

## AN INVESTIGATION OF ENGLISH LANGUAGE TEACHING ANXIETY OF PAKISTANI ESL TEACHERS AND THEIR SELF-EFFICACY BELIEFS AT COLLEGE LEVEL

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### ABSTRACT

Language anxiety is frequently studied in regard to language learners only; however anxiety in the second language classroom affects more than just the students. Teachers, being active participants in classroom process, also experience anxiety while presenting a lesson. One of the research areas looking at the emotional state of teachers, particularly those who must teach a language that is not their native language, is language teaching anxiety. The overall objective of this study is to investigate the relationship of teaching anxiety and self-efficacy beliefs of Pakistani ESL teachers. Mixed method approach is employed in this study i.e. both questionnaires and semi-structured interviews have been conducted to collect data from four private colleges of Kohat KPK. A Foreign Language Teaching Anxiety Scale (FLTAS) and a Teachers' Self-Efficacy Scale (TSES) and semi-structured interviews were used as research instruments. The questionnaires were completed by 20 Pakistani ESL teachers. In order to get deep understanding, semi-structure interviews were conducted with 8 teachers. Quantitative data were analyzed through SPSS to obtain percentage and frequencies. Qualitative data were analyzed using thematic content analysis. The results of the analyses revealed that teachers experience a comparatively low level of anxiety in general and their perceived self-efficacy was high in their on the whole scores. Findings also highlight the substantial negative relation between teaching anxiety and self-efficacy of Pakistani ESL Teachers, indicating that teachers with high self-efficacy have low anxiety level and can use their efficacy beliefs to overcome their anxiety.

**Key Words:** Anxiety, Self-efficacy, FLTAS, TSES

## Introduction

### Anxiety

Anxiety is described as an emotional state of nervousness, a vague fear that is related indirectly with an object, in its broadest sense. The phenomenon of anxiety has been carefully explored, and different researchers have made numerous categorizations. Brown classifies anxiety into two types: trait anxiety and state anxiety, according to Brown (2000). State anxiety is experienced in response to a specific incident or scenario, but trait anxiety is defined as having a longer-term predisposition to feel nervous. Specific anxiety refers to anxiety that is limited to a single scenario, such as learning a new language. The word general anxiety, on the other hand, refers to those who are apprehensive in a variety of scenarios (Horwitz, Horwitz, & Cope, 1986). Traditional psychological classification of anxiety types (Horwitz, 2001) divides anxiety in persons who are nervous in a wide range of situations (trait anxiety) from anxiety in people who are apprehensive exclusively in certain situations (situational anxiety) (state anxiety).

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When anxiety is linked to learning a foreign language, it is referred to as "second/foreign language anxiety," and it refers to the learners' negative emotional reactions to foreign language acquisition (Horwitz, 2001).

Language anxiety is mostly investigated in relation to language learners only but there are not only the learners who experience anxiety in second language classroom. Teachers also experience anxiety while delivering a lesson, as they are active participants of classroom procedure. Teachers have an impact on every aspect of the classroom, and effective language learning requires high-quality instruction.

Anxiety in teaching can be viewed of as an effective or emotional response to stressful conditions that arise during instruction, and it is also a significant component that influences teachers' behavior. As teaching is a professional activity that is divided into many disciplines, second language teaching anxiety is a separate discipline among overall teaching and we can assume that this field also produces anxiety among language teachers who are considered different group from other teachers because of the fact that they are in charge of both teaching knowledge about second language as well as teaching skills in that language (Medgyes, 1994).

One of the research areas looking at the emotional state of teachers, particularly those who must teach a language that is not their native language, is language teaching anxiety. According to Horwitz (1986), language learning never ends, and all language teachers, notwithstanding their high degree of language ability, are advanced learners of the language. As a result, when feelings of inadequacy in the target language occur frequently and are unrelated to realistic assessments of competence, they resemble the anxiety reactions reported in novice language learners, according to Horwitz (1986). Until Horwitz' seminal research investigations in 1992 and 1993, language teaching anxiety was thought to be either a condition associated with general teaching or a component of second language learning anxiety. Only a little amount of empirical evidence has been established since Horwitz's (1996) pioneering exploration of second language teaching anxiety. Kim and Kim (2004) did a study about eight years after Horwitz's writings to investigate second language teaching anxiety and to determine the causes of this anxiety. Researchers looked into the reasons that contribute to the growth in anxiety among second language teachers, as well as the coping mechanisms they use to deal with it.

Horwitz (1996) pointed out many reasons that language teachers' anxiety must be considered as a factor determining the quality of classroom instructions. In a study of in-service teachers, Kim and Kim (2004) found that teachers have second language teaching anxiety when they teach English as a medium of instruction, when they are asked unexpected questions, and when they are monitored. Language teachers' anxiety can certainly affect their self-confidence, target language use, and other instructional decisions. The primary sources of anxiety experienced by teachers, according to Wanphet and Sannephet (2013), are the teacher's own personality, the teaching situation, and the sort of supervision provided to them. Classroom management, students and class profiles, teaching processes, being monitored, mentor, and miscellaneous are the six primary factors of foreign language teacher anxiety highlighted by Merc (2010).

## Self-Efficacy Beliefs

"Beliefs in one's capabilities to organize and execute the causes of actions required to produce given attainments" is how self-efficacy is described (Bandura, 1997, p.3). There are three fundamental characteristics that distinguish self-efficacy from other related notions such as self-concept, self-esteem, and so on (Schwarzer and Hallum, 2008:154).

1. Self-efficacy entails an internal recognition.
2. It is prospective, implying future behavior.
3. It is an operative construct, meaning that this cognition is close to the critical behavior and thus a good predictor of actual conduct.

Self-efficacy, for example, has been found to be an indicator of teaching success (Ghanizadeh and Moafin, 2011; Woolfolk and Hoy, 1990), and it rises with experience and age. The study of teacher self-efficacy has yielded a wealth of data indicating that self-efficacy can help teachers be more effective in a variety of ways. According to studies (Allinder, 1994), teachers with high self-efficacy are more likely to try out new teaching methods, look for ways to enhance their teaching methods, and experiment more extensively with instructional resources. Teachers' beliefs serve as cognitive filters that screen their experiences and thus form their thoughts and actions. Beliefs about students, teaching, and learning drive teachers' planning and their moment-to-moment decisions about class management, relationships with students, teaching strategies and assessment (Calderhead, 1996; Gregoire, Ashton, 2015, Algina, 2004; Pajares, 1993, 1996). The study of teacher self-efficacy has yielded a wealth of data suggesting that self-efficacy can help teachers be more effective in a variety of ways.

To begin with, evidences suggest that good self-efficacy attitudes can boost a teacher's willingness to share information and knowledge. Beliefs about one's own efficacy are based on what one believes can be accomplished with one's particular skills set, not on one's ability (Mills, Pajares, and Herron, 2006). Teachers' self-efficacy refers to their ability to achieve desired outcomes in terms of student engagement and learning, especially among unmotivated students (Tschannen-Moran and Hoy, 2001:784). This study has been done to investigate ESL teachers' self-efficacy views and how they relate it to their teaching anxiety. It aims to determine the elements that contribute to teaching anxiety in ESL teachers and the impact of their self-efficacy on their anxiety levels.

## Rationale of the study

When I was teaching in a private school I observed my colleagues that they feel very anxious while teaching English. It made me interested to investigate about it. And I found out that there are very limited numbers of researches done on second language teaching anxiety at national and international level and these researchers deal with learners' anxiety. Second language anxiety is endorsed to learners only. Even though most teachers experience significant levels of anxiety as both language teachers and language users when teaching, there is little data to contextualize

second language teaching anxiety. Teachers' anxiety must also be investigated because it affects the teaching process and can cause anxiety in students.

Another key reason for conducting this study is to fill in the gaps and shortage of research in a particular area of anxiety research. Mercer (2018) emphasized the disparity between teacher and learner studies and urged that this disparity should be addressed. Mercer, Oberdorfer, and Saleem (2016) stated that a greater understanding of teachers' psychological responses is crucial. Finally, teachers' anxiety has received little attention, and Horwitz (1996) identified a number of reasons why language teachers' anxiety should be taken into account when judging the quality of classroom instructions.

Self-efficacy studies, in particular, are essential to assist teachers in controlling their thoughts, emotions, and behavior; and teaching anxiety studies are necessary to comprehend the potential causes and results in order to take the appropriate measures. Hence, this research would be a positive effort to investigate Pakistani ESL teachers' anxiety and its relationship with their self-efficacy beliefs.

## Research Questions

In this respect, the following research questions were created:

1. Do Pakistani ESL teachers experience anxiety in English language teaching?
2. What is the level of their self-efficacy beliefs?
3. Is there any relationship between teaching anxiety experienced by Pakistani teachers and their self-efficacy beliefs?

## Significance of the study

The current study would shed light on some of the sources of teachers' anxiety and self-efficacy beliefs that have yet to be documented in the literature. As a result, it may devote to the literature and provide the topic to further investigation, so assisting further research on teachers' anxiety in Pakistan and elsewhere.

## Literature Review

The process of learning a second or a foreign language is shaped by multiple, complex, acting and interacting dynamics. For example, variables such as attitude, aptitude and motivation, as well as the interrelationship between these variables, have long been established by a considerable volume of theoretical and empirical studies as having a vital, determining role in the learning of a foreign language (Gardner & Lambert, 1965, 1972; Carroll, 1981; Krashen, 1981). In recent years, researchers have identified anxiety as another major factor in the context of foreign language learning (Horwitz, Horwitz & Cope, 1986). In fact, anxiety has become one of the most important issues of concern among foreign language researchers and educators in their attempt to understand differences in foreign language learning achievement and performance.

Anxiety and its classroom implications has been the subject of an ever-growing numbers of research that have investigated the disorder extensively in a multitude of social, cultural and instructional settings and with learners of different foreign languages and of different levels (Horwitz, Horwitz & Cope, 1986; Horwitz, 1986, 1996, MacIntyre & Gardner 1994; Young, 1990, 1991a; Horwitz & Young, 1991; Aida, 1994; Yang, 2012; Al-Saraj, 2014, Woodrow, 2006). As a result, anxiety has become one of the most comprehensively investigated psychological variables in foreign language research. According to MacIntyre and Gardner (1991), anxiety influences foreign language learning by snooping with “the acquisition, retention and production of the new language” (p.86).

The present research focuses particularly on the anxiety faced by second language teachers; as a result, the widespread literature on learner anxiety in foreign language classrooms is not included in this review. In comparison to learner anxiety over foreign languages, little study has been done on FLTA. Despite the fact that foreign language teaching is more complex than other fields (FL teachers are also language users; language is both the aim and the source), Foreign language teachers' anxiety is directly related to the fact that they are foreign language speakers, especially non-native teachers, or they may experience anxiety as a result of the general situations associated with the teaching profession. Despite this, there has been little effort to acknowledge both sides of the coin.

Studies on English language learning and teaching have tended to focus on the FL learner rather than the FL teacher. The FL instructor appears to be overlooked in the quest to understand anxiety and its prospective consequences on language learning, as well as in the search for solutions to alleviate anxiety in the FL classroom. Medgyes (1994) stated that "whereas books and articles on anxiety in language learning are in abundance, there is hardly anything written about 'the sickness to teach' foreign languages. This is a regrettable fact, considering that anxiety-ridden teachers are likely to raise students' anxiety level too."

Horwitz (1996) was the first to suggest that non-native foreign language teachers may be affected by foreign language anxiety. Horwitz (1996) claimed that there are four main causes of foreign language anxiety among non-native foreign language teachers. For starters, non-native foreign language teachers' foreign language anxiety stems from an unreasonable assessment of their own competence in the target language. According to Horwitz, contrary to what many studies have suggested, language anxious individuals do not always have foreign language deficiencies nor are they less proficient in the target language compared to their less anxious counterparts. For her, foreign language anxiety is more salient among perfectionist high achievers in language learning who have the tendency to distinguish and expand small “imperfections in the target language productions” (p.367). Secondly, foreign language anxiety among non-native foreign language teachers stems from the spontaneity of today’s language classroom, where it has become difficult for teachers to predict the course which their lesson could take and are more susceptible to language lapses.

According to Horwitz, this becomes a major source of anxiety in non-native foreign language teachers for they are strongly motivated about their target language and have “invested considerable time, effort, and emotional energy in the target language” (p.367). Thirdly, Horwitz believes that teachers who pursue an idealistic proficiency level in the target language are “likely



to experience anxiety over their own levels of competency no matter how accomplished they are as second language speakers” (p.367).

Finally, foreign language teachers, who are themselves language learners, have likely encountered numerous anxiety-provoking experiences while learning or teaching the target language. According to Horwitz, these encounters can contribute to foreign language anxiety. Overall, variables outlined by Horwitz demonstrate that non-native language teachers are not immune to anxiety related to foreign language, and that a new foreign language anxiety construct – foreign language teaching anxiety – is conceivable. FL teachers may have both teaching and foreign language anxiety while teaching the target language.

A small number of studies have been done previously indicating distinct aspects, which aligns with FLTA's multidimensional approach. Some looked into FLTA directly, while others paying attention on the anxiety and pessimistic emotions those language teachers face.

In 2015, Khani and Mirzaee carried out a study using only quantitative approach with 216 EFL teachers in Iran. According to the researchers' findings, appropriate variables might cause stressors and unpleasant feelings, which can contribute to teacher be exhausted. Their research was crucial in determining the relationship between some contextual variables for EFL teachers, such as a lack of social support, relationships with colleagues and administrators, access to teaching equipment, and other stressors like anger, frustration, and depression in the context of EFL teaching. However, their studies contained no particular proof about FLTA. Last but not least, in 2016, Wieczorek identified apprehension as one of the elements that contribute to teacher stress. She gathered information from 25 teachers working at various educational institutes in Poland for her qualitative study. The data revealed that there are two types of factors that contribute to teacher stress: general teacher stressors and foreign language teaching-specific stressors. Factors including the heterogeneity of the target learner population, a lack of equipment and teaching aids, teaching specific skills like listening and speaking, teaching grammar, and integrating new materials in the classroom were all linked to foreign language instruction, according to her research.

Teacher efficacy, teachers' sense of efficacy, and teachers' self-efficacy beliefs are all terms used to describe teacher self-efficacy. According to Tschannen-Moran and Hoy in 2001, Teachers' belief in their competence to arrange and conduct the actions required of them to successfully fulfill their teaching objectives in their specific educational context. Many educational researchers have looked at self-efficacy as a type of belief that explains the link between student academic achievement and teachers' self-efficacy. The phenomenon of self-efficacy was defined by Bandura (1997) as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). According to Bandura (1997), teachers' instructional efficacy views will somewhat determine how they organize and plan their classroom activities based on the evidence. So, when teachers believe that they can handle and manage to utilize appropriate strategies while teaching, they try their best to do so, even if there isn't always a perfect match between their beliefs and their actions.

Apart from the numerous teaching approaches they will utilize in their classroom, teachers' self-efficacy might influence the type of environment they create (Bandura, 1997). Furthermore,

high-efficacious teachers believe that if they put in extra effort, they can reach even the most difficult learners, whereas low-efficacious teachers feel helpless if they are confronted with uninspired and challenging students (Gibson & Dembo, 1984). The impact of self-efficacy has been well-documented in the literature, and it is founded on social cognitive theory; all of these ideas are the foundations of human agency (Bandura, 2001). I believe that teachers who believe they are more efficacious will think of themselves as using more and greater strategies while teaching in order to improve students' outcomes and performance, while teachers who do not believe they are as efficacious will simply use the strategies that are required.

According to studies, examining the cognitive and behavioral domains of learners is more significant than studying any topic involving teachers. Teachers cannot be overlooked because they are an important component of the learning process and should be aware of the entire dynamics of teaching and studying English as a second or foreign language. The role of teacher effectiveness can be emphasized in one of the most prominent studies on teachers.

Understanding teaching and learning requires an understanding of teachers' self-efficacy. It is critical to continue this line of research in the education field, keeping in mind its significant influence on teaching and student learning (Henson, 2002; Kristopher Maguire, 2011; Jimison, 2010; Ladner, 2008; Ordonez-Feliciano, 2009; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran et al., 1998; Woolfolk Hoy et al., 2006). Teachers' self-efficacy has proven promising in the pursuit for answers to the question of what makes language teachers effective since it represents measurements of their underlying belief systems which can explain teacher conduct.

Apart from that, one of the most significant barriers to successful English teaching and learning has been identified in the literature as teachers' lack of English proficiency or understanding (e.g., Butler, 2004; Nunan, 2003). It's often assumed that a lack of English competency is linked to a lack of confidence in teaching English. One of the primary issues that English teachers have is that they just do not have sufficient English competence, and as a result, they lack the confidence to teach in English (Nunan, 2003). It's important to understand that such a connection has been proposed without any empirical evidence (e.g., Nunan, 2003). We can take such a relationship to be in doubt until actual investigation can confirm it. For example, a teacher with a low level of language competence may feel more comfortable teaching English to low-level language learners in a language centre, whereas a teacher with a high level of language competence may feel less confident teaching high-level language learners.

## **Methodology**

A mixed method approach was preferred for this study on the basis of the research objectives created. In a mixed-method technique, qualitative and quantitative research instruments are combined in the same research. In order to address the research questions posed, both qualitative and quantitative methodologies (questionnaire) were used in the current study. Two sets of questionnaires were used, followed by semi-structured interviews. Many academics in the social sciences, including Applied Linguistics, advocate the use of mixed-methods research and regard it as a legitimate study design in and of itself as stated by Creswell in 2003 and Dörnyei in 2007. Combining quantitative and qualitative methodologies in a single study is not incongruent; they

complement each other and help to overcome the limitations of any single method (Verma & Mallick, 1999).

### **Instruments:**

Two sets of questionnaires were used for collecting quantitative data. FLTAS was used to collect data about anxiety developed by Aydın & Uştuk, 2020. FLTAS is comprised of five categories as self-perception of language proficiency, teaching inexperience, lack of students' interest, fear of negative evaluation, and difficulties in time management. Second questionnaire was for measurement of self-efficacy beliefs of teachers. For this purpose, researcher adopted Self-efficacy questionnaire that was initially developed by El-Okda and Al-Humaidi (2003) to find out the self-efficacy beliefs of teachers but then it was modified by Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). It has three categories as efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management. In-depth semi-structured interviews were used to collect the qualitative data.

### **Research Sample**

The setting of current study was district Kohat, KPK, Pakistan, in which English language teachers of private colleges were the target population. Sample for both the questionnaires is comprised of 20 English language teachers from 4 private colleges of Kohat KPK selected through random sampling technique. The sample of interviewees comprised of eight teachers, two from each college, selected through criterion sampling technique, which appears to be the most common and dominant method in qualitative research.

### **Procedure**

The questionnaires were administered to the target participants in accordance with the plan. The study's aims were initially briefly communicated to the participants, while being cautious not to affect their responses, in order to boost the possibility of response and encourage them to answer sincerely. They were assured that their participation in the study was completely optional and that they could deny or withdraw at any time without facing any consequences, both orally and on the consent form. Participants were assured of the secrecy and confidentiality of their responses and told that only the researcher would have access to the information.

Statistical Package for Social Sciences (SPSS) software was used to analyze the collected data. The information gathered from the questionnaire's closed-ended questions was carefully entered into the SPSS program to calculate frequency and percentages of teachers' responses to each question. Thematic content analysis was used to analyze all of the qualitative data acquired through interviews with teachers.

### **Results**

#### **Level of English language teaching anxiety**

First research question was answered quantitatively through FLTAS. Values in Table 1, show that ESL teachers have a low to moderate degree of teaching anxiety, which may be related to their self-perceptions of foreign language competency. As 50% of teachers responded as sometimes



or often that they could feel embarrassed when they make mistakes while talking in English (item 1), while 55% (item 2), 30% (item 3), 45% (item 4) and 55% (item 5) of teachers either responded that they sometimes or often feels anxious when they teach grammar, encounter unfamiliar topics, experience unexpected questions from students or make pronunciation mistakes.

This corresponds with item 10, “It makes me nervous to use English in class”, 50% of teachers either responded sometimes or often. Similarly, 40% teachers sometimes or often feel humiliated when students speak English better than them (item 6). Likewise, 45% (item 7) and 50% (item 11) teachers sometimes or often feel anxious by thinking that they are not good at English. Correspondingly, 45% (item 8), 55% (item 9) of teachers sometimes or often feel anxious while using English, teaching cultural content or forget almost everything while teaching English respectively. On the other hand, 25% (item 12) of teachers sometimes or often feel that they forget almost everything when they are teaching.

**Table1: The level of teaching anxiety concerning self-perceptions of foreign language proficiency**

S.No	Statements	Never	Rarely	Sometimes	Often	Always
1	Making mistakes while I am speaking English makes me feel embarrassed	15%	30%	35%	15%	5%
2	I feel tense when I have difficulties teaching grammar	10%	35%	40%	15%	
3	Unfamiliar topics in the textbook confuse me	35%	35%	5%	25%	
4	Unexpected questions from students put pressure on me	15%	30%	20%	25%	10%
5	Pronunciation mistakes while I am speaking make me nervous	15%	25%	40%	15%	5%
6	I feel embarrassed when some students speak English better than me	25%	35%	20%	20%	
7	I feel embarrassed because I am not good at English	15%	35%	35%	10%	5%
8	When I feel anxious in class, I have difficulty using English	20%	30%	25%	20%	5%
9	I am bothered when I have difficulty teaching the cultural content of English	20%	25%	30%	25%	
10	It makes me nervous to use English in classes	20%	25%	35%	15%	5%

11	I feel embarrassed when I think that I am not good at English	15%	30%	30%	20%	5%
12	I forget almost everything while I am teaching	35%	40%	15%	10%	

In terms of teaching inexperience, the values in Table 2, indicate that teachers have a low level of teaching anxiety. They reported, for example, that they rarely feel tense in the classroom (item 16) as 55% responded as rarely or never. 70% said they are not worried before entering the classroom (item 27) and 65% are not anxious during teaching activities (item 15). Moreover, they considered that a lack of teaching experience was rarely a cause of anxiety as 55% responded rarely or never (item 13). Finally, anxiety of making mistakes in the classroom while teaching English was rarely found a reason of teaching anxiety and 60% teachers responded rarely or never (item 14).

**Table2: The level of teaching anxiety in regard to teaching inexperience**

S.No	Statements	Never	Rarely	sometimes	Often	Always
13	I think my lack of teaching experience makes me nervous	15%	40%	10%	25%	10%
14	I fear making mistakes while I am teaching in the classroom	5%	55%	15%	20%	5%
15	I feel anxious when I teach in the classroom	20%	45%	10%	15%	10%
16	I feel tense when I am in the classroom	25%	30%	15%	25%	5%
27	I feel worried before entering the classroom	35%	35%	15%	10%	5%

Values in Table 3, shows that due to the lack of interest in their classes among students, ESL teachers experience moderate teaching anxiety. For example, they (40%) said they were sometimes stressed when students did not want to participate in class activities (item 19). Furthermore, they (35%) sometimes felt sad when they thought students weren't doing well in learning the target language (item 20), and 45% felt discouraged when students lost interest in the activities (item17). Finally, 40% of ESL teachers were anxious when their students were uninterested in the activities (item 18).

**Table3: The level of teaching anxiety concerning students' interest in classes**

S.No	Statements	Never	Rarely	sometimes	Often	Always
17	I feel discouraged when students lose interest in the activities	10%	35%	45%	10%	
18	I feel tensed when students are not interested in the activities	20%	30%	40%	5%	5%
19	I feel stressed when students do not	15%	35%	40%	10%	

	participate in the activities					
20	I feel upset because my students are bad at learning languages	10%	35%	35%	20%	

Table 4, shows that a moderate amount of anxiety of negative evaluation is a source of foreign language teaching among ESL teachers. For example, many reported that their mentors' observations made them (40%) nervous at times (item 22). Then, during mentor-teacher observations, 40% of teachers felt anxious (item 21). Students' unfavorable comments about teachers, on the other hand, resulted in a low degree of teaching anxiety, with 65% reporting that they are rarely or never anxious in the classroom (item 23).

**Table 4: The level of teaching anxiety regarding fear of negative evaluation**

S.No	Statements	Never	Rarely	sometimes	Often	Always
21	I feel panicked when my mentor-teacher observes me	30%	20%	40%	10%	
22	My mentors' observations make me nervous	25%	30%	40%	5%	
23	Students' negative comments about me make me nervous	35%	30%	30%	5%	

Values in Table 5, demonstrates that time management issues were a low-level anxiety-provoking factor, whereas being unprepared for classes was a moderate source of teaching anxiety. For example, Just 40% teachers said that they felt frightened when they couldn't finish their classes on time (item 26). Furthermore, they were rarely 45% worried when they completed the activities prior to the end of class (item 25). Similarly, 40% of them felt anxious at moments when they thought they weren't prepared for their lectures.

**Table 5: The level of teaching anxiety in regards to difficulties with time management**

S.No	Statements	Never	Rarely	sometimes	Often	Always
24	I feel tensed when I am not prepared for class	20%	25%	40%	5%	10%
25	I am nervous when I finish the activities before the class ends	35%	45%	10%	10%	
26	I feel panicked when I cannot finish the class on time	30%	40%	20%	10%	

From a broader perspective, it can be concluded that the in-service ESL teachers experience FLTA overall at a low or moderate level. More specifically, their self-perception of the target language proficiency is not a great source or causes a moderate level of FLTA. On the other hand, the lack of students' interest in language classes is a cause of FLTA at a moderate level

among ESL teachers, as well as the fear of negative evaluation. Besides, time management issues caused FLTA at a low level, while teaching inexperience was a source of anxiety at very low level .

### 1.1 Level of self-efficacy beliefs

Second research question was answered through Teachers’ sense of efficacy scale (TSES). Table no 6, indicates that many of the teachers have moderate or greater level of self-efficacy beliefs regarding students’ engagement. As 30% of teachers said that they have some influence o get through the most difficult students, and 30% of them are quite a bit self-efficient about it (item 1). While 40% of teachers have some influence to help students think critically (item 2). On the other, 30% of teachers responded as they have very little influence to motivate students who have little interest in school work (item 4). It corresponds with (item no 18) of first questionnaire of FLTAS where 40% of teachers said that they feel anxious when students are not interested in activities. Similarly, 35% of teachers believe that they have some influence to make students believe that they can do great in school work (item 6), while 30% of them said that they have very little influence in this regard. 40% (item 9), 35% (item 12) and 45% (item 14) of teachers believe that they have some influence to help students give importance to learning, encourage their creativity and improve their understanding, respectively. 40% Of teachers have some influence to aid families in helping their children do well in school.

**Table 6: Teachers’ efficacy in student engagement**

S.No	Questions	Nothing	Very little	Some influence	Quite a bit	A great deal
1	How much can you do to get through to the most difficult students?	5%	25%	30%	30%	10%
2	How much can you do to help your students think critically?		20%	40%	30%	10%
4	How much can you do to motivate students who show low interest in school work?		30%	30%	25%	15%
6	How much can you do to get students to believe they can do well in school work?	5%	30%	35%	20%	10%
9	How much can you do to help your students value learning?	5%	25%	40%	15%	15%
12	How much can you do to foster student creativity?		30%	35%	35%	
14	How much can you do to improve the understanding of a student who is failing?		25%	45%	25%	5%
22	How much can you assist families in helping their children do well in school?		25%	40%	20%	15%

Values in Table 7, indicates that teachers feel quite efficient in instructional strategies. As 45% of teachers have some influence to respond well to difficult questions from students (item 7).

Similarly, 40% of teachers feel that they have some influence and 20% of them said that they a great deal of aptitude to measure student understanding of what they have taught to them (item 10). Accordingly, 45% (item 11) and 35% (item 17) of teachers believe that they have some influence to craft good quality questions for students and adjust their instruction to proper level for every individual students, respectively. Correspondingly, 40% (item 18), 45% (item 20) and 40% ( item 23) of teachers agreed that they have some influence to use variety of evaluation strategies, to provide different explanation or example when students are confused and can put into practice alternative strategies in classroom, respectively. In the same way 35% of teachers responded as they have some influence and 25% agreed that they have a great deal of efficacy to provide suitable challenges for efficient students.

**Table7: Efficacy in instructional strategies**

S.No	Questions	Nothing	Very little	Some influence	Quite a bit	A great deal
7	How well can you respond to difficult questions from your students?		25%	45%	20%	10%
10	How much can you gauge student comprehension of what you have taught?		20%	40%	20%	20%
11	To what extent can you craft good questions for your students?	5%	30%	45%	5%	15%
17	How much can you do to adjust your lessons to the proper level for individual students?		25%	35%	20%	20%
18	How much can you use a variety of assessment strategies?		20%	40%	15%	25%
20	To what extent can you provide an alternative explanation or example when students are confused?	5%	15%	45%	20%	15%
23	How well can you implement alternative strategies in your classroom?	5%	20%	40%	25%	10%
24	How well can you provide appropriate challenges for very capable student?		15%	35%	25%	25%

Values in Table 8, indicate that most of the teachers were efficient at moderate level regarding classroom management. As 25% of teachers feel that they some influence to control unsettling behavior in classroom and 35% believe that they can deal with it quite efficiently (item 3). Similarly, 45% of teachers agreed that they have a great deal of efficacy to establish their routine to keep activities running smoothly (item 8). In the same way, 35% of teachers believe that they have great deal of ability to get children follow classroom rules and 20% said that they have little influence (item 13). Moreover, 25% (item 15) and 20% (item 19) of teachers believe that they have a great deal of ability to calm students who are troublesome or noisy and keep few



problematic students from ruining entire class, respectively. On the other hand, only 30% of teachers responded as they a very little ability to establish classroom organization system with each group of students, while 40% of teachers agreed that they have a great deal of efficacy (item 16). Similarly, 45% of teachers believe that they have a great deal of efficacy to respond to defiant students (item 21).

**Table 8: Efficacy in Classroom management**

S.No	Questions	Nothing	Very little	Some influence	Quite a bit	A great deal
3	How much can you do to control disruptive behavior in the classroom?	5%	20%	25%	15%	35%
5	To what extent can you make your expectations clear about student behavior?		15%	25%	20%	40%
8	How well can you establish routines to keep activities running smoothly?		20%	20%	15%	45%
13	How much can you do to get children to follow classroom rules?		20%	20%	25%	35%
15	How much can you do to calm a student who is disruptive or noisy?	5%	35%	25%	10%	25%
16	How well can you establish a classroom management system with each group of students?		30%	20%	10%	40%
19	How well can you keep a few problematic students from ruining an entire lesson?		25%	30%	25%	20%
21	How well can you respond to defiant students?		20%	25%	10%	45%

These findings suggest that teachers have moderate or high level of self-efficacy beliefs regarding students’ engagement, instructional strategies and classroom management.

### **Relation between teaching anxiety and self-efficacy beliefs**

Teachers gave sufficient data for this question, which was gathered through semi-structured interviews. The main categories for the semi-structured formal interviews were as follows: teachers’ view regarding their language teaching anxiety, teachers’ view about their self-efficacy beliefs and their view about the relation of teaching anxiety and self-efficacy beliefs.

#### **Teachers’ view of language teaching anxiety**

Most of the teachers in this research affirmed, generally, that they also feel anxiety as it is not only related to learners as it is assumed. It was also stated by Horwitz (1986), that that language learning never ends, and that all language teachers, despite their high level of language ability, are advanced learners of the language. As a result, anxiety reactions reported in inexperienced

language learners are similar when feelings of inadequacy in the target language are frequent and irrelevant to actual assessments of proficiency. When asked about it, most teachers acknowledged that they experience a moderate level of concern over their students' engagement in class, fear of negative evaluation, and language proficiency. Teachers feel moderate level of anxiety when they are not prepared for class or they have not prepared the lesson before delivering it.

As the following reference from Jamal's interview seems to point out that mostly teachers feel anxious when they do not prepare lesson before entering the class.

He stated:

*“When I am fully prepared for it or I have prepared a lecture before delivering the lesson then I feel very efficient but sometimes I feel worried when I am not prepared for the lecture because I think I will not be able to answer the queries of students efficiently”.*

Similarly, Asia stated:

*“Yes, I feel anxious sometimes especially when I am observed, I feel like I am not delivering a lecture properly. Observation by mentor gives me high level of anxiety”.*

### **Teachers' view about their self-efficacy beliefs**

When asked whether they have self-efficacy beliefs that help them in teaching English language, most of the teacher commented that they have self-efficacy beliefs through which they become able to control their anxiety and perform well in classroom. Self-efficacy affects their teaching in a very positive way, as it is also observed by many researchers that language teachers' self-efficacy can influence their educational choices in the classroom, their behavior (Chacon, 2005; Choi & Lee, 2018; Eslami & Fatahi, 2008), as well as how much English they exercise in the classroom (Chacon, 2005; Choi & Lee, 2018; Eslami & Fatahi, 2008). (Choi & Lee, 2016).

Asif stated:

*“Yes, there are many problematic students in class who ask irrelevant questions just to make you anxious but there are many techniques to engage them. As being language teacher I utilize my efficacy beliefs to engage them most of the time by asking questions related to the topic, so the students get busy in finding the answer to the questions. Therefore, they do not disturb the teacher and other classmates”.*

### **Teachers' view about relation of teaching anxiety and self-efficacy beliefs**

Findings of interviews in this section proposed that there is a very significant relation between teaching anxiety and self-efficacy beliefs. Each one of these affects the other and is negatively correlated with each other. As, high self-efficacy, according to Tschannen-Moran and Hoy, helps teachers feel less stressed, be more tolerant to failure, and be less judgmental of student mistakes. Teachers believed that high level of self-efficacy lowers the teaching anxiety during language teaching in classroom. They said that when they feel anxious because of problematic students or unpreparedness of lecture then they become unable to utilize their self-efficacy beliefs to tackle

the situation. In simple words, they said that these two elements have negative relation; higher level of one means the low level of other.

Jamal commented:

*“There is a relation between teaching anxiety and self-efficacy beliefs of a teacher and in my opinion it is a negative correlation between the two, because if u have high efficacy beliefs then it helps you to overcome your anxiety. And similarly, if you have a high level of anxiety then it will affect your efficacy and you will not be able to perform and utilize your abilities properly”.*

These finding could be interpreted as representing that as self-efficacy improves, teaching anxiety decreases. People's self-efficacy, or belief in their ability to complete a task, can lead to a sense of satisfaction with the task, while the opposite can lead to stress and anxiety.

## Discussion

The first and main aim of this study was to find out the extent to which English language teachers have feelings of language teaching anxiety. This aim was motivated by the limited number of attempts which have been made in the past to investigate this construct in spite of it being proven to have debilitating effects on language teachers and to negatively influence the quality of instruction inside the language classroom. Language teachers, according to the findings of this study, have a moderate level of language teaching anxiety. Most of the participants had moderate levels of language teaching anxiety, according to the results.

The main finding of this study reinforces Horwitz and colleagues' assertion that foreign language anxiety is not limited to beginning and intermediate language learners, but also affects advanced foreign language learners, which include non-native foreign language teachers, who are first and probably most important advanced language learners (Horwitz, 1996).

(Rodriguez et al., 2009; Mousavi, 2007; Kunt & Tum, 2010; Machida, 2016) reported in their studies that a large proportion of participants experienced severe foreign language teaching anxiety in previous studies utilizing the FLTAS. In comparison to previous studies, the current study discovered that foreign language teaching anxiety is a prevalent occurrence among English language teachers.

In comparison to previous studies, the current study found foreign language teaching anxiety to be a widespread problem among English language teachers. Earlier research has highlighted a variety of characteristics such as mentors and being noticed (Merç, 2010a, 2011; Tüm, 2015), learner proficiency (pek, 2006, 2016), and language use relevant variables (Horwitz, 1996; Tüm, 2012). The present study, on the other hand, found that two instructional-situation-specific factors (being observed while teaching and challenges with learner engagement) were important anxiety inducers, whereas language use-related factors resulted in lower levels of FLTA. A significant percentage of individuals were reported to be mildly to moderately concern about their level of competence in the target language.

On another side, a lack of student engagement in language classes, as well as a fear of negative evaluation, is a cause of FLTA at an average level among ESL teachers. Furthermore, FLTA was caused by time management concerns, whereas teaching inexperience was a source of anxiety at a very low level. It is vital to conduct research in order to gain a better understanding of FLTA. This clear image may have various pedagogical implications for reducing FLTA's detrimental effect.

Another goal of this study was to look into English language teachers' self-efficacy beliefs in the ESL classroom. Wyatt (2018) observes that even determining a 'poor' level of self-efficacy is problematic because there is no way to compare several researches. With all this in mind, it is difficult to state if these results would be deemed high or poor when compared to other groups of teachers.

Previous research using the TSES has found that teachers are most confident in their instructional abilities, as opposed to classroom management and student engagement self-efficacy. This study appears to confirm these findings further, as the top factor scores were for factors associated to instructional skills. Chacon (2005) employs the TSES and observes that teachers were most confidence in their Instructional Strategies, followed by Classroom Management and finally Student Engagement. Eslami and Fatahi (2008) report comparable findings with their Iranian participants, who felt more effective in their Instructional Strategies, Classroom Management, and Student Engagement. When the overall scores and particular components were analyzed, however, foreign language teacher anxiety and perceived self-efficacy views of Pakistani ESL teachers were moderately negatively related. This result reinforces Ali Merc's hypothesis from 2015.

## Conclusion

The study was done in order to fill a gap in the literature. Although there have been studies investigating foreign language anxiety for teachers and students, there are very few studies examining the English language teaching anxiety of ESL teachers in relation to their self-efficacy beliefs. Especially in Pakistani context no such study has been done yet. The findings of this study could be used to further research in the field of foreign language teaching anxiety. The theoretical foundation for this study was teachers' sense of efficacy scale (Tschannen-Moran, M., & Woolfolk Hoy, A., 2001), and it focused at teaching efficacy in English language teaching. FLTAS (Ayedini and Ustuk, 2020) was also used to examine English language teaching anxiety of ESL teachers. Their efficacy in teaching English was investigated in relation to their English language teaching anxiety.

## Suggestions for further research

Despite increasing confirmation of the phenomenon of second language teaching anxiety having a negative influence on the eminence of classroom teaching and on the well-being of the teachers, the attempts to understand its underpinnings, scope and influence remain relatively meager. The findings of the present study have further expanded the scope of second language

teaching anxiety. In doing so, this study has identified possible perspectives through which the construct of second language teaching anxiety could be further approached and investigated.

Future research probing the construct of foreign language teaching anxiety could expand on the results of the present study through a further collection of qualitative data which could help expand our current understanding of the phenomenon. In addition to the interviews, another way qualitative data could be collected is through classroom observations and lesson recordings which could help researchers learn about the potential causes of second language teaching anxiety and the ways teachers try to overcome the phenomenon inside the classroom.

The qualitative data also showed several recommendations from the teachers themselves for reducing teaching anxiety: more practice, more feedback, and self-development and anxiety management training. These ideas from our participants suggest that teaching practicum and pre-practicum courses can help improve teaching effectiveness. Designing courses that address these issues more successfully would result in more effective future teachers. As a result, this finding is beneficial to teacher education programs not only in Pakistan but around the world.

### **Limitations of the study**

The findings of the present study helped further our understanding of the phenomenon of foreign language teaching anxiety. However, there are a few limitations that this study encountered, and which should be considered while working with its findings and should also be addressed in future research on foreign language teaching anxiety. As was mentioned earlier, the present study investigated 20 ESL teachers, recruiting the participants was more challenging than had been expected. As a result, the study failed to collect the amount of data it was intended to collect. This has certainly underpowered the results of this study. Therefore, a limited amount of data is the limitation of the present study.

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