



Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

# MASTER DISSERTATION

Letters and Foreign Languages

English Language

Sciences of Language

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Submitted and Defended by:

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## **FOREIGN LANGUAGE TEACHING ANXIETY AMONG EFL PRE-SERVICE AND IN-SERVICE SECONDARY SCHOOL TEACHERS**

### **The Case of Student Teachers at Assia Djebbar ENS – Constantine and New-in-Service Secondary School Teachers in Biskra**

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A dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in *Sciences of Languages*.

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**Academic Year:** 2018 - 2019

## **Dedication**

*To my dear parents.*

## Acknowledgements

I would like to express my sincere gratitude to my supervisor *Dr. LAALA Youcef* for his guidance and patience in directing me throughout this journey.

My deepest and heartfelt gratitude goes to *Pr. Hacene HAMADA* who contributed to the successful conduction and orientation of the study at Assia Djébar ENS - Constantine.

Thanks to *Mr. Abdelbasset Dou* for his instructions, feedback and support.

I am deeply grateful to all teachers of our department.

Thanks go to the board of examiners who accepted to read my humble work and thanks to them for the valuable remarks.

## Abstract

The state of foreign language teaching associated with teachers' fear, apprehension, uneasiness or worry is known as Foreign Language Teaching Anxiety. The present research aims at investigating EFL teachers' anxiety in both phases of training and teaching. It attempts to reveal the common sources and degrees of Foreign Language Teaching Anxiety among fifth-year students at Assia Djébar ENS – Constantine and new-in-service secondary schools working in the city of Biskra. The study initiates a causal comparative investigation of anxiety among teachers in their teaching practicum and permanent secondary school teachers who have one-to-four years of teaching experience. Two research tools are used: a questionnaire is designed for student teachers at ENS Constantine and an interview conducted with permanent teachers working in different secondary schools in Biskra. The results indicated that the lack of confidence as well as teaching the 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:** Foreign Language Teaching Anxiety, pre-service teachers, in-service teachers, EFL, secondary school.

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## **General Introduction**

Tension, apprehension, nervousness, discomfort, fear, and worry, as subjective feelings, represent what is known as ‘anxiety’. What prevents people from performing different tasks successfully could be the arousal of the autonomic nervous system caused by anxiety. In the contexts of language learning, many learners find that foreign language learning in classroom is situationally stressful, anxiety-provoking and even scaring. Besides, learners may feel that they are unable to perform well, especially in oral activities, classroom interaction and even when having a test.

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. Foreign Language Teaching Anxiety (henceforth, FLTA) is a confrontation that should be taken into account as a different but related concept to FLA and general teaching anxiety.

### **1. Statement of the Problem**

As noticed in the Algerian EFL contexts, less attention has been drawn to FLTA among students in their trainings and among teachers in their first stages of permanent teaching. EFL students at the High Schools of Teachers (ENS) in Algeria have to do a teaching practicum 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.

## **2. Research Aims**

The present research points out FLTA among EFL teachers. It targets two different groups of teachers. The first group is the student teachers (fifth-year level students) of secondary school studying at Assia Djebbar ENS – Constantine. The second group is new-in-service EFL secondary school teachers in Biskra. The study aims at revealing the extent to which FLTA occurs in their training and teaching. It also attempts to compare and contrast the sources and degrees of FLTA among both groups of teachers.

## **3. Research Questions and Hypotheses**

In order to achieve the study objectives, the researcher raises the following questions:

- 1- To what extent does Foreign Language Teaching Anxiety exist among student teachers of ENS - Constantine in their teaching practicum and among new-in-service EFL secondary school teachers in Biskra?
- 2- How is FLTA among pre-service teachers different from the anxiety among permanent teachers in terms of sources and degrees?

The researcher hypothesizes that:

- 1- FLTA exists in different levels among both pre- and in-service EFL teachers.
- 2- FLTA among pre-service teachers is caused by lack confidence and lack of knowledge and proficiency of the language, whereas FLTA among in-service teachers is caused by teaching the language skills and insufficient class preparation.

#### **4. Means of Research**

The researcher investigates the EFL teaching anxiety using two different research tools. The first tool is a questionnaire designed for fifty (50) student teachers (trainees) who are fifth-year level students at Assia Djébar ENS – Constantine. The second tool is an interview conducted with fifteen (15) permanent secondary school teachers working in Biskra. The data collected from both instruments will be quantitatively and qualitatively analyzed. Both tools are designed to compare and contrast FLTA in both periods: the teaching practicum and the permanent teaching.

#### **5. Structure of the Dissertation**

This dissertation consists of three chapters. The first chapter is devoted to theoretical framework about anxiety, its types and sources. It also reviews Foreign Language Anxiety as experienced by learners and teachers. Moreover, it provides an overview on teaching practicum anxiety. The second chapter deals with the description of research design and methods. It also presents the analysis of data collected from a questionnaire and an interview. The last chapter provides interpretations of the results obtained from each data collection tool. The study closes with the major implications and suggests a set of recommendations for teachers and institutions.

# **CHAPTER ONE**

## *Anxiety in Foreign Language Teaching*

## **Introduction**

This chapter represents the theoretical background of the study. It reviews the notion of anxiety in educational settings. After defining anxiety, the major types are briefly provided. The target concept and shape of anxiety is, further, introduced. The researcher reviews Foreign Language Anxiety and its types related to teaching and learning. Indeed, light is shed on Foreign Language Teaching Anxiety (FLTA) and its sources. The chapter closes with bringing the teaching practicum anxiety into discussion. The last title in this chapter highlights the existence of anxiety among teacher students (teacher trainees / pre-service teachers).

### **1. Anxiety**

The term ‘anxiety’ has been widely and differently treated in various fields and research areas. Broadly known as a human psychological phenomenon, Oxford Advanced Learner Dictionary defines anxiety as “the state of feeling nervous or worry that something bad is going to happen.” Fletcher and Langley (2009) state that every human being can experience anxiety, which is a natural feeling that can occur during an unusual situation or different changes in life like starting a new work. Anxiety can help to either perform better or lead to the feeling of fear that can cause failure to achieve the task (p.35).

According to Dilmac, Hamarta and Arslan (2009), anxiety is seen as “a condition of being stimulated that manifests itself with physical emotional and mental alteration the individual experience against a non-objective danger.” (p.144) However, other researchers treated the notion more psychologically. For instance, Yoon (2012) states that anxiety is

a normal feeling to human beings which can be brought about by any internal or external changes, uncertain situations, or feeling of uncertainty. That is, when

people face a particular situation that is not familiar with, it is natural most of them have the same feeling, that is, nervousness, and tense, which can be also considered as anxiety. (p.1100)

That shows anxiety as a complex reaction that goes through ups and downs in terms of intensity according to the situation. There are numerous examples of anxiety situations like oral interviews, presentations or speaking in public.

Moreover, anxiety is sometimes defined as “the subjective feeling of tension, apprehension, nervousness, and worry” (Spielberger, 1983, p.47), and in other times as “a vague fear that is only indirectly associated with an object” (Scovel, 1978, p.134). Hence, anxiety can be seen as a psychological symptom, which happens when any human being can feel nervous in unfamiliar situations. This cannot be expressed statistically due to the deep involvement of and association with feelings and emotions like nervousness, tension, frustration, and uneasiness. (Yoon, 2012)

However, according to Schwarzer, Ploeg and Spielberger (1982, pp.3-4), anxiety is in any particular situation that a person faces such as threatening as it can lead to unpleasant emotional reactions. Therefore, anxiety is a response -to any source of stress or worry- by which one survives while controlling appliances.

Several scholars and researchers tackled the sources of anxiety. In a sociological context, Zeidner (1998) opined that the human body is adjusted to such changes in relation to the social status and threats in order to face as anxiety. Thus, any fear to lose a social position or failure to keep it can lead to anxiety that can also affect the person negatively (Botton, 2004, p.55),

Whatever the quality of anxiety is, Hatloy (2012, p.7) argues that its impact can be either on a short term or on a long term. In the first case, positive effects are more expected. For example,

when a person is nervous before starting an interview, it is a good sign since s/he may feel more attentive; however, the person may feel relaxed after the level of anxiety has diminished. However, if a person has an overwhelming feeling, which can lead negatively to lack of attention, s/he is facing a long-term effect of anxiety (Hatloy, 2012).

## **2. Types of Anxiety**

Manifested in different forms, and related to the individual's psychological state, anxiety has been classified into three categories: trait, state and situation-specific anxiety (MacIntyre & Gardner, 1989)

Spielberger (1983) views state anxiety as “an apprehension expected at a particular moment in time as a response to a definite situation” (p.85). However, state anxiety can manifest in normal daily situations. It is also regarded as a problem to the emotional balance of a person “consisting of subjective feeling of tension, apprehension, nervousness and worry, with associated arousal of the autonomic nervous system” (Spielberger, Reheiser, Owen, and Sydeman, 2004, p.425). It is aroused by some environmental condition such as: punishment, examination, accident and so on. In addition, worry experience at a specific moment of time as a reaction to certain situation like an important test. (Spielberger, 1983)

Another form of anxiety is trait anxiety. While Tsui (1995) refers trait anxiety to the personality characteristic, Eysenck (1992) in this concern suggests that trait anxiety “represents a permanent tendency to react to input from the effective decision mechanism by directing attention towards or away from the location of threat.” (p. 175). It is regarded as a stable tendency; people with high levels of trait anxiety are usually anxious people in varied sorts of settings. Baily and

Nunan (1996) describe trait anxiety as a characteristic imprinted permanently into the individual's personality, varies from one to another and has different effects on each person.

MacIntyre and Gardner (1989, p.272) state that situation-specific anxiety “can be seen as trait anxiety limited to a given context”. Such kind of anxiety is developed by an individual in specific situations as during exams, public speaking, and participation in classroom or speaking in different language. As situational anxiety is stable over time, yet it is unpredictable in different circumstances. In general, trait and situation-specific anxiety are considered stable and permanent forms of anxiety, but state anxiety is an impermanent anxiety that comes in a particular period of time and perishes as times goes. (Spielberger, 1983)

### **3. Foreign Language Anxiety (FLA)**

In foreign language contexts, several researchers have offered different definitions of Foreign Language Anxiety (FLA). Osboe, Fujimura and Hirschel (2007) argue that FLA “has clearly been shown to have a negative impact on performance in the foreign classroom.” (p.1). Also, Duxbury and Tsai (2010) insist that FLA “is universal phenomenon that inhibits students' achievement in ESL and EFL classrooms. A student's native language in his/her main coping mechanism, it defines their worth and identity.” (p. 4). Thus, FLA is broadly any feeling of tension and/or apprehension associated particularly with a second or a foreign language context. (Onwuegbuzie, Bailey and Daley. 1999, p.218).

In short, FLA refers to the anxiety that learners may have when they learn a FL. For that, Occhipinti (2009) recognizes the second/foreign language anxiety as “a common debilitating feeling which affects students in a variety of ways.” (p.81). In view of the effect of FLA on both learners and teachers who often confronted with how to alleviate anxiety. Several researchers have

substantiated that anxiety is in foreign language learning (FLL) as well as foreign language teaching (FLT).

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

The anxious students are those who have a history of learning problems, obtain low grades, suffer from difficulties with classrooms' learning, and exhibit poor development skills (Chen and Chang, 2004, p.282). Among the factors that contributes to FLLA, we mention difficulty in coping with mainstream, classroom environment, lack of teacher engagement, and limited cognitive skills. In English as a Foreign Language (EFL) context, Tsui (1996, p.152) points that a huge number of variables contributed to student anxiety like low English proficiency, lack of practice, and task difficulty, as that may vary from context to context.

Sato (2003, p.4) outlines some basic reasons behind such anxiety experienced by Japanese students. The use of traditional methods of teaching which focuses mainly on grammatical accuracy in the written form of the language. The second is large class sizes, which limits student speaking time and devotes the teacher-centred environment. The third reason for students' anxiety when speaking a second or foreign language is their typical unwilling nature to stick out. Most of them prefer to blend in with their peers and to remain silent in a lecture-style class.

Other reasons of FLLA can be the tendency to keep silent for the feeling of insecurity, the fearing that the chosen utterances may not make sense or simply may not be correct, the inability to comprehend what is being said in the classroom (Von Wörde, 2003, pp.9-10). Therefore, the better policy for them is to be silent. Krashen (1982, p.31) hypothesized that anxiety contributed negatively to an "affective filter", which made an individual less responsive to language input.

### 3.2 Foreign Language Teaching Anxiety (FLTA)

Many scholars point out to the challenges faced by teachers of foreign languages. Whether a novice or experienced teacher, anxiety can surface in different levels. Foreign language Teaching Anxiety (FLTA) describes the uncomfortable moments and feeling in target language classroom. Horwitz (1996) states that teachers are expected to have a great command on the target language. However, mastering a language is a continuous work and this reason can put non-native language teachers into unpleasant situations while speaking the target language. Horwitz (1996) adds that language teachers were once language learners, which leads to the point that non-native language teachers can still have anxiety; however, it differs from one to another (pp.367-368)

In addition, it is important to state that FLTA is regarded by Williams (1991) as the broader teaching anxiety. That is, FLTA is a temporary situational trait of teaching and an unstable emotional condition that can reduce or disappear with growing experience. However, Pekrun (2006) states that teaching anxiety comes from a personal fear of controlling the situation while Lazarus and Folkman (1984) state that teaching anxiety is generated due to lack of resources and competencies with the challenging tasks.

Therefore, FLTA is related to teaching tasks where the efficiency of an anxious teacher is affected. FLTA can obstruct the teachers' performance and efficiency in classroom and it can happen even to those who are talented and well experienced. Whereas Bodie (2010) opines that lack of efficiency in classroom leads to teaching anxiety, which can result problems in the classroom such incapability to think clearly, interacting with students negatively, having either "too soft" or "too harsh" relationships with students and showing doubtful ideas that can come from the thought that students may look to the teacher as stupid. (p.85)

### 3.2.1 Reasons of FLTA

Indeed, there are many sources of teacher's anxiety. yet the focus here is on FLTA. Previous studies have shown that teaching anxiety in classroom can generate from lack of confidence, personal insecurities, supervisors' evaluation, etc. Chang (2009) states that teaching a particular language area, level or class size can make teachers anxious. The following tables attempt to show and categorize both teaching anxiety and FLTA' causes according to previous studies.

Scholars	Topics of the Study	Causes of Anxiety
Wilson (1986)	Anxiety of pre-service teachers in teaching practicum contexts	<ol style="list-style-type: none"> <li>1. Personal Insecurities</li> <li>2. Concerning regarding the field instructor</li> <li>3. Client concerns</li> <li>4. Anxiety regarding the agency or the system</li> </ol>
Randall and Thornton (2001)	Factors affecting anxiety of teachers in teaching supervision contexts	<ol style="list-style-type: none"> <li>1. Evaluation (getting feedback and a grade from an advisor)</li> <li>2. Novelty (facing with a new situation)</li> <li>3. Ambiguity (having an ambiguous situation)</li> <li>4. Conspicuousness (being a more noticeable teacher)</li> <li>5. Prior history (confronting with the same anxious situation)</li> </ol>
Berry (2004)	Tensions of teacher educators in learning about their own	<ol style="list-style-type: none"> <li>1. Telling and growth (giving a chance to self- reflect and accepting student teachers' concerns to develop ability)</li> <li>2. Confidence and uncertainty</li> </ol>

	practice and tasks in school contexts	3. Planning and being responsive 4. Discomfort and challenge 5. Acknowledging and building upon experience
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**Table 1. Causes of Teaching Anxiety (Sammephet & Wanphet, 2013, p.79)**

The table above demonstrates the different causes of teachers' anxiety based on the findings of previous studies. Those causes of teachers' anxiety have a relationship with teaching. According to Randall and Thornton (2001), evaluation from an advisor such as headmaster or an inspector and the process of getting feedback and a grade can generate teachers' anxiety. Moreover, being new to the field of teaching can also be a cause of teachers' anxiety.

While Wilson (1986) focuses on the causes of teachers' anxiety in teaching settings. According to Wilson (1986), teachers' anxiety can occur due to personal lack of self-confidence, having concerns in regards to the field instructor or client concerns and also the agency or the system itself can cause teachers' anxiety. However, Berry (2004) states that teachers' anxiety arises in classroom when teachers are practicing their vocation. According to Berry (2004), teachers' anxiety generates mostly from lack of confidence, uncertainty, and feeling uncomfortable during classroom.

Scholars	Topics of the Study	Causes of Anxiety
Kim & Kim (2004)	When the learner becomes a teacher: Foreign language teaching anxiety as an occupational hazard.	-Limited English proficiency - Lack of confidence, -Lack of knowledge about linguistics and education, - Insufficient class preparation -Being compared to native teachers.

		<ul style="list-style-type: none"><li>- Fear of negative evaluation.</li><li>- Lack of teaching experience.</li></ul>
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**Table 2. Causes of Foreign Language Teaching Anxiety (Kim & Kim, 2004, pp.67-68)**

Therefore, as shown in the table above, FLTA occurs in different circumstances such as when teachers have to teach English through English or when students ask unexpected questions that they do not know how to answer at the time being. Moreover, when teachers are not able to control students and when they are observed by a supervisor. Kim and Kim (2004) add that other situations can generate foreign language anxiety such as when they have students who lived-in English-speaking countries, when they have to teach speaking or listening and when they teach English culture.

The investigation of Numrich (1996) about problems of non-native English language teachers shows that teachers' anxiety is inevitable. The results of his study indicate that teachers were feelings anxious when feeling unsatisfied for effective grammar teaching, time management in class and giving instruction for classroom activities. Moreover, classroom management is a major factor for causing teachers to be anxious.

#### **4. Teaching Practicum Anxiety**

It is known in many countries that graduates of certain specialisms at the university will be teaching at various levels (primary, elementary and secondary schools). In addition, some colleges or institutions are concerned only with educating and making future teachers. Agustiana (2014) stresses that teachers need to be trained in the course of practice before teaching. In this respect, teaching practicum is "the opportunity given to the pre-service teachers to do teaching trials in

school situation” (p.) and a pre-service teacher is a college student who is engaged in an assigned student teaching experience (Johnson and Perry, 1967).

Like other teachers, pre-service teachers feel anxiety to face the teaching practicum. McKeachie & Kimble (1986) divides the pre-service teachers’ anxieties into three stages as shown in the table below.

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

**Table 3. Stages of Pre-service Teaching Anxiety (McKeachie & Kimble, 1986)**

Howarth (2002) comments on the first stage of pre-service teacher’s anxiety claiming that the employment of individual techniques to the first lesson will make teachers feel worried and mis-plan the lesson. That is why the first class is a challenging practice. To illustrate the second stage, the teacher’s interaction with students as well as time management are among the main sources of anxiety. In the last stage, the anxieties still remain and teachers think about they progress, as well as their inspectors, supervisors and/or administrators’ evaluation.

El-Okda & Al-Humaidi (2003) investigated the relationship between anxiety experienced by pre-service teachers of English as a Foreign Language (EFL) and their language teaching self-efficacy beliefs. They created the Foreign Language Student Teaching Anxiety Scale (FLSTAS) to measure foreign language anxiety. Further, they employed such scale to show how pre-service teachers of English experience a moderate level of language teaching anxiety.

Kim & Kim (2004) said that when pre-service teachers have to teach English through English, anxiety occurs. Unexpected questions, teaching speaking, students' motivation, controlling class, teaching students who live in English-speaking countries, observed teaching, and teaching culture are also among the factors that provoke pre-service teaching anxiety. According to Merc (2004), teaching practicum anxiety may be caused by a big class, feeling of incompetence in teaching, being observed / recorded / supervised, using a new teaching technique, using the time effectively, being unfamiliar with students, first-day impression, negative attitude of pre-service teachers toward the class, and worrying about not achieving the objectives.

## **Conclusion**

This chapter has introduced anxiety in the learning/teaching context, provided an explanation of the major types of anxiety and reviewed the major works on FLA. The chapter closes with the anxiety in the teaching practicum period, that will be the concern of the practical part of the study. The literature review suggests that there are many variables that can be related to pre-service teachers and new teachers' anxiety. However, how can we measure the level of anxiety? What variables must be prioritized? And to what extent can anxiety have an impact on the teaching process and experience?

# **CHAPTER TWO**

## *Research Design and Data Analysis*

## **Introduction**

This chapter presents the multi-faceted mixed methods of the study that investigates the Algerian EFL teachers' classroom anxiety in relation to their pre-service and training courses. As it is hypothesized in the general introduction, the Algerian EFL teachers think themselves to start anxiously as they question their fears and worries when teaching as they consider the pre-service training as a good strategy to reduce classroom anxiety. The present part of the study presents the research design and instruments. Further, the data collection procedures are described. Finally, the data analysis is provided.

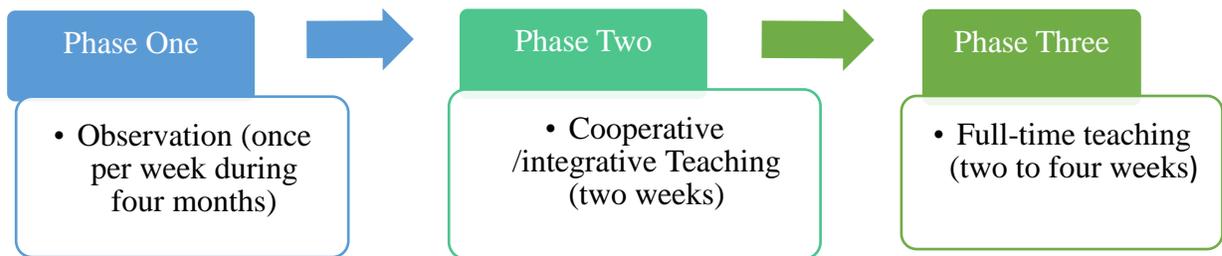
### **1. Research Design**

The Ministry of Education in collaboration with the Ministry of Higher Education 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 ENS (Teachers' Training High School) 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)

The present dissertation aims at investigating EFL teachers' anxiety in both phases of training and teaching. For that, the researcher decided to depend on two settings: ENS and secondary schools. As this study is bi-parametric, it has been conducted in the department of English at Assia Djébar ENS (École normale supérieure) in Constantine, as a context for teacher training. It has also been conducted in different secondary schools in the city of Biskra. 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 one-to-four years of teaching experience.

It is noteworthy that fifth-year students at Assia Djebar ENS – Constantine, as almost all other similar institutions, carry their teaching training through three phases along the academic year as follows:



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

## 2. The Sample

In order to test the research hypotheses, the researcher opted for specific research methods. However, it is initially important to describe the sample of the study. Sampling has gone through two phases. The first is choosing the context and field through checking the EFL teaching process in Algerian secondary schools. Because the study investigates the teacher's anxiety, the researcher has opted for the first teaching experience in secondary schools that is experienced by fifth-year students of all ENS (École Normale Supérieure) institutions in Algeria. The second option is relevant to in-service teaching experience. That is, the EFL teachers who have taught for one-to-four years only may be still facing some sorts of anxiety. For that, and in order to compare both contexts or experiences, the researcher has opted for permanent EFL secondary school teachers.

The second phase of sampling is precisizing the settings and parameters of both samples of teacher trainees and permanent teachers. The first group of participants in the present study are

fifty (50) fifth-year students of English at Assia Djebbar ENS (The High School of Teachers) in Constantine. The second group consists of fifteen (15) EFL teachers in different secondary schools in the city of Biskra. The table below shows the grouping of the study informants:

Sample	Assia Djebbar ENS – Constantine (fifth-year students / teacher trainees)		Biskra Secondary Schools (Newly in-service teachers)	
	Male	Female	Male	Female
Number of participants	13	37	5	10
	26 %	74 %	33.3 %	66.6 %
Total	50 (100%)		15 (100%)	

**Table 4. The Two Groups of Participants**

### 3. Research Instruments

The present study depends in its investigation of the EFL teaching anxiety on two different tools, a questionnaire for the (pre-service) teacher trainees and an interview with (in-service) secondary school teachers. Each one has its objective, function, validity and reliability. The data collected from both instruments will be quantitatively and qualitatively analyzed.

The instruments of the study include demographic information and statistics about training program and teaching experience. The Foreign Language Teaching Anxiety Scale is adapted from Hart's Student Teacher Anxiety Scale (1987). It supports the researcher in order to assess the teachers' self-reporting of their feelings and tensions while they are teaching. The interview consists of open-ended questions that seeks to collect quality of certain answers.

### 4. Data Collection

First, the questionnaires administered to fifty (50) EFL student teachers (or teacher trainees) who would finish their 5<sup>th</sup> level at ENS of Constantine this year. By virtue of supporting teachers,

the researcher received the answers of all informants. Second, the interviews have been conducted in different secondary schools and with different EFL teachers in the city of Biskra. Data have been collected after being filled. The results of the student teachers' questionnaire are to mirror the permanent teachers' insights and considerations related to FLTA. The actual administrations of the research instruments and data collection have been conducted in the third term of the secondary school calendar and in the second semester of the university calendar.

## 5. Data Analysis

In this section, the researcher presents the data obtained from participants. First, pre-service teachers' answers then in-service teachers' answers are quantitatively and qualitatively analyzed.

### 5.1 Analysis of Pre-Service Teachers' Questionnaire

Gender	
Male	Female
13 (26%)	37 (74%)
Total: 50 (100%)	

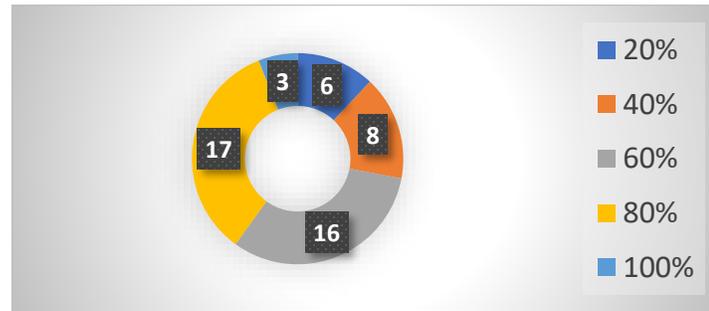
**Table 5. Pre-Service Teachers' Gender**

Table 5 shows the distribution the informants' gender. The majority of the questionnaire participants are female student teachers (74%). Male participants are just thirteen. It is already obvious that female university students outnumber the males.

Age		
22 years	23 years	24 years
11 (22%)	26 (52%)	13 (26%)
Total: 50 (100%)		

**Table 6. Pre-Service Teachers' Age**

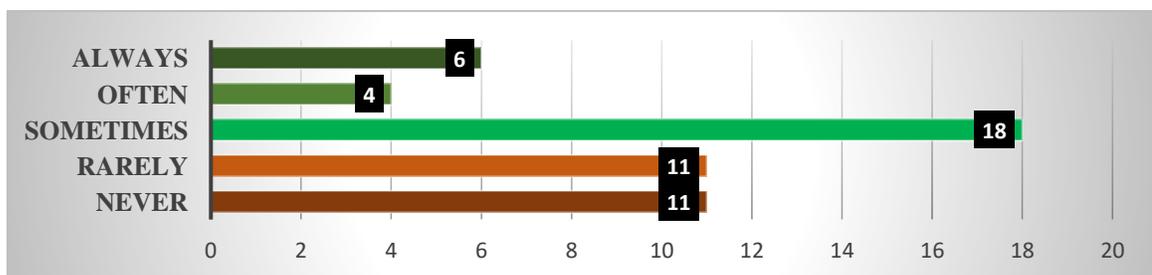
The age of the participants ranges from twenty-two to twenty-four. That reflects the regular timing of finishing five years of study, noting that some of them could have started studying later than the others or have failed in one the levels.



**Figure 2. Knowledge about and Readiness to Teaching English**

Figure 2 shows the answers of participants about the percentage that describes their knowledge and readiness to teach English. Seventeen participants answered with 80% that is explained as “knowledgeable and ready enough”; sixteen answered with 60% that can be explained as “ready to some extent”; eight answered with 40% that is “not sure”; six answered with 20% that is “not ready”; and only three participants answered with 100% that is, they are fully knowledgeable and ready to teach English.

### 1. I worry about being in front of too many pupils.



**Figure 3. Worrying about Being in front of Many People**

The first item in the scale receive different degrees of frequency. Eighteen (18) informants said they sometimes worry when they are in front of people; eleven (11) opted for ‘never’ and other

eleven (11) for 'rarely'. However, six (6) said they always have such worry, and only four (4) chose the option of 'often'.

## 2. I feel nervous when speaking English in class.

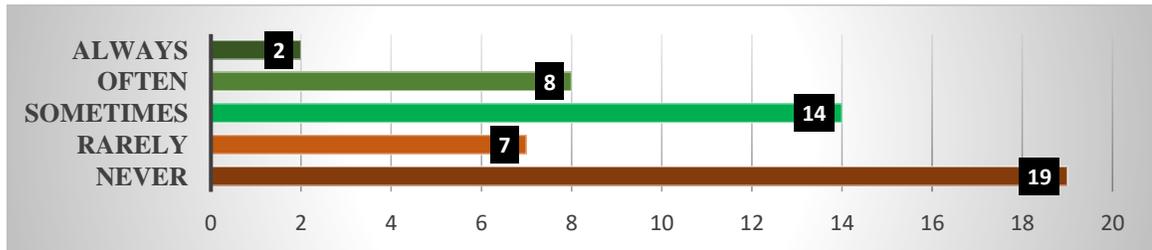


Figure 4. Nervousness about Speaking English in Class

Nineteen (19) informants reported they never feel nervous to speak English in class. As figure 4 demonstrates, fourteen (14) opted for the average frequency (sometimes). Eight (8) informants often have such nervousness while seven (7) others rarely do. Only two (2) participants reported they always have such nervousness.

## 3. The thought of making a grammar mistake worries me.

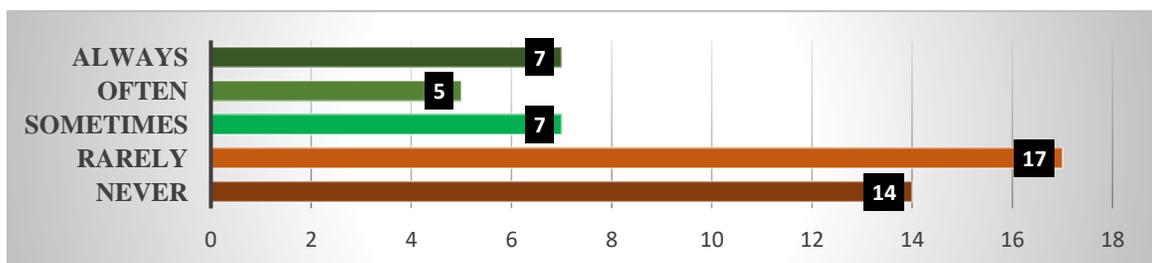
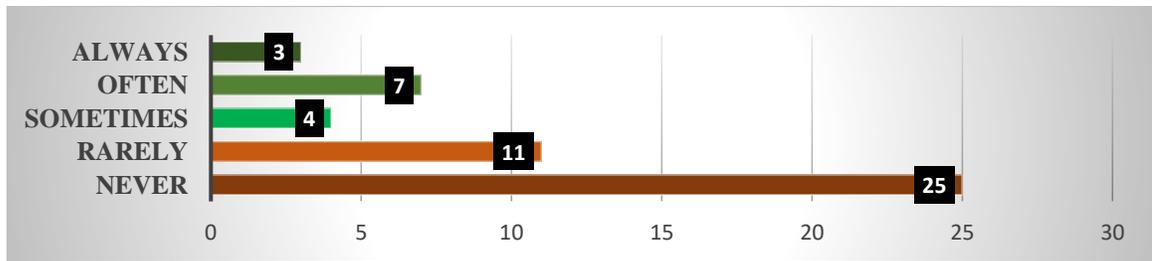


Figure 5. Worrying about Making Grammar Mistakes

When participants asked about their worry when it comes to grammar, the majority denied having such worry. Seventeen (17) opted for 'rarely' and fourteen (14) opted for 'never'. Notably, seven (7) students confirmed they sometimes worry about making mistakes; seven (7) others assured they always do, and five (5) others often do.

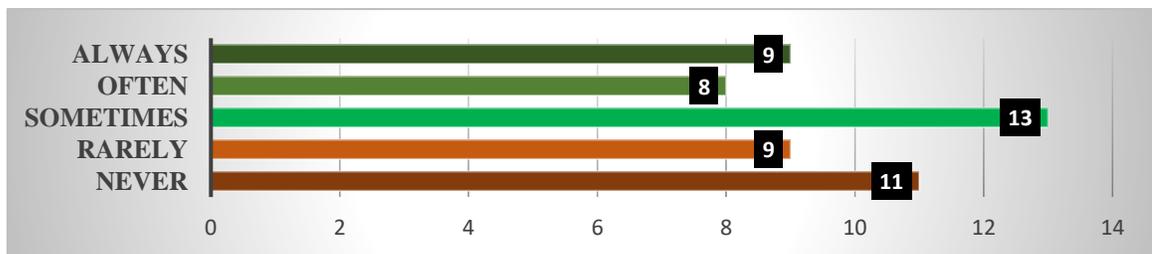
## 4. I feel anxious about my pupils testing my knowledge of English.



**Figure 6. Anxiousness when Knowledge is Tested by Pupils**

Half of the participants (25) never feel anxious when their pupils tested their knowledge. Eleven (11) others rarely feel anxious; seven (7) often do; four (4) sometimes; and only three (3) always do.

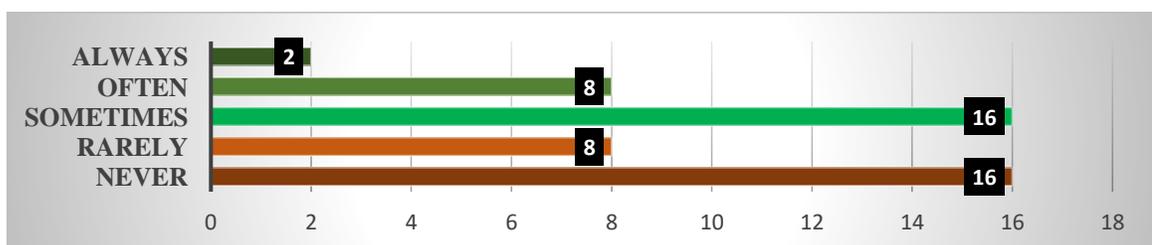
**5. I get so nervous when I forget the things that I know.**



**Figure 7. Nervousness when Forgetting Known Things**

Variant answers were received when participants were asked whether they feel nervous when they forget common things or things they know. Thirteen (13) participants sometimes feel such nervousness while eleven (11) others never do. However, nine (90 informants confirmed they always have such feeling, and eight (8) others often do.

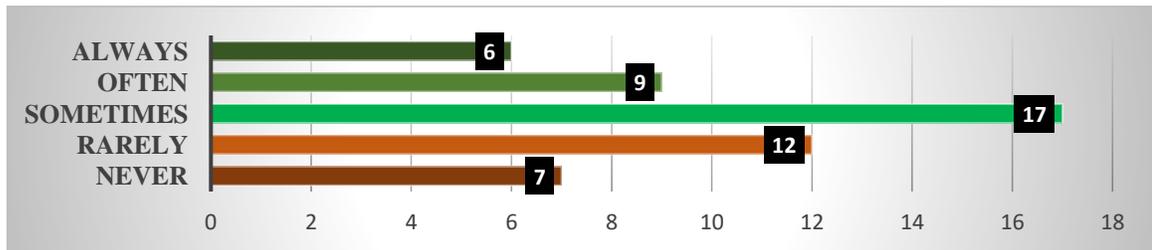
**6. I feel tense when I am giving instructions in English.**



**Figure 8. Feeling Tense when Giving Instructions in English**

Figure 8 demonstrates that sixteen (16) participants never feel tense when giving instructions in English, eight (8) others rarely do. Yet, sixteen (16) participants sometimes have such feeling, eight (8) others often do, and only two (2) always do.

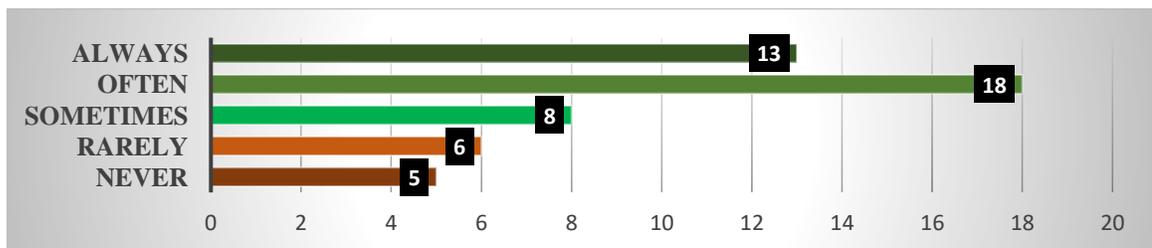
**7. I feel uncomfortable when my English knowledge and teaching methods are compared to those of other teachers.**



**Figure 9. Uncomfortability when Knowledge and Methods are Compared among Teachers**

A teacher's knowledge of English and methods of teaching can be compared to those of other teachers. Seventeen (17) of the participants sometimes feel uncomfortable when their knowledge and methods are compared to others'. Twelve (12) others feel such uncomfortability; seven (7) others never do. However, nine (9) informants often feel so, and only six (6) always do

**8. I feel uneasy when another teacher or an inspector attends my class.**

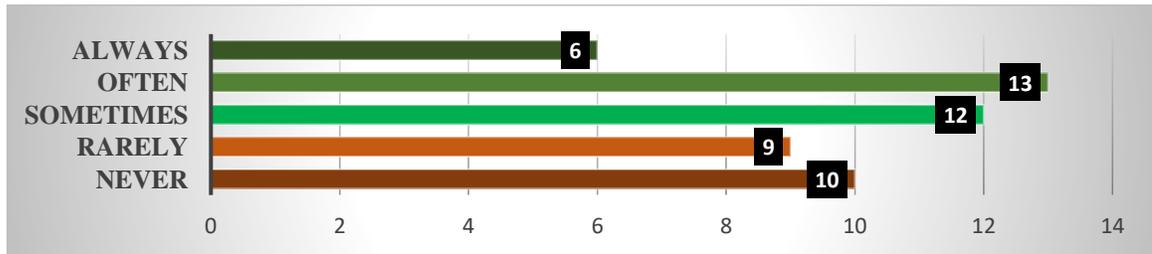


**Figure 10. Uneasiness when a Teacher/ an Inspector Attends Class.**

Participants were asked whether they feel uneasy when a teacher or an inspector attends their classes. Eighteen (18) answered they often feel so, and thirteen (13) others always do. Yet,

eight (8) participants said they sometimes have such feeling; six (6) others rarely do; and only five (5) never do.

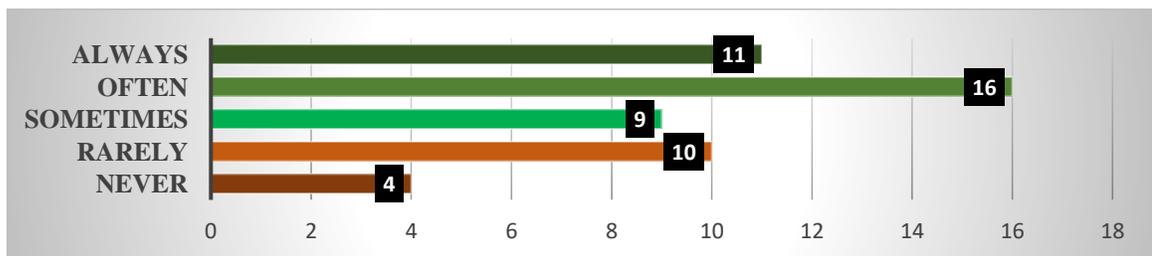
**9. I think my knowledge of English is not good enough to teach.**



**Figure 11. Self-Evaluation of Knowledge of English**

Thirteen (13) participants often think their English knowledge is not good; twelve (12) others sometimes think so. Yet, ten (10) participants never think of that; nine (9) others rarely do; and only six (6) always do.

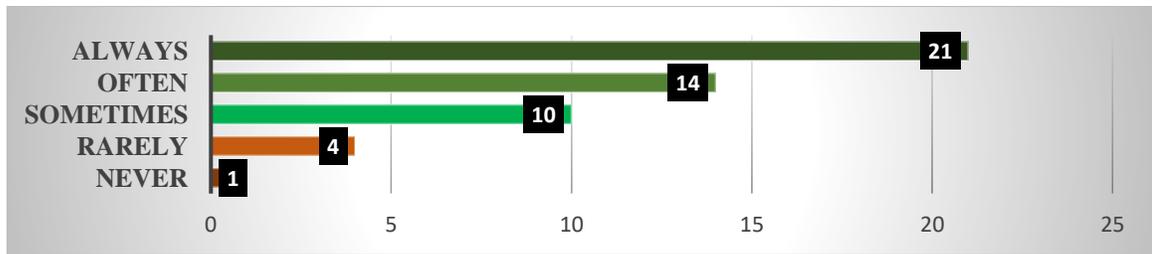
**10. I worry about not being able to teach grammar effectively.**



**Figure 12. Worrying about not Being Able to Teach Grammar**

Sixteen (16) participants assured they often worry about their inability to teach grammar; eleven (11) others always do. As figure 12 shows, nine (9) participants sometimes have such worry, ten (10) others rarely do; and only four (4) never do.

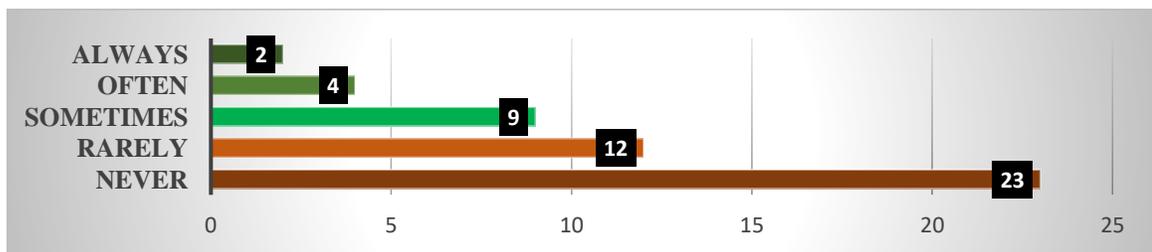
**11. I feel uncomfortable when teaching a skill that I am not proficient at.**



**Figure 13. Uncomfortability with Teaching Certain Skill(S)**

The idea of teaching a skill that a teacher is not proficient at received variant answers. Twenty-one (21) participants assured they always feel uncomfortable about it; fourteen (14) others often do. Yet, ten (10) participants sometimes have such feeling, four (4) others rarely do; and only one never does.

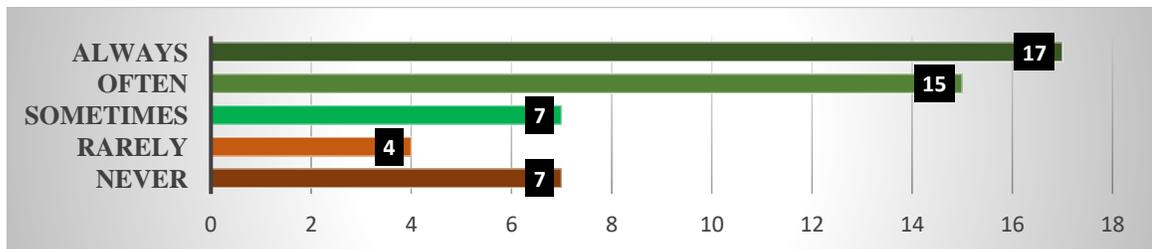
**12. I worry about not being able to teach listening effectively.**



**Figure 14. Worrying about not Being Able to Teach Listening**

Twenty-three (23) participants assured they never worry about their inability to teach listening; twelve (12) others rarely do. Nine (9) participants sometimes have such worry, while four (4) others often do; and only two (2) always do.

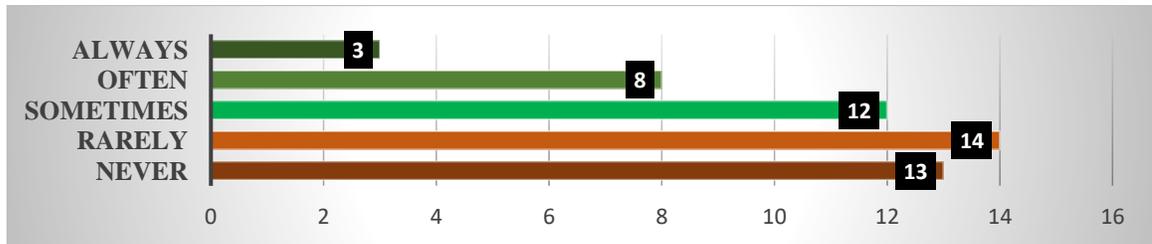
**13. I worry about not being able to teach speaking effectively.**



**Figure 15. Worrying about not Being Able to Teach Speaking**

Seventeen (17) participants assured they always worry about their inability to teach speaking; fifteen (15) others often do. Seven (12) participants sometimes have such worry, seven (7) others never do; and only four (4) rarely do.

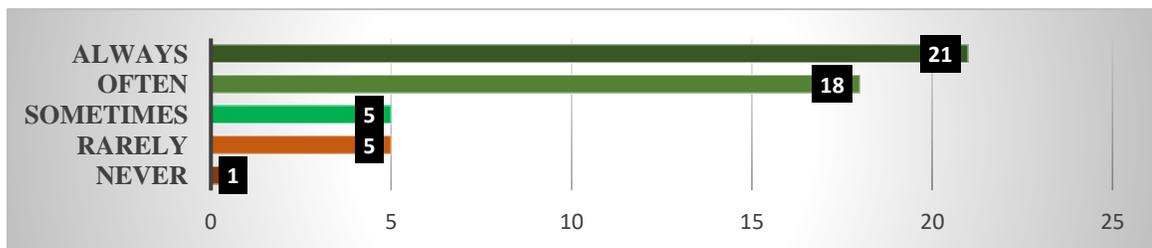
**14. I worry about not being able to teach reading effectively.**



**Figure 16. Worrying about not Being Able to Teach Reading**

Thirteen (13) participants assured they never worry about their inability to teach reading; fourteen (14) others rarely do. As figure 16 shows, twelve (12) participants sometimes have such worry, eight (8) others often do; and only three (3) always do.

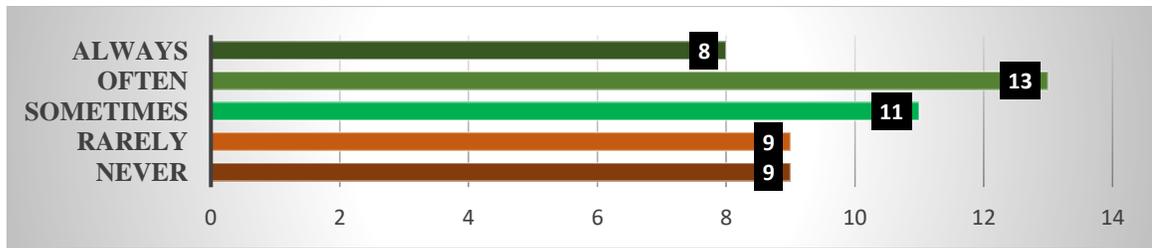
**15. I worry about not being able to teach writing effectively.**



**Figure 17. Worrying about not Being Able to Teach Writing**

Twenty-one (21) participants assured they always worry about their inability to teach writing; eighteen (18) others often do. Five (5) participants sometimes have such worry, five (5) others rarely do; and only one never does.

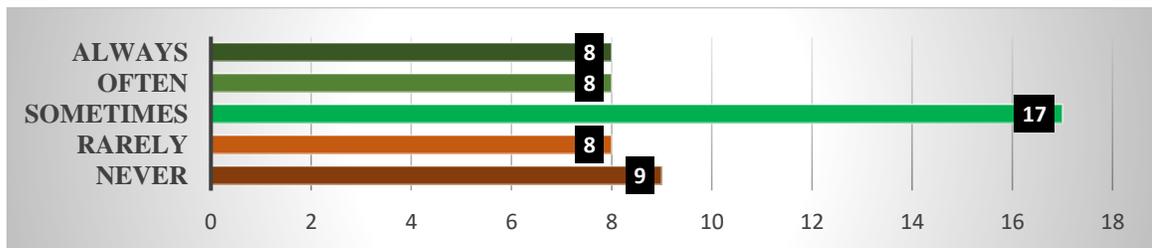
**16. I feel nervous when talking to students with a high proficiency.**



**Figure 18. Feeling Nervous Talking to Proficient Students**

When informants were asked whether they feel nervous talking to proficient students, thirteen (13) of them answered they often do. Figure 18 demonstrates that eleven (11) participants sometimes feel nervousness when students with high proficiency talk to them; nine (9) rarely do, and nine (9) others never do. However, eight (8) informants always feel nervous when talking to proficient students.

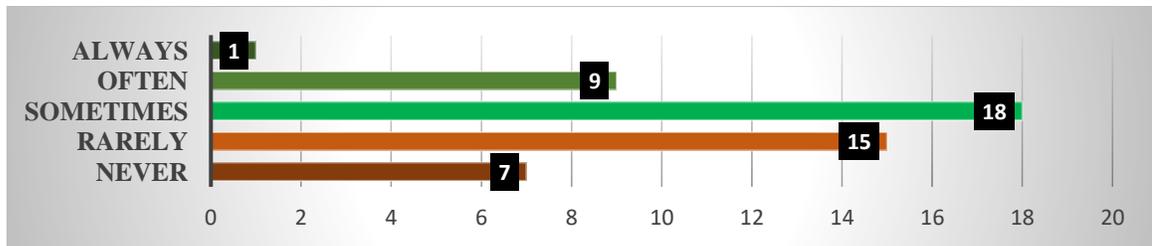
**17. I am afraid of my students criticizing my knowledge of English.**



**Figure 19. Fearing Students' Criticism about English**

Seventeen (17) participants sometimes feel afraid of their students' criticism. As figure 19 demonstrates, nine (9) participants expressed they are never afraid to be criticized by students; eight (8) rarely feel such fear; eight (8) others often do; and eight (8) others always do.

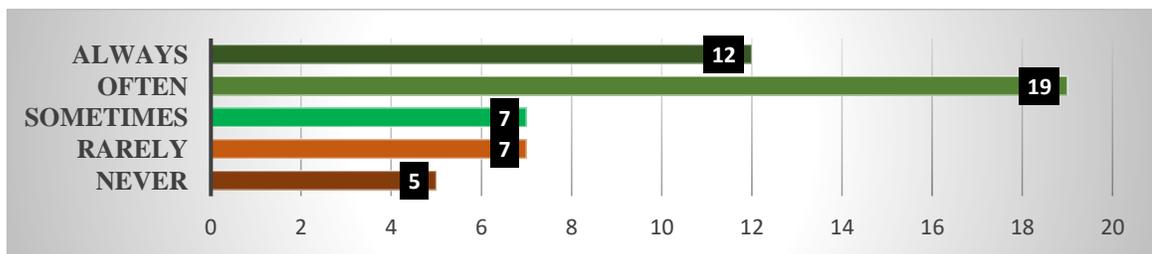
**18. I feel uneasy thinking that I might have to use Arabic during the lesson.**



**Figure 20. Uneasiness and Potential Use of Arabic**

Eighteen (18) informants sometimes feel uneasy when they think they might use Arabic in their class. Fifteen (15) others rarely feel so. Nine (9) participants often think they need to use Arabic; seven (7) others never do; and only one informant confirmed they always are uneasy and have the potential to use Arabic.

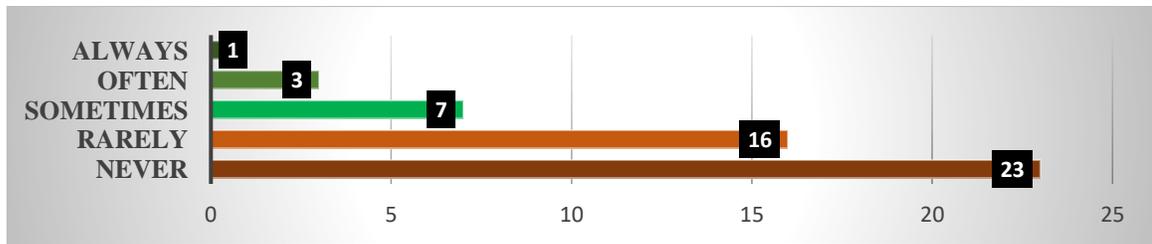
**19. I feel stressed when I do not control the classroom.**



**Figure 21. Being Stressed when Unable to Control Classroom**

Apparently, nineteen (19) student teachers often feel stressed in case they do not control their classrooms. Twelve (12) of them always feel so. Yet, when the classroom cannot be controlled, seven (7) informants sometimes feel stressed, seven (7) others rarely do, and only five (5) never do.

**20. I feel uncomfortable when I think of teaching English for many years.**



**Figure 22. Uncomfortability when Thinking of Teaching for many Years**

The students were asked about being uncomfortable when they think teaching would last for so long. Twenty-three (23) answered they never feel so; sixteen (16) said they rarely feel such uncomfortability. However, seven (7) participants sometimes feel so when thinking about time of teaching career; three (3) others often do; and only one reported that they always have such feeling.

## 5.2 Analysis of In-service Teachers' Interview

The analysis starts by providing general information about permanent teachers then showing their answers on the open-ended questions.

Years of Experience			
1 year	2 years	3 years	4 years
2 (13.33%)	7 (46.66%)	4 (26.66%)	2 (13.33%)

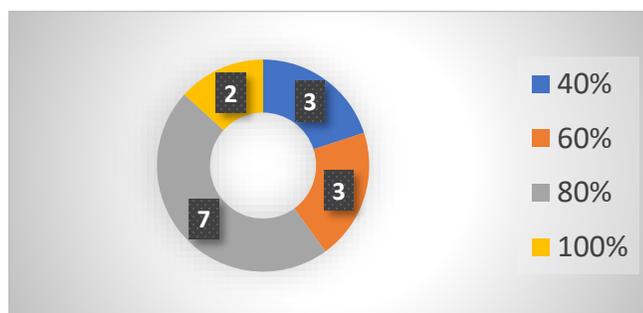
**Table 7. In-Service Teachers' Experience**

Seven participants claimed that they are teaching for two years. Two informants now have four-year teaching experience, and other four ones have three-year experience. Only two teachers are found to be having one year of experience.

Periods of Training		
Two weeks	1-2 months	4 months
6 (40%)	7 (46.66%)	2 (13.33%)

**Table 8. In-Service Teachers' Training**

As table 7 shows, almost half of the in-service teachers (7) had trainings for one-to-two months. Six teachers reported they had two-week training as a requirement for the fulfilment of their degree. Besides, two of the participants in the interview claimed that they had a four-month training. Through their answers, they all had experiences the teaching practicum and that is useful to obtain reliable results.



**Figure 23. In-Service Teachers' Knowledge about Teaching English**

Teachers were asked to describe the level of their knowledge about Teaching English before the open-ended questions. Figure 23 shows that almost half of the in-service teachers are to a good extent knowing about teaching English as they opted for 80%. Other three teachers described their knowledge as average by opting for 60%, and three others below the average by opting for 40%. However, only two teachers claimed that they are well knowledgeable about teaching English.

### **Part Two: Interview Questions**

This part reports briefly the answers of in-service teachers on the interview.

#### **Q.1: What do you think of foreign language teaching anxiety?**

Six (6) teachers thought that FLTA is a natural phenomenon that occurs in EFL teaching contexts. As it occurs among students, teachers also encounter anxious moments due to several factors. Other six (6) teachers stressed the factor of teaching. Their opinion is that teaching itself can be a factor of anxiety, then it is obvious to spot anxiety among foreign languages' teachers.

Opinions of other teachers varied between defining FLTA and describing its existence in Algerian EFL context.

**Q.2: How do you think of your anxiety level in you training experience compared to the level of your teaching anxiety now?**

Two-thirds of the informants replied by stating that their anxiety level was lower at their training times. They mentioned that factors like holding responsibility, being controlled, preparing well, dealing with a whole syllabus and classroom conditions. These factors, in their view, were not taken into account when they were training so that they were not anxious. Other teachers described their anxiety as getting lower and lower due to the training and teaching experience. Two teachers emphasized that anxiety is always there, yet it gets higher and lower according to the readiness and knowledge of the teacher about the lesson and classroom condition.

**Q.3: What are the factors, in your opinion, that cause anxiety among EFL teachers especially in the course of teaching?**

Most of the informants mentioned that classroom and students represent the major sources of anxiety. They reported that the levels, numbers and socio-cultural backgrounds of students contribute to the worry and nervousness of teachers. Some other informants limited the sources of EFL teachers' anxiety to their level and knowledge in English as well as their self-confidence. One teacher intensified that being observed is the only reason of anxiety. Another teacher claimed that the teaching procedure and its obstacles can be the major cause of anxious teachers. Two informants notified that teaching new classes -perhaps in new schools- may increase teaching anxiety at the beginning of the teaching course.

**Q.4: How would you describe some of the major signs of anxiety among anxious EFL teachers?**

Some informants claimed that stopping or dismissing a class is the safest sign or reaction that anxious teachers do. Some others noted that changing some steps or elements in the teaching process and shifting from one objective to another can be signs of teaching anxiety. Teachers can also get involved in a discussion, instruction or conflict due to an individual student's behavior. Some teachers described the teacher-student interaction as they key to figure out how anxious the teacher is. However, one teacher mentioned that low proficiency level of students triggers even qualified teachers to be anxious sometimes.

**Q.5: What type of activities, skills and classroom situations do you think aggravate anxiety among EFL teachers?**

Almost all informants agreed on the fact that teaching productive skills (writing and speaking) makes situations where teachers get more anxious. However, they mentioned no activity as they thought activities makes the teacher less concerned so that the potential of anxiety is higher when teachers are presenting the lesson, exemplifying and answering students' questions. Two informants notified that managing the classroom causes an increase of teaching anxiety, sometimes controlling the class is the major anxiety aggravator when an inspector or a trainee teacher is attending the class.

**Q.6: What suggestions would you like to give so that new-in-service EFL teachers can handle the anxiety in English language teaching context?**

Most of the informants recommended that new teachers need to be well aware and well trained for the employment of certain strategies that suit young learners of English. Teachers cited

that the fear of “what if my students would not learn?” is normal but it should not control the thoughts of new teachers and the teaching process. It is also recommended by informants that new-in-service teachers should be ready to class-size issue, teacher-student interaction, teacher-administration regularities, school and classroom conditions, etc.

### **Conclusion**

As it serves the practical part, the chapter at hand has described and presented the methods and participants. In order to measure and investigate FLTA among both pre-service and in-service EFL teachers, data have been collected from a questionnaire and an interview. The study has quantitatively and qualitatively provided the analysis of data. The major outcomes of the present study reveal that FLTA is a confrontation that must be taken into account. The following chapter presents thoroughly the major findings of the student teachers’ questionnaire and the in-service teachers’ interview, as it provides some implications and recommendations.

# **CHAPTER THREE**

## *Findings and Recommendations*

## **Introduction**

The present study has targeted EFL teachers in order to check their Foreign Language teaching Anxiety (FLTA) during their teaching practicum and teaching career. The investigation depended on a questionnaire designed for the pre-service teachers and an interview designed for the in-service teachers. This chapter focus at reporting the findings of the study drawn from the aforementioned tools. The chapter also provides some implications as well as tentative recommendations devised about the status and ways of decreasing FLTA in both periods, teaching practicum and teaching career.

### **1. Findings**

After the analysis of data collected from both research instruments, the major results are provided in this section. Student teachers and in-service teachers have contributed to the realization of the study through their insightful and complete cooperation. At this point, the findings will be presented starting from the questionnaire, moving to the interview and ending with comparing and contrasting the results from both groups of participants.

#### **1.1 Results of the Pre-service Teachers' Questionnaire**

The knowledge about and proficiency in English language are expected to cause FLTA or determine its level. However, the number of participants who claimed that they have a poor level and knowledge of English does not reflect that they are not ready to train on teaching. As they are fifth-year students, the majority of them showed excitedness of finishing the study and starting the career of teaching.

Student teachers answered differently on the items in the scale. Starting from anxiety caused by standing in front of class, the majority of teacher trainees did not show the fears or worries about

being in front of pupils. Yet, much fear and worry could appear due to the act of speaking English in front of class. Importantly, what participants reflected upon such items of the scale defines well the notion of FLTA. That is, nervousness and stress are likely to be absent when it comes to standing in class, but they are more apparent due to the mere fact of speaking English to class.

When it comes to personal and cognitive abilities, student teachers reflected that they experience anxiety to some extent. For instance, when forgetting things and they cannot remember them when teaching or when addressing and instructing the learners are two triggers of their anxiety. Significantly, instructing and addressing learners using English imply the teachers' level of the language, for that it did not represent a serious factor of anxiety.

In addition, comparing the knowledge and methods of teaching of one teacher to another was an important item to see how student teachers reflect on. A considerable number of them expressed the state of not being comfortable if they were told that another teacher is more qualified than them or they are more methodologically professional. In this respect, personal reasons may interfere to lead some teachers to react as jealous or nervous for that they were compared to others in such ways that tease them.

Similarly, student teachers confirmed being anxious when another teacher or an inspector attends their class, yet this time it is a high degree of anxiety. Such state was due to the fact that teachers or inspectors are observing them and their way of teaching. Even they did not experience an inspector attending their class, pre-service teachers have been in the class either alone or with one permanent teacher. Despite their training with one teacher, participants claimed that an inspector's attendance would make them feel uneasy.

The anxieties related to teaching English were categorized to the participants according to the skills they teach. For instance, worrying about teaching grammar reflects a kind of anxiety related to the teacher's knowledge about English grammar, the pupils' levels and the materials used. It is found that a smaller number of participants have the kind of anxiety related to teaching grammar. Besides, they indicated no worries when pupils attempt to embarrass them by testing their knowledge of English.

However, the student teachers evaluated their knowledge of English differently, and these answers contradict with their answers about their ability of teaching grammar. As future teachers, they conceptualize the teaching process is effective if the teacher is qualified in grammar. For that, they declared to have good knowledge about the language, yet they expressed the fear and worry about not being able to teach grammar.

Remarkably, it is found that student teachers feel anxious when they teach a particular skill that they do not master. All the participants expressed their uncomfortability about that. Notwithstanding such general reflection, teaching the listening skill was not a serious anxiety-provoker because most of the student teachers claimed that they do not worry or encounter obstacles in the course of teaching the listening skill.

Unlike listening, the speaking skill seemed to be the skill that the majority of student teachers feel anxious when teaching it. That reflects the difficulty of teaching such skill as well as the objectivity of students in declaring that teaching speaking requires a qualified and competent teacher. From another perspective, if the student teachers considered the levels of the pupils they teach, they would not think of teaching speaking as a nightmare to them. Since they declared they are ready to teach in terms of knowledge and proficiency, that would not push them to falsify it once about grammar and another about speaking.

Interpreting the case of high anxiety while teaching speaking versus the low anxiety while teaching listening can be compared to the case of writing and reading. The results have shown that the receptive skill, reading, do not reflect a serious source of anxiety when being taught. But the writing skill has been considered by the teacher trainees as a source of worry. That is clearly related to the fact that teaching pupils to produce language -through either speaking or writing- is a tough mission.

Furthermore, FLTA is found to be controlling pre-service teachers on some other occasions like talking to proficient pupils. It is not proved to be a clear anxiety from the majority of participants, yet it can be one when linking the participants' answers on several items altogether. Some of them showed their fears of being criticized or corrected by pupils, some others expressed their feeling of uneasiness due to the lack of communication with pupils because of the language. Clearly, the variety of items helped the results to be brought out of the links between them. If one trainer claims their readiness to teach, ability to teach grammar and speaking, what would make them uneasy if their knowledge of English is tested by a pupil or how would they feel if they could not communicate with pupils?

In this respect, asking the trainees about the use of the first language was crucial. The majority of them feel easy when thinking they might be obliged to use Arabic. That is expected since they will be teaching intermediate levels (secondary school); nonetheless, relating the potential use of Arabic is for the purpose of clarifying things to the pupils rather than to compensate the teachers' knowledge of English.

Apart from FLTA, participants reflected upon the anxiety of teaching, managing the classroom and observing the pupils' learning. As for the classroom management, many student teachers showed that it is the ability to manage the class which may not make them stressed.

Management includes regulations that the teacher implements and the discipline they create in the classroom. Such a mission requires patience, strength and flexibility. Asking trainees about such source of anxiety which is not related to teaching foreign languages only was to support the question of their readiness to teach because teaching is a practical activity that requires them to do physical efforts.

## **1.2 Results of the In-service Teachers' Interview**

The interviews were designed to target new-in-service teachers. The factor of experience was not a criterion that the researcher required. This had the purpose of checking whether new teachers with one-to-four years of experience encounter some FLTA instances. Starting from the way they evaluated their knowledge and proficiency in English, the majority declared that they are qualified and proficient. Besides, it was necessary to have ideas about the periods of their trainings on teaching EFL before being assigned as permanent.

The majority of teachers claimed that they experienced the integrative training at secondary schools while they were studying, yet some of them were trained for two weeks only and others for one-to-two months. The difference in periods of training is due to several factors like the year of graduation, the institution of graduation and the conditions experienced during the trainings. After all, what matters for an effective comparative analysis is that they all had been trained on teaching EFL.

The results of the interview indicated that the in-service teachers are not -to a good extent- aware about FLTA. That is clear through their understanding of anxiety as any psychological reaction to real situations that could not be distinguished -according to them- as referring to teaching. They all described FLTA as a natural status without signifying it, and some of them did

not consider the 'foreign language', rather, they considered 'teaching' as a source of anxiety. Besides, being unaware of such phenomenon might not reflect the validity in the way teachers perceive FLTA.

Furthermore, the teachers' opinions about their level of anxiety in the training period do not reflect that they experienced a high degree of anxiety while teaching because they were having anxieties of study, tests, writing the graduation project and training reports. Teaching as a temporary teacher, for them, was a matter of time that might require some preparations. However, the teaching process did not take much of their efforts and concerns for that they were overthinking about finishing the study.

Despite such insights, FLTA existed at their training period but in a lower degree than the co-existing anxieties in their academic achievement. The teachers compared their FLTA at the training period with their current state of FLTA as permanent teachers. Apparently, factors like holding responsibility, being controlled, preparing well, dealing with a whole syllabus and classroom conditions contribute to the in-service teachers' FLTA. Such factors did not exist when they were students, or they caused no serious anxiety to them.

From comparing the training period's anxiety and teaching's anxiety, the participants' answers indicate some sources of anxiety in either of the periods. What provoked EFL teachers' anxiety in their teaching practicum was the fact of teaching for the first time. That correlated to their knowledge and proficiency in English and the experience of being integrated as a teacher standing alone in class or with a supervising teacher. However, as permanent teachers, the sources of FLTA seemed to be more related to the students' profiles, classroom management and conditions as well as holding the responsibilities and being observed by inspectors.

Indeed, the teaching procedure and its obstacles can be more apparent and serious to in-service teachers more than to teacher trainees. Teachers highlighted that by demonstrating some signs of anxiety at both periods training and teaching. For instance, dismissing a class is an occasional reaction by in-service teachers that implies experiences any kind of anxieties. Yet, a safe sign or reaction that anxious pre-service teachers do could be changing the topic, using mother tongue, changing some steps or elements in the teaching process or /and shifting from one objective to another.

Through the anxiety signs that teachers provided, FLTA might not be clearly targeted. Being engaged in a discussion with or an instruction to an individual learner might not be sign that FLTA hindered. Rather, the conflicts that teachers experience and that have a direct relation to teaching EFL or encountering problems in their ways and qualities of teaching should have been targeted by informants. Notably, the teacher-learner interaction is the mirror that reflects how anxious the foreign language teacher is. That was illustrated in the case of a qualified teacher whose learners level provokes his FLTA.

## **2. Comparison and Discussions**

Through the results obtained from the pre-service teachers' questionnaire and the in-service teachers' interview, it is necessary to highlight the major similarities and differences of FLTA in both stages: teaching practicum and teaching service. The comparison points out the degrees of FLTA according to some sources of anxiety discussed throughout the study. The determining degrees of FLTA are: A bit anxious, quite anxious and highly anxious.

The table below summarizes the results of the comparative interpretations:

Sources of FLTA	Pre-service Teachers	In-service teachers
Limited English Proficiency	A bit Anxious	Quite anxious
Teaching grammar	Quite anxious	<b>Highly anxious</b>
Teaching receptive skills	A bit anxious	Quite anxious
Teaching productive skill	<b>Highly anxious</b>	<b>Highly anxious</b>
The teaching process (observation and management)	Quite anxious	<b>Highly anxious</b>
insufficient class preparation	Quite anxious	<b>Highly anxious</b>
Lack of confidence	<b>Highly anxious</b>	Quite anxious

**Table 9. Comparative Interpretations of FLTA among Pre- and In-Service Teachers**

The major sources of FLTA among pre-service teachers are the lack of confidence and teaching the productive skills. Whereas, the major sources of FLTA among in-service teachers are the insufficient class preparation, the teaching process, teaching skills and grammar.

Table 4. demonstrates that much of FLTA sources are causing high degrees of anxiety among the new-in-service teachers. According to their answers to the questionnaire, pre-service teachers (or student teachers) did not present as much serious anxiety levels and sources as permanent teachers did. This can be explained by the lack of interests that students show in their teaching practicum. Thus, handling a teaching mission for two weeks or even a month is different from the responsibility that permanent teachers handle throughout the academic year.

### **3. Implications**

Throughout the study, teaching a foreign language is assumed to be a complex process. Motivating future teachers is quite absent in the Algerian EFL context. To clarify, the investigations

with student teachers and permanent teachers implicated that the status of teaching EFL to university 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 revealed that students are not really motivated.

However, FLTA indicated in the courses of permanent teachers implicates that the EFL teachers at their first years of teaching are quite interested in the profession, teaching the foreign language and creating a successful career. Thus, the perspective that teachers consider the language and teaching the language through is different from the perspective of students. However, the latter have already decided to be future teachers of EFL; thus, what makes them less interested in teaching or training can be referred to as temporary condition. They used to be sitting and facing teachers, now being on the other side lecturing other learners of EFL will motivate them work and depend on their own in order to achieve success in the teaching experience.

#### **4. Recommendations**

Based on the study findings, and in the light of the implications it provided, the researcher presents in this section a list of recommendations that would be helpful to both pre-service and in-service teachers of EFL in Algeria.

##### **4.1 Recommendations for Pre-service Teachers**

Students of fourth-year ENS, who are future EFL teachers at middle schools, and students of fifth-year ENS, who are future EFL teachers at secondary schools are requested to consider the following recommendations:

- Teacher trainees should be well trained on teaching the productive skills (writing and speaking)
- Being flexible in the classroom helps the student teacher implement any activity they think can draw them from being anxious.
- Classroom management is a hard task that teachers in their practicum should not handle alone. The advising teacher should cooperate with the trainees so that the latter will learn how to manage the classroom.
- Students teachers must be aware about the necessity of controlling the learners' achievement and the teaching process.
- In the teaching practicum, teachers should expect other mates or inspectors attending their class in the pursuit of evaluating their work.

#### **4.2 Recommendations for ENS Institutions**

The high schools of teachers all over Algeria are highly requested to consider the following recommendations:

- ENS institutions in Algeria should be aware of the problems that student teachers encounter. They are urged to solve the problems of appointing students after graduation, and allowing them to conduct the training wherever they like.
- The periods of teaching practicum must be sufficient -and not frustrating due to its length- for the students to experience the importance of teaching as a job, and to practice well their foreign language teaching.

- Student teachers should be motivated through devoting one semester for the practicum without being requested to do tests or conduct a research. For those who are not training, writing a graduation project is still an obstacle that takes time and efforts. For that, those graduates who do efforts in travelling to secondary schools that they are appointed to train at, preparing lessons and writing reports will find it difficult to conduct a dissertation properly. This sounds like a double-project of graduation. What makes trainees less interested in the teaching practicum is the duties they have at their institutions.
- Students should not work at schools alone; other students must cooperate with them. Even permanent teachers are required to supervise well the achievements of the training.

#### **4.3 Recommendations for New-in-Service Teachers**

The teachers who have recently started working are highly requested to review the following recommendations:

- Being well aware of the language is a necessity and a criterion that would never cause any kind of anxieties during the teaching process.
- Being well trained for teaching strategies and methods, classroom management, observing the learners' progress and conducting a successful session is an initial requirement.
- Teachers should have knowledge about the employment of certain strategies that suit young learners of English.

- Teachers should not have the fear of “what if my students would not learn from me?”. Rather, they are required to be self-confident.
- New-in-service teachers should be flexible when facing issues like class-size, teacher-student interaction, teacher-administration regularities, school and classroom conditions, etc.

### **Conclusion**

The chapter at hand has interpreted the results of the study. Starting from citing the findings of the pre-service teachers, then moving to citing the results of the in-service teachers' interviews, the researcher provided compared and contrasted the sources and levels of FLTA among pre-service and in-service teachers. The chapter has also noted the implications of the study. It has closed with listing some recommendations to student teachers, ENS institutions, and permanent teachers of EFL.

## General Conclusion

This dissertation aimed at investigating Foreign Language Teaching Anxiety among EFL teachers. Two different groups of teachers have been targeted: the student teachers of fifth-year level at Assia Djebar ENS – Constantine, and new-in-service EFL secondary school teachers in Biskra. The second group intentionally consisted of recently appointed teachers who still have no more than four-year experience. The research attempted to reveal the sources and degrees of FLTA among pre- and in-service EFL teachers. The study provided a comparative analytical interpretation of the sources and degrees of FLTA among both groups of teachers.

The findings of the study revealed that FLTA exists and in deferent degrees. It was indicated that pre-service teachers are confronted with FLTA due to the lack of confidence as well as teaching the productive skills. Whereas the major anxiety-provokers among in-service teachers are teaching language skills and grammar in addition to insufficient class preparation. Through comparing and contrasting, the high degrees of FLTA seemed to be more apparent among permanent teachers than among student teachers.

It is necessary to mention that choosing two contexts with different parameters was for the purpose of obtaining more insightful and valid results. There was a necessity to check the teaching practicum's conditions; however, the city of Biskra has no high school of teachers (ENS) so that the researcher opted for the closest one. Moreover, finding EFL teachers who already had their practicum at ENS was quite difficult. For that, it is recommended for further research to be either conducted in the same city or to cover several high schools of teachers in order to bring general data about the teaching practicum' FLTA in the Algerian EFL context.

Based on the findings, the researcher may also suggest to the teachers that practicing more is better since the lack of language proficiency, teaching experience, use of materials, self-confidence and classroom preparation are the major causes of anxiety. The specialized Algerian institutions (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 engaged enthusiastically in the teaching process.

After all, FLTA can be contrasted with Foreign Language learning Anxiety. The feeling that foreign language learners have when leaning the language reflects the uncertainty in their abilities that they confront. 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 cope with any kind of anxiety.

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# Appendices

## Appendix A- Pre-Service Teachers' Questionnaire

Dear pre-service EFL teacher,

This questionnaire is a part of a Master dissertation at Mohamed Khider University, Biskra. The aim of this study is to measure the anxiety that Algerian EFL high school teachers conceptualize and experience during their pre-service trainings when they teach English.

### Part One: General Statistics

University (ENS):

Level:

Age:

Gender:

Period of training:

Current teaching experience:

Rate your knowledge about and readiness to teaching: (... / 100%)

Level of students (... / 100%)

### Part Two: Foreign Language Teaching Anxiety 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	Always	Often	Sometime	Rarely	Never
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 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 don't control the classroom.					
20. I feel uncomfortable when I think of teaching English for many years.					

*Thank you for your collaboration.*

## Appendix B- Teachers' Interview

*Dear EFL teacher,*

This interview is a part of a Master dissertation at Mohamed Khider University, Biskra. The aim of this interview is to make an overview on the teaching anxiety, namely in the Algerian EFL high schools. With regard to your pre-service training period and your experience in service, your opinions will help this study to identify the major causes of teaching anxiety and to suggest some recommendations to reduce it.

### **Part One: General Statistics**

High School:

Age:

Gender:

Period of training:

Years of experience:

Rate your knowledge about teaching EFL: (... / 100%)

Level of students (... / 100%)

### **Part Two: Interview Questions**

**Q.1:** What do you think of foreign language teaching anxiety?  
.....

**Q.2:** How do you think of your anxiety level in you training experience compared to the level of your teaching anxiety now?

**Q.3:** What are the factors, in your opinion, that cause anxiety among EFL teachers especially in the course of teaching?  
.....

**Q.4:** How would you describe some of the major signs of anxiety among anxious EFL teachers?  
.....

**Q.5:** What type of activities, skills and classroom situations do you think aggravate anxiety among EFL teachers?  
.....

**Q.6:** What suggestions would you like to give so that new-in-service EFL teachers can handle the anxiety in English language teaching context?  
.....

*Thank you for your collaboration.*

## ملخص

تُعرف حالة تدريس اللغة الأجنبية المرتبطة بخوف المعلمين أو تخوفهم أو عدم ارتياحهم باسم "قلق تدريس اللغة الأجنبية". يهدف البحث الحالي إلى دراسة قلق معلمي اللغة الإنجليزية كلغة أجنبية في مرحلتي التدريب والتعليم. كما يحاول الكشف عن المصادر الشائعة للقلق ودرجاته في تدريس اللغة الأجنبية لدى طلاب السنة الخامسة في المدرسة العليا للأساتذة -آسيا جبار، قسنطينة- ولدى الأساتذة الدائمين الجدد والذين يعملون في عدة ثانويات في مدينة بسكرة. تجري الدراسة مقارنة سببية للقلق بين المعلمين أثناء التدريب الميداني والمعلمين الدائمين في المدارس الثانوية والذين لديهم خبرة تعليمية من سنة إلى أربع سنوات. يتم استخدام أداتين للبحث: استبيان مصمم للطلبة الأساتذة في المدرسة العليا للأساتذة بقسنطينة، ومقابلة أجريت مع الأساتذة الدائمين الذين يعملون في ثانويات مختلفة في بسكرة. أشارت النتائج إلى أن قلة الثقة بالنفس بالإضافة إلى تدريس المهارات الإنتاجية هما العاملان الرئيسيان للقلق أثناء التدريب الميداني، في حين أن تدريس المهارات اللغوية والقواعد بالإضافة إلى الإعداد غير الكافي للدروس هما المصدران الرئيسيان للقلق بين الأساتذة الجدد في التعليم. إضافة إلى ذلك، بدأ أن الدرجات العالية من قلق تدريس اللغة الأجنبية أكثر وضوحًا بين الأساتذة الدائمين أكثر من الطلاب الأساتذة.

**الكلمات المفتاحية:** قلق تدريس اللغات الأجنبية، أساتذة قبل الخدمة، أساتذة دائمين، الإنجليزية كلغة أجنبية، المدارس الثانوية.