

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

Chapter two reviews the elaborated theoretical studies of the overview of teaching anxiety, the causes of teaching anxiety and the solutions of teaching anxiety. Moreover, this chapter presents the study of the relevant research.

#### **A. Foreign Language Teaching Anxiety**

Anxiety is one of the most well documented psychological phenomena (Zheng, 2008), and it is one of the most important personality concepts in psychology and language learning (Alrabai, 2015). According to Luo and Xu (2016), anxiety is individuals' emotional status of being nervous and feeling feared because they can not achieve the desired goal or overcome threats, thus their self-esteem or confidence is harmed or they feel guilty or a strong sense of failure. Too much anxiety can lead to a debilitating effect, which may lead to avoidance of work or inefficient work performance (Zheng, 2008). The early years of a teacher's career have been recognized as being stressful. The major triggering devices are inexperience or lack of familiarity with the course material and negative experiences with a particular class, especially for those who work with nonnative-English-speaking preservice teachers in English as a foreign language (EFL) contexts (Ameen, Guffey & Jackson, 2002; Tum, 2013).

FLTA (Foreign Language Teaching Anxiety) can be defined as an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activities

(Aydin, 2016). Besides, preservice teachers were experiencing higher levels of communication apprehension, fear of negative evaluation and they have less self-confidence when it comes to speaking and teaching their foreign language (Baltaci, 2017). According to Merç (2011) 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. Besides, he also stated that teaching a particular language skill such as grammar, listening or speaking skills was found to be the highest concern to preservice teachers. While, each student in a preservice teacher training program in higher education is expected to practice their teaching skills (Buyukkarci, 2014).

## **B. The Influence of Teaching Anxiety on Teaching Performance of EFL**

### **Preservice Teacher**

Aydin (2016) stated that anxiety in a foreign language context was mainly researched in the learning context rather than the teaching context. It may cause the development of teaching behaviors that are inappropriate, ineffective and damaging to the teachers' health (Peker, 2009). Therefore, an important goal of many teacher education programs is to graduate teachers who have the necessary skills to be both consumers and producers of educational research practice teaching serves as the pre-service teacher's initiation into the real-life world of the school (Ngidi and Sibaya, 2003).

Preservice teachers with high levels of anxiety are likely to become teachers who do not enjoy teaching and who will not teach well. For example, anxiety may

result from difficulties in answering students' questions. The inability to properly articulate one's response to a seemingly innocent question could then escalate into a hostile interaction with students (Ameen, Guffey and Jackson, 2002). 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 (Merç, 2011). Besides, student teachers felt such effects of teaching anxiety as very low voice in class, forgetting what to say and do, etc (Buyukkarci, 2014). In addition, language anxiety has been mostly associated with spoken language competency (Zheng, 2008). A catatonic facial expression coupled with a jiggling foot may be as articulate an expression of foreign language anxiety (Gregersen, 2005).

### **C. Solutions of Teaching Anxiety**

In his study about the evidence of teaching anxiety, Ameen, Guffey and Jackson (2002) mentioned some suggestions dealing with teaching anxiety:

1. Being prepared and having a strong grasp of the material;
2. Practice and experience with teaching;
3. Getting to know the students (their personalities and learning styles);
4. Improving teaching evaluation instruments and the use of these instruments;
5. Having experienced faculty serve as mentors;
6. Attending seminars and workshops on how to teach; and
7. Trying to make the classroom fun.

As language teachers, we need to recognize that we, too, may feel uncomfortable using the target language at times and that we are not alone in these

feelings we experience (Tum, 2015) and It is essential that teachers need to understand whether they need to avoid the harmful impact that teaching anxiety can have on teaching effectiveness (Ameen, Guffey and Jackson, 2002)

