs of high FLTA degrees at both periods of training and teaching. In addition, accounting for less variances in items related to teachers’ perspectives about the profession, in-service teachers would always think of creating a successful career. Yet, teaching the language is perceived differently from the student teachers. Qualitatively, it is found from some relevant statistics that pre-service teachers seem less interested in teaching or training for it is a temporary condition. They used to be sitting and facing teachers, now being on the other side lecturing other learners of EFL will require them to work and depend on their own in order to achieve success in the teaching experience.

## 5. Discussion

The findings reveal that FLTA exists in deferent degrees and because of different factors among fifth-year students at the Ecole Normal Supérieure (ENS) “Assia Djébar” of Constantine and at the ENS “Sheikh Mubarak al-Mili” of Bouzareah, Algiers. It is indicated that the lack of confidence as well as teaching the productive skills are the most common sources of FLTA among pre-service teachers. Whereas the major anxiety-provokers among in-service teachers are the insufficient class preparation, teaching grammar and teaching language skills. Similarly, for in-service teachers, Liu and Yan (2020) unveiled how significant self-confidence as an anxiety source. Through comparing and contrasting, the high degrees of FLTA seemed to be more apparent among permanent teachers than among student teachers. Broadly, the results are at some points similar to recent works on FLTA (see Jiang &



Dewaele, 2019); however, the criteria of comparing are differently situational in the present study.

Opting for two different contexts -or rather groups- with different parameters was for the purpose of obtaining more insightful and valid results for the casualties of comparison. There was a necessity to check the teaching practicum's conditions; yet, FLTA is presumably controlling pre-service teachers on some other occasions like talking to proficient learners. It is not proved to be a clear anxiety from the majority of participants. The low scores of the fears of being criticized or corrected by students identifies other factors and statuses like the uneasiness due to the lack of communication. Clearly, the variety of items helped the results to be brought out of the genuine interlinks among items.

The respondents' understanding of anxiety as any psychological reaction to real situations could be distinguished -according to them- as referring to teaching. In the choices of in-service teachers, it is noticed that the foreign language factor is considered rather than foreign language teaching as a space for particular anxieties. Furthermore, the teachers' opinions about their level of anxiety in the training period may not reflect experiencing anxiety only while teaching. Pre-service teachers have had other concurrent anxieties of study, tests, writing the graduation project and training reports. Teaching as a temporary teacher, for them, could be a matter of time that might require some preparations. However, the teaching process did not take much of their efforts and concerns.

The casual compare-and-contrast study highlights that the training period's anxiety and teaching's anxiety meet in some sources and factors. In either of the periods, the fact of teaching for the first time correlates with the knowledge about and proficiency of the language. For the pre-service teachers, they experience being integrated as a teacher standing alone in class or with a supervising teacher; for the newly-appointed (permanent) teachers, FLTA seems to be more related to students' profiles, classroom management and conditions as well as holding the responsibilities and being observed by inspectors.

## **6. Conclusion**

Training and practicing teaching are important processes that help teachers deal with the lack of language proficiency, improve their teaching experience, and increase their self-confidence and classroom preparation. The specialized Algerian institutions (like ENS) should train students on conducting teaching activities at early stages and in non-extensive ways. Having self-confidence is required, and teachers should support trainees to be self-confident and to engage in the teaching process enthusiastically. Moreover, the study implicated that the status of teaching EFL to Training High Schools of teachers still lacks motivational strategies. The encouragement that ENS institutions provide through appointing students as teacher trainees does not seem affecting positively on students. Because of the study conditions as well as the extensive graduation projects and tasks, the teaching practicum would require more motivated students.

There are always uncertainties in the abilities of foreign language learners, for that they experience and confront certain levels and kinds of anxieties. Hence, FLTA can be contrasted with Foreign Language Learning Anxiety (FLLA) in further research. As negatively affecting the learning process, it could be more interesting and insightful if further research would deal with such kind of anxiety especially among young EFL learners. Easing anxieties of foreign language teachers is as important as easing learners' anxieties. The results of such research would contribute to finding solutions that help teachers and learners of foreign language to discover more sources of anxieties and to find ways to reduce -or cope with- them.

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## Appendix

### Pre-Service and In-Service FLTA Scale

*Dear pre-service / in-service EFL teacher,*

You are kindly requested to cooperate in this research through providing information related to your teaching practicum (in your fifth-year level) / teaching experience (in your first-year experience).

#### Part One: General Statistics

For pre-service teachers	For in-service teachers
University (ENS): .....	Institution / City: .....
Gender: .....	Gender: .....
Period of training: .....	Current teaching experience: .....
Rate your knowledge about and readiness to teaching: (... / 100%)	Rate your knowledge about and readiness to teaching: (... / 100%)

### Part Two: FLTA Scale

Please read carefully each of the following statements. For each statement, please put an 'X' in a box that indicates your response according to the frequency of occurring (Always, Often, Sometimes, Rarely or Never).

Statements	1- Never	2- Rarely	3- Sometimes	4- Often	5- Always
1. I worry about being in front of too many pupils.					
2. I feel nervous when speaking English in class.					
3. The thought of making a grammar mistake worries me.					
4. I feel anxious about my pupils testing my knowledge of English.					
5. I get so nervous when I forget the things that I know.					
6. I feel tense when I am giving instructions in English.					
7. I feel uncomfortable when my English knowledge and teaching methods are compared to that of other teachers.					
8. I feel uneasy when another teacher or an inspector attends my class.					
9. I think my knowledge of English is not good enough to teach.					
10. I worry about not being able to teach grammar effectively.					
11. I feel uncomfortable when teaching a skill that I am not proficient at.					
12. I worry about not being able to teach listening effectively.					
13. I worry about not being able to teach speaking effectively.					
14. I worry about not being able to teach reading effectively.					
15. I worry about not being able to teach writing effectively.					
16. I feel nervous when talking to students with a high proficiency.					
17. I am afraid of my students criticizing my knowledge of English.					
18. I feel uneasy thinking that I might have to use Arabic during the lesson.					
19. I feel stressed when I do not control the classroom.					
20. I feel uncomfortable when I think of teaching English for many years.					
21. I would not worry about teaching a course entirely in English.					
22. I am pleased with the English language proficiency / level I achieved.					
23. I feel self-conscious speaking English in front of EFL students and teachers.					
24. I feel my lesson preparation is always adequate for becoming a teacher.					
25. I feel uncertain about my ability to improvise in the classroom.					
26. I feel afraid when students would not follow my instructions.					
27. I would feel calm if other teachers motivated me and cooperated with me.					
28. I feel well-prepared for teaching without long periods of training.					
29. Good rapport with students is one of my strong points.					
30. Administrative duties and routine are tiring and distracting.					

*Thank you for your collaboration.*