

Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry

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Abstract

This study aimed to find out the sources of foreign language student teacher anxiety experienced by Turkish EFL student teachers throughout the teaching practicum using qualitative data collection tools. 150 student teachers completing their teaching practicum as part of their graduation requirement at Anadolu University Faculty of Education English Language Teaching Program participated in the study. The research tools were diaries kept by student teachers and semi-structured interviews conducted with 30 of the participant student teachers. Constant Comparison Method was used to analyze the qualitative data. The analysis of the data revealed six main categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. Each source of foreign language student teacher anxiety is described and exemplified with extracts from student teachers' diaries or interview records. The findings are discussed along the recent literature on foreign language student teacher anxiety. Suggestions for foreign language teacher education programs are also provided.

Keywords: *Foreign language teaching anxiety; foreign language teaching; student teacher; teacher education*

Introduction

Language teaching anxiety is a confrontation that must be taken into account as a different but related concept to language learning anxiety as well as general teaching anxiety. According to Shrestha (2009), language teachers should be sensitive to foreign language teaching anxiety in their classrooms so as to make their teaching ecologically sound. Horwitz (1996, p. 367) stated that "even if this anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detriment to the mental well-being and job satisfaction of foreign language teachers".

A number of researchers investigated the notion of language teaching anxiety. For example, Numrich (1996) investigated anxiety as a part of problems experienced by language teachers. Analyzing the diary entries by non-native ESL teachers, the researcher put forward that teachers were feeling anxious in times of feeling insufficient for effective grammar teaching, time management in class, and giving instructions for classroom activities. Kim and Kim (2004) found that most anxiety-provoking situations for student teachers were as follows: when they have to teach English through English;

when they are asked unexpected questions; when they have to teach speaking; when students are not motivated or are not interested in their English classes; when they cannot control students; when they have to teach students who have lived in English-speaking countries; when someone observes their English classes; when they teach English listening; and when they teach English culture. The sources of foreign language teaching anxiety were listed as limited English proficiency, lack of confidence, lack of knowledge about linguistics and education, insufficient class preparation, being compared to native teachers, fear of negative evaluation, and lack of teaching experience.

In a Turkish context, İpek (2007) conducted a study to devise a valid and reliable instrument to measure the level of foreign language teaching anxiety experienced by Turkish EFL teachers. Data were collected from 32 nonnative teachers of English with daily kept diaries and semi-structured interviews. The analyses of the data, first, revealed six categories of sources of anxiety: making mistakes, teaching a particular language area, using the native language, teaching students at particular language levels, fear of failure, and being compared to fellow teachers. Second, the qualitative data collected led to the development of a valid and reliable scale for measuring foreign language teaching anxiety. The final version of the 'Foreign Language Teaching Anxiety Scale' (FLTAS) appeared as a five-point Likert-type scale with 26 items.

The notion of foreign language student teacher anxiety has not been clearly defined in the literature so far. Nevertheless, it has been considered as a part of foreign language teaching anxiety or general student teacher anxiety regardless of disciplines. Some of the studies dealing with student teacher anxiety consisted of English preservice teachers as well as ones from other disciplines to explain the anxiety concept in student teaching (e.g. Ngidi & Sibaya, 2003); however, no distinction has been provided for the foreign language teaching component. Similarly, as reviewed above, foreign language teaching anxiety has been the research focus of language teacher training scholars. The concept, however, has not been deeply investigated in preservice teaching settings. Although Horwitz' (1992, 1993, cited in Horwitz, 1996) investigations related to foreign language teaching anxiety included preservice teachers as target data source, the findings were not directly addressing the situation of the foreign language student teachers.

Merc's (2004) study on problems of preservice EFL teachers identified that anxiety was one of the most frequently reported problems of preservice teachers completing their teaching practicum at Anadolu University Faculty of Education. The sources of anxiety reported by the student teachers were: anxiety because of the previous experience, anxiety caused by a big class, anxiety caused by feeling of incompetence in teaching, anxiety caused by supervisor/being observed, anxiety due to being recorded, anxiety due to using a new teaching technique, anxiety due to using the time effectively, anxiety in the pre-active stage, anxiety of being observed by the cooperating teacher, anxiety of being unfamiliar with students, anxiety of teaching a new/different level, anxiety of using a new/different device, first-day anxiety, negative attitude of student teachers toward the class, and anxiety of not achieving the objectives.

Following Horwitz et al.'s (1986) and İpek's (2007) models, Yuksel (2008) conducted a study to investigate the Turkish pre-service language teachers' teaching anxiety in relation with their language learning anxiety. The study also aimed to find out the strategies for coping with teaching anxiety. 63 pre-service teachers of English answered three questionnaires: the FLCAS, the FLTAS, and an open-ended questionnaire. The quantitative analysis of the data showed that preservice English teachers were experiencing anxiety on a scale between rarely to sometimes. Teaching a particular language skill such as grammar, listening or speaking skills was found to be the highest concern to preservice teachers. The analysis also revealed that female and male pre-service teachers did not differ in terms

of their level of teaching anxiety. The results also showed that foreign language learning anxiety was not correlated with the foreign language teaching anxiety.

These findings suggest that foreign language student teachers feel anxious from time to time, the reasons of which are sometimes based on the language they are teaching and their teaching skills and strategies at some other times. The nature of the student teaching with all elements of teaching practicum included (e.g. supervisors, students to be taught, peers) are also effective factors in the anxiety experienced by student teachers. As for the empirical work, the only attempt to determine the foreign language student teacher anxiety was made by El-Okda and Al-Humaidi (2003). The researchers conducted a study to investigate the relationship between the level of anxiety experienced by 55 student teachers of English at an Oman university and their language teaching self-efficacy beliefs. For the aim of the study, the researchers developed a scale to measure foreign language anxiety called 'Foreign Language Student Teaching Anxiety Scale'. The scale has 34 items subsumed under six dimensions with a reliability value of .8779. The scale consists of the following dimensions as the factors causing foreign language student teaching anxiety: interaction with students (8 items), interaction with peers (5 items), interaction with other language teachers (5 items), interaction with supervisors (5 items), planning and written work checking (5 items), and classroom management (6 items). The study also employed a 'Student Teaching Self-Efficacy Scale' consisting of 30 items including four dimensions. The results of the quantitative analyses showed that student teachers of English experienced a moderate level of language teaching anxiety. Moreover, it was found that there was a statistically significant negative correlation between their level of language teaching anxiety and their perceived language-teaching efficacy. The researchers conclude that some measures be taken to alleviate the student teachers' anxiety levels; and this responsibility is loaded to the student teachers themselves and the ones who supervise practice teaching, as Horwitz (1996) also suggested.

Based on the existing literature on foreign language student teacher anxiety, the following research question was formed:

- What are the sources of anxiety experienced by student EFL teachers?

Methodology

Participants

150 student teachers from Anadolu University Faculty of Education English Language Teaching Department participated in the study. They were enrolled in the "Teaching Practicum" course as part of their graduation requirement in 2007-2008. During the teaching practicum, the student teachers are observed by the cooperating teachers each time they deliver a lesson and by the university supervisors at least two times during the practicum for the evaluation of their performance.

Data collection

Diaries: All participant student teachers were asked to keep weekly diaries in their teaching practicum. The participants submitted their diaries weekly to their university supervisors. They were also informed that the diaries they kept would be used for research purposes only, and not for evaluating their performance in teaching practice course. The diary keeping procedure took place during each teaching week of the teaching practicum, 10 times in total.

Interviews: In order to triangulate the data collection, and to provide further validation to the collected data, semi-structured interviews were conducted with 30 participants who were chosen randomly. The interviews were held at the end of the teaching practicum. A set of questions were prepared by the researcher to lead the conversation during the interviews. All of the interviews were audio-recorded with the permission taken from the interviewees. The participants were not informed about the aim and duration of the study until the interview was done (İpek, 2007) to avoid biased utterances during the interview. Each interview lasted between 8 to 12 minutes based on the interviewee's stories and explanations.

Data Analysis Procedure

The data obtained through the diaries kept by the participant student teachers were analyzed through Constant Comparative Method (Glaser & Strauss, 1967). This data analysis method offers the chance of drawing categories from the relevant data of the specific study instead of using a set categorization. Data analysis procedure started with dividing the diary entries into communication units. Inter-rater reliability was also calculated by using "point by point method" with a formula of the number of agreements divided by the number of agreements plus disagreements multiplied by 100 (Tawney & Gast, 1984). 30 % of the whole data were used to calculate the inter-rater reliability. After reaching a high level of inter-rater reliability (.90), the rest of the data were analyzed by the researcher independently. Once the whole data was divided into communication units the two raters came together and conducted revision sessions in which the newly aroused communication units and their wordings were revised and decided. Later, the two raters conducted another meeting to categorize the communication units. Here, the similar units were collected under the same categories. Each communication unit was compared and contrasted with each other, and the ones that showed similar characteristics were brought under certain categories and sub-categories as Constant Comparative Method offers. After that, each category and sub-category was named given the general characteristics of each set based on the teacher education and language teaching literature. Finally, the researcher and the co-rater consulted and conducted revision and discussion sessions to reach a final agreement on the categories drawn from the diaries by comparing and contrasting each point. Here, the categories drawn were collected under main headings that represent the source of anxiety experienced by the student teachers.

As the other data source, the semi-structured interviews that were audio-taped were transcribed by the researcher. The transcribed interviews were not taken for content analysis. However, as an important research tool, the interview results were used to provide first-hand evidence and samples from student teachers' own words. The interviews were used to shed more light onto explanations of foreign language student teacher anxiety, and the possible increases or decreases in certain aspects of the anxiety experienced. The purpose of using interview sessions with the survey in this study was to gain a better and more in-depth understanding of the investigated phenomenon by addressing the issues that might have been overlooked if the survey had been used alone.

Findings

Analysis of the qualitative data obtained through diary entries of the participants indicated six main categories as the sources of anxiety experienced by foreign language student teachers throughout teaching practicum. The main categories as the sources of foreign language student teacher anxiety are given in Table 1.

Table 1. Sources of foreign language student teacher anxiety

Categories	N	%
Students and Class Profiles	142	48,1
Classroom management	58	19,7
Teaching procedures	50	17,0
Being observed	29	9,8
Mentors	11	3,7
Miscellaneous	5	1,7
TOTAL	295	100,0

N= Number of Communication Units

Students and Class Profiles

Anxieties related to students in the classrooms that student teachers are supposed to deliver their lessons comprise the most frequently stated type of student teacher anxiety in the diaries. This category consists of anxieties about either individual student behavior or the class profile. An important number of students indicated in their diaries that the source of their anxiety was because of their unfamiliarity with the classes they would teach. In other words, the students were anxious about not knowing what is waiting for them in those classrooms. Although most of the diary entries on this issue were reported for the first-time of teaching –the beginning of the term, some cases were also identified even in the end of the practicum process because the student teachers were sometimes supposed to teach in classrooms that they had never delivered a lesson before the end of the practicum.

Another major concern of the student teachers related to the students is the low proficiency level of the students in the classrooms. Since they are expected to deliver their lessons in English (L2), they were quite afraid that the students would not be able to understand their speech in the classroom including their instructions, explanations, even their praises. In addition, when students' proficiency level is low, they were anxious that they would not respond to the questions asked by the student teachers. One of the student teachers explains her fear as follows:

“I was rather anxious not only as the topic was hard and as the level of the class was low. My planning of an inductive introduction was also influential in my anxiety. I thought that they could not figure out, understand and react, that they would object to or that they could not use the rule of the structure in spite of seeming that they understood at the beginning.”

As some of the student teachers indicated in their diaries, the way student teachers approach teaching and the actual classroom teachers –the cooperating teachers- were different from each other. While cooperating teachers adopted a traditional grammar-based language teaching, the student teachers employed more communicative activities in the practicum classrooms. Although this seems something positive, it is one of the most frequent types of anxiety experienced by student teachers: the students' unfamiliarity with the classroom activities that student teachers apply. A student teacher wrote her concerns about her students' response during an activity:

“Before the lesson I had anxiety related to the pre-reading stage because students aren’t familiar to telling their ideas without thinking whether they are true or false. For them if they are asked questions, there is always a correct answer.”

As for the availability of the schools most of the student teachers were placed in state primary schools in which they were supposed to teach students from 4th to 8th grades. Especially for teaching the 4th and 5th grades (10-12 year-olds), the student teachers had the anxiety of employing strategies particular to teaching young learners English. Although the student teachers took courses in their 3rd year on how to teach English to children, their concerns did not diminish.

As one of the nation-wide problems of language teaching in state schools, students’ disinterest in English classes caused anxiety on student teachers in this study. The student teachers indicated that they were highly anxious about students’ indifference in their lessons despite all those colorful handouts, and their efforts in front of the board. They were also sorry about the students because they thought that they would easily learn with their enjoyable and communicative activities by only being interested in the lesson. This concern of the student teachers is parallel to their concerns about student participation in the lessons. Possibility of lack of participation in the classroom activities would lead to the collapse of the lesson plans prepared by the student teachers. Student teachers were experiencing the sense of fear of helplessness and loneliness in front of the whole class with a failed lesson plan in hand.

The anxiety of some of the student teachers centers on the feeling of ‘What if students cannot learn?’ This is a case expressed by the student teachers stemming from students’ learning rather than their teaching. They are concerned that students would not be able to learn despite the fact that they do everything to make them learn. A different, even a contrasting feeling represents another type of anxiety that one of the student teachers indicated in her diary: teaching a subject that students know very well. If the students had been studying the subject for a long time they could easily finish the student teacher’s activities brews the fear of being useless or unable to teach something new. Another point made by a student teacher was her fear concern about the students when they couldn’t do the activity correctly.

Dealing with students outside the box was among the anxieties of the student teachers. For example, dealing with inclusion students (almost each class has one) was a great concern for a student teacher. According to this student teacher, it is very difficult to deal with that particular student even for the classroom teacher, and she was afraid that she would fail to teach this student without any experience. Disruptive students in the classroom were also shown as the source of anxiety before student teachers delivered their lessons. The student teachers were really afraid of some of the students in the classrooms who are known for their disruptive behavior during the lessons. According to student teachers it was not their job to discipline these students; rather their job was to deliver their lessons in the specified time and specified manner. However, the existence of these students in the class was making them anxious about the possibility that they would lose the control of the class or would not give the instructions properly. What is more, the highest concern was on the idea that these disruptive students would influence other students negatively and the student teachers’ lesson would turn into failure.

Students’ reluctance to perform in certain classroom events lead to anxiety in student teachers, too. Their reluctance to write, which students view as a hard task to complete, their reluctance to read,

their reluctance to attend the class just because it is towards the end of the year, and their reluctance to use L2 in the class are among those concerns.

Some of the anxieties experienced by the student teachers related to the students in the classes were reported by the student teachers as having appeared in the middle of the lesson. Students' lack of background knowledge about a subject, students' unexpected silence, their sudden panicking due to not understanding the subject well were among those anxieties. Moreover, an unexpected question or an unexpected answer from the students made the student teachers feel helpless in the middle of the lesson. Similarly, as middle-of-the-lesson cases, the following can be counted: students' starting a fight, some of the students' leaving the class, students' overreaction to classroom events, their making fun of student teacher's mimes and gestures while a student teacher was trying to teach them through mimes and gestures, and even students' sabotage in the lesson as a whole.

The last portion of student teacher anxieties caused by students is related to the class profiles rather than one or a few students in the classroom. One of them was the bad reputation of a class. When the student teachers were supposed to deliver a lesson in one of these classes, their anxiety was high due to the feeling that they would not be able to finish their lessons as they wished. Students' prejudices about English and their perception of student teachers as brothers and sisters rather than teachers also affected student teachers in a negative way and caused a teaching anxiety.

Classroom Management

The analysis of the diary entries revealed that student teachers were highly anxious about classroom management issues. Maintaining discipline has the second highest frequency among the anxieties of student teachers when communication units are computed. Many of the student teachers indicated that they were concerned about maintaining discipline in the class at least once throughout the practicum in their diaries. According to them, controlling the class means almost everything in a lesson. They think even long before their teaching time about the fact that their entire lesson could collapse if they cannot establish a class control. Similarly, their concerns do not end when they start teaching. Some of the student teachers indicated that anxiety appeared during the class hour when students seemed to get out of their control.

Other components of classroom management were also the sources of anxiety for the student teachers. For example, pacing the lesson and time management were two important factors contributing to high levels of foreign language student teacher anxiety. To differentiate these two concepts, in this study, pacing the lesson is used to mean "the extent to which a lesson maintains its momentum and communicates a sense of development" (Richards & Lockhart, 1996, p. 122). Time management, on the other hand, is used to mean student teachers' timing the classroom activities and tasks in their lesson plans before delivering a lesson. A student teacher indicated her concern about time management as follows:

*"Today I had reading class for the eighth grades. I was to teach seven words before reading session. Then we had pre-reading and during-reading activities. As not all of them would finish in this lesson, I was a bit worried. I made good lesson plans; also, I decently allocated time; however, in practice **I cannot manage the time as I noted in my lesson plan and this situation causes anxiety a little.**"*

Furthermore, some student teachers indicated that that they were stressful about how to deal with the noise in the classroom. They reported that noise was an effective factor in the success of their lessons since it would break the communication between them and the students.

Teaching Procedures

The analysis of the diaries also reflected that teaching procedures were an important source of foreign language student teacher anxiety. Although some of the concerns of student teachers in this category are related to general teaching procedures regardless of discipline, most of the anxieties were related to the specific issues of foreign language teaching. The most frequent anxiety in this category was student teachers' concerns of teaching a difficult subject or teaching a subject for the first time in their teaching experience. Student teachers in this study believed that some subjects (including speaking and writing) are more difficult to teach in the classroom than others such as grammar, vocabulary, and reading. According to them, this difficulty comes from their nature. For example, students need to produce the language in speaking and writing classes as they are the two productive skills. Besides, listening is a difficult subject to teach as most of the classroom activities in language classrooms are based on grammar and vocabulary. One of the student teachers explains her concern as follows:

I was a bit anxious when I was to teach this lesson. The reason of this situation was that I thought they would have difficulty learning the adverb of time, which does not exist in their mother language. Especially, I thought that it would be difficult for me to teach the difference between "just" and "already" and when to use each. I was not wrong. They easily picked up "yet" but they were confusing "just" with "already".

As one of the sources of anxiety related to teaching procedures was student teachers' stress about getting students' attention. According to many student teachers, when they are able to attract students' attention successfully, whether their activities are informative or not, their lesson achieves the success level they desire. Therefore, they give great importance to getting students' attention.

Furthermore, making students' speak is a noticeable concern of student teachers. Most student teachers do not like silence in the classroom; silence means failure for them, so they try hard to make students speak. Similarly, their lesson plan requires them to get certain answers from the students so that they will be able to move to the next step. Therefore, student teachers experience the anxiety of not making students speak during the lesson. In a similar point of view, one student teacher indicates her fear of making her students bored during the class hour because bored students would mean an unsuccessful lesson. Similar concerns of student teachers on this issue are not being able to teach effectively and not being able to communicate with the students effectively. In addition to the concerns stated above, student teachers' previous experience about teaching is a factor contributing to anxiety.

Some other classroom issues were also anxiety-provoking for the student teachers: One student teacher was concerned about using her voice effectively in the class; she thought that students would not understand her and she would not control the class if she could not use her voice effectively. One of the student teachers reported experiencing stress when she had to proctor the students during a classroom test. Finally, a student teacher was anxious when she had to teach a lot of vocabulary items at the same time because she thought that students would not grasp the meaning of those words at once.

The analysis of the data suggested that inadequate preparation of the student teachers caused anxiety on them. For instance, in two of the cases, student teachers talked about the difficulty level of a classroom activity. According to them, since they did not choose the level of the activity according to

the level of the students, they suffered from anxiety a lot. In another case, a student teacher was anxious about choosing an activity which could cause a problem with a specific student.

Language-related anxieties were also reported by the student teachers in three types of communication units: using L2 (English) in the classroom, modifying their language according to students' level, and giving instructions in L2. As it is the general principle in language teaching, student teachers are supposed to deliver their lessons in L2. However, as most student teachers stated, very few of the cooperating teachers use L2 in their classrooms, which result in an expectation by the students that student teachers will also teach in L1 (Turkish).

Some personal issues related to physical well-being like being sleepy and tired on the day of practice teaching and a personality trait such as perfectionism were also among the sources of anxiety experienced by the student teachers.

Being Observed

The analysis of the student teachers' diaries put forth that they were experiencing a high level of anxiety when they were supposed to be observed by others while teaching. Interestingly, student teachers very rarely mentioned about being observed by their cooperating teachers or by their peers (two cases and one case respectively) although the cooperating teachers and their peers were always observing their teaching and commenting on their performance. Almost all students, on the other hand, indicated in their diaries that their university supervisor's existence caused a high level of anxiety just before the class time since supervisors visited schools unexpectedly. They indicated that even the existence of the university supervisor there, although they know him/her very well, caused great anxiety and even caused in physical reactions such as sweating, shaking hands, trembling voice, etc. The following extract from a student teacher's experience about her stress when she was about to be observed would be enough to clarify the issue:

"I saw our instructor at the moment I entered the teacher's room. I wanted to think it was only a joke because of the date "April 1". I saw how my hands were trembling. I drank some water but it didn't help. When it was their turn to write the sentences on their notebooks, these naughty boys were very reluctant and they told me really childish and even silly excuses not to copy the sentences on their notebooks. I was very anxious that I wasn't able to cope with these boys. I tried my best but I couldn't manage to calm down them truly."

Mentors

Analysis of the data also revealed that mentors including the cooperating teachers and the university supervisors were among the sources of anxiety experienced by student teachers. Within this category, cooperating teachers' interference in the lesson delivered by the student teachers play an important role. According to student teachers, it is a very humiliating act performed by the cooperating teachers in front of the students. These cases belong to student teacher anxieties that appear at the time of teaching rather than before-the-class feelings. A student teacher explains how she felt about being interrupted by her cooperating teacher in the middle of the lesson:

"Today it was the second time I taught this class. I can state that we have got more acquainted with each other but I happened to learn that the level of this class was lower than the other classes. Today another event has occurred. It seems that our teacher started to interfere in our teaching. In fact, the teacher's saying what to do and what not to do disturbed me while I was teaching in front of the class."

In addition to interference by the cooperating teachers, the student teachers reported that they were anxious when their cooperating teacher saw them as students rather than teachers, when they criticized them about their teaching techniques which are different from theirs, when they ask them to change an activity in the last minute, when they had to teach without a plan because of the cooperating teacher, and when they are too demanding.

Most of these concerns, according to the student teachers, are the results of the fact that the cooperating teachers are rather old and not innovative about language teaching methodologies and classroom procedures. In contrast to cooperating teachers' becoming old and far from new teaching methods as a source of anxiety, one student teacher reported that she was experiencing stress because her cooperating teacher is young and knowledgeable about new trends in language teaching.

In addition to cooperating teacher effect, supervisor interference was the only anxiety-provoking situation for one student teacher as stated in the diaries.

Miscellaneous

Other teachers' negative ideas about student teachers and students in the classrooms and some technical issues fall into this category. The results of the analysis indicated that other teachers in the practicum school were the sources of anxiety experienced by student teachers. In one case, a student teacher was anxious due to the ideas of other teachers about their role in the schools. In another case, the student teacher is stressful about teaching a class, about which she was informed by a teacher in the teachers' room just before she entered the lesson.

Certain technical issues were also among the factors contributing to anxiety in student teachers' teaching experiences. While one student was concerned about the teaching material in the book, another student teacher was anxious about the possibility of the situation that OHP would not work on the day of teaching. Another student, similarly, stated experiencing a sudden feeling of anxiety when she saw that the class board was not magnetic, which was an absolute must for her because she needed to attach her pictures on.

Discussion of the Findings

Students to be taught play one of the most evident roles in student teachers' teaching experiences and their anxiety as our data suggest. According to the findings, student teachers experience the highest level of anxiety related to their relationship with their students at all stages of their student teaching experiences. These findings are highly correlated to similar studies conducted in different research settings. For example, Kim and Kim's (2004) student teachers were concerned about their interaction with the students they were supposed to teach. The study also showed that there were no statistically significant differences among the three stages of the teaching practice when the effect of students to be taught as the predictor of foreign language student teacher anxiety is taken into consideration. This means that at any stage of teaching, how much experience the student teachers are supposed to have gained, their concerns continue till the end of the practicum. According to Kim and Kim (2004), student teachers may feel uneasy when they teach specific types of students: unmotivated ones, uninterested ones, the ones who lived in English-speaking countries before joining their classes. As Kim and Kim (2004, p. 176) state, "a few poorly motivated students can ruin the class atmosphere". The student teachers cannot know when those students will be poorly motivated

or highly uninterested; therefore, they worry about these possible obstacles throughout their teaching practicum. In accordance with these findings, earlier studies reached similar conclusions on this specific theme such as acceptance by the pupils (Thompson, 1963); pupil disruption levels in class (Hart, 1987); hostile comments from students and providing inadequate answers to students' questions (Gardner & Leak, 1994); interpersonal relationships with the students (Beach & Pearson, 1998); dealing successfully with misbehaving pupils (Swennen, Jörg & Korthagen, 2004); meeting the needs of the diverse needs of the learners, violence and outside hate of the students, and lack of respect (Rieg, Paquette & Chen, 2007); and maintenance of students' attention throughout the course and motivating the students (Çakmak, 2008).

The qualitative data analysis suggested that classroom management was an important contributing factor to foreign language student teacher anxiety. Classroom management is one of the key concepts in student teaching (Preece, 1979) or in any type of teaching experience (Emmer & Stough, 2001). According to Veenman (1984), classroom management including time management was the most frequently reported and the most serious problem among beginning teachers. Later studies found classroom management as one of the major concerns of student teachers (Kwo, 1996; Capel, 1997; Mau, 1997; Valdez, Young & Hicks, 2000; Aydın & Bahçe, 2001; Chepyator-Thomson & Liu, 2003; Merç, 2004). For instance, Çakmak's (2008) findings on student teacher concerns merely focused on the impact of classroom management on the success of student teaching. According to Çakmak (2008), the reason for the high number of concerns in this category is the courses about classroom management, which could be revised according to the needs and expectations of the prospective teachers. Besides, Chepyator-Thomson and Liu (2003) claim that student teachers in their study gained the ability to control the classroom after spending a great deal of time in an eight-week teaching practicum. Furthermore, most student teachers in this study indicated that they were experiencing anxiety related to classroom management and time management. Murray-Harvey et al. (2000) indicate that student teachers are highly concerned with their abilities in managing the time and managing the class. Therefore, it can be assumed that student teachers might be experiencing problems related to these issues since they were highly stressful and concerned about them. Similarly, Merç (2004) had identified classroom management and time management as the most frequently identified problem by the student teachers themselves. Rieg et al. (2007) also documented that student teachers were asking themselves the following crucial questions: 'What if my lessons are too long or too short?'. Thus, it is not surprising that student teachers in this study were experiencing a high level of anxiety related to these classroom issues.

The situation can also be explained through the appropriate use of decision-making skills of student teachers. As literatures suggests, student teachers are motivated to adapt their lesson plans according to timing and classroom management in comparison with more experienced teachers (Vanci Osam & Balbay, 2004). Hence, it is not surprising that time management and classroom management are the two noticeable sources of anxiety. In addition, varied teaching contexts, such as cooperative learning or inclusion settings require effective and flexible classroom management skills (Emmer & Stough, 2001). When the nature of foreign language classrooms considered, in which learners are intensely organized in pairs and groups, it is quite normal that student teachers with limited classroom management skills suffer from higher levels of anxiety.

Analysis of the data also yielded to findings related to the role of the supervisors and the cooperating teachers. Although the supervision component is not directly taking its place in actual classroom teaching atmosphere, student teachers feel anxious about being observed by their supervisor at least once throughout their teaching practicum. Of course, a high level of anxiety of being observed by

their supervisors would create pressure on the student teachers that might result in an unsuccessful lesson. In earlier studies dealing with student teachers' concerns, it was also identified that supervisors had a key role in student teacher anxiety. Considering the nature of foreign language classrooms in which student teachers are supposed to deliver their lessons in English, it is quite probable that student teachers were anxious about making mistakes in front of their teacher, the university supervisor. However, one must note that fear of being observed may not be limited with the novice teachers and student teachers. Many experienced teachers may share their sentiment. Concerns related to cooperating teachers, on the other hand, center on the relationship of the student teachers with them. These problems, according to the findings of this study, are because of the differences between how student teachers perceive practice teaching and how cooperating teachers perceive student teachers' roles in practicum. However, according to Murray-Harvey et al. (2000), quality of the cooperating teacher is the key element for success in the practicum. However, according to Paese (1984), cooperating teachers often do not have effective observation techniques, do not know what to observe, or which student teacher behaviors to try to change and which to try to develop further, and thus, they have a limited effect on changing student teachers' behavior in the classroom. Similarly, high expectations of the cooperating teachers related to lesson planning and classroom management as well as ineffective modeling of the cooperating teachers are the two factors contributing to stress and failure in student teaching (Rieg et al., 2007). The cooperating teacher's anxiety and attitude toward the profession of teaching directly manipulate the preservice teacher's anxiety and vital attitude about the teaching job (Woolley, Woolley & Hosey, 1999). On the other hand, student teachers find observing cooperating teachers enjoyable and beneficial especially when they are given the chance to make comments on their teaching and have a chance for discussion of the classroom events, specifically occurrences related to classroom management and teaching styles (Anderson, Barksdale & Hite, 2005). Therefore, when cooperating teachers are more open and flexible about discussing their own classroom applications with their student teachers, it is possible that student teachers will experience lessened levels of anxiety related to their cooperating teachers. The overall understanding of the relationship between these two sides should be, then, learning from each other rather than criticism of each other. Cooperating teachers, indeed, should see the practicum as "a genuine professional development opportunity" (Hastings, 2004, p. 146). From another perspective, the student teachers can be seen as the students of the supervisors and cooperating teachers. Thus, when the findings from language learning anxiety research, which suggest that the higher the students' evaluation of their teachers as supportive, encouraging, and understanding, the lower the students' level of anxiety in foreign language learning situations (Abu-Rabia, 2004). The negative evaluation of the supervisors and the cooperating teachers by the student teachers, then, might be an explanation for the anxiety of the student teachers stemming from their relationships with their mentors.

Conclusions and Implications for Teacher Educators

The findings of the study revealed six main categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous. According to MacDonald (1992), when the concerns of student teachers are taken into consideration in a teacher education program, it is quite probable to reach a more meaningful and relevant practicum experience for student teachers. Therefore, student teachers' emotional and affective state of mind should be taken into consideration in student teacher placement in the teaching practicum. Student teachers with similar personal characteristics might be brought together as teaching partners as a way of taking emotional and affective states of teacher candidates.

Student teachers experience anxiety when what they face in real classrooms do not correspond to or deviate from what they learn in their courses or when they cannot find the solution to the problem in their repertoire of English language teaching. Therefore, it is vital for teacher education programs to make connections between theoretical and methodological issues. The best place for this type of education is the methodology courses where student teachers are introduced to language teaching methodologies, several teaching and classroom techniques. Halbach (2000) states that it is quite important to find an appropriate teaching methodology in teacher education courses since student teachers are likely to take teacher trainers' teaching behaviors as models for their own teaching.

Finally, teacher education programs can add a reflection component to the teaching practicum providing teacher trainees with opportunities to discuss their teaching experience what they have learnt throughout their education (Merç, 2004). Similarly, the importance of reflection as a part of teaching practicum is emphasized within the idea that when student teachers are given the opportunity to reflect on their teaching behavior, they are also given the chance to evaluate their teaching and develop their decision making skills Gebhard (1990). Student teachers' reflecting on their practicum experiences enhances their learning since it gives them the opportunity to identify what is significant to them about their classroom experiences. Bearing all these in mind, reflection can be a chance for reduced levels of anxiety and a stress-free teaching practicum.

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