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English Teachers' Language Anxiety in the Intensive Teacher Training Program and in the Classroom

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The purpose of this study is to investigate the effect of the anxiety felt by Korean teachers in both a classroom setting and during an intensive teacher training course. This study also investigates, in these two situations, the associations among the variables of anxiety, speaking ability, English proficiency, age, gender, teaching experience, and teaching grade. 46 secondary teachers participated in this study. The foreign language teaching anxiety scale (FLTAS), the foreign language classroom anxiety scale (FLCAS) and interviews were used to collect the data. For the data analysis, Point-biserial correlation, Pearson correlation, and Multiple Regression were used. The results of this study showed a negative correlation between anxiety and speaking/English proficiency in an intensive teacher training situation but not in a classroom situation. Additionally, no other correlation among variables was found except for a negative correlation among the variables of age, teaching experience and speaking /English proficiency. Anxiety, age, and teaching experience were found to predict 40% of the variance in L2 speaking. Lastly, low proficiency and negative evaluation were the main sources of anxiety in both situations.

[foreign language teaching anxiety/foreign language classroom anxiety/speaking ability/proficiency/classroom/intensive teacher training course]

I. INTRODUCTION

The Ministry of Education, Science and Technology (MoE) announced the formulation of new polices regarding English education in Korea in November of 2006. The aims of these plans, known as English education innovation plans, are to improve the quality of English education and to enhance the level of national competitiveness. The importance of the reforms in English education has been reinforced by the new president and government

that were elected in 2008. The plans concern three major areas of English teacher education: pre-service teacher training, teacher selection, and in-service teacher professional development (Ministry of Education and Human Resources Development, 2006). The MoE has proposed three goals. First, they plan to train all in-service English teachers to be able to teach English in English by 2010. Second, they will improve the communicative competence of English teachers as well as reinforce their pedagogical skills. Third, they will involve English teachers in their long-term professional development while in service. In order to achieve these goals, the MoE has devised several specific action plans. One of these plans involves providing teachers with customized teacher training programs based on their needs.

The MoE selected 10 institutes and commissioned customized teacher training programs. Among these institutions, two institutions have run a residential intensive English teacher training program, since 2003 and 2005 respectively, and the other eight institutions have run a non-residential intensive English teacher training program (NIETT) since 2007. In addition, the newly revised seventh national curriculum for English requires that teachers possess communicative proficiency and teaching skills so as to adopt a communicative approach to develop communicative proficiency in learners through participation in a variety of meaningful classroom activities or tasks using authentic learning materials. These specific situations in Korea invoke a high level of anxiety among English teachers.

According to the policy of MoE and the newly revised seventh national curriculum, English teachers must improve their English language skills and teaching skills. Horwitz (1996) argued that foreign language anxiety among teachers affects the way they teach students, the amount of language input that learners receive, and the type of model they try to be for learners. Thus, it was stressed that teacher training programs (pre-service and in-service) that develop and enhance the language proficiency of non-native teachers while taking into account language anxiety factors should be implemented. Many researchers have found that among all foreign language situations, speaking publicly in the target language was the situation that provoked the highest level of anxiety (Horwitz, Horwitz, & Cope, 1986; Leary, 1990; MacIntyre & Gardner, 1988, 1991c; Phillips, 1992; Price, 1991; Young, 1991, 1992).

In order to enhance the teaching skills of English teachers, the teachers must initially have confidence when using the target language of English. In order to enhance this level of confidence in English teachers when using English, their language proficiency, especially their spoken skills, should be improved. In order to enhance language proficiency, anxiety should be considered in situations in which teachers perform. Two different performing situations are encountered as English teachers: teaching in the classroom as a teacher and participating in a teacher training program as a learner. First,

however, only a small amount of research has been conducted to address foreign language teacher anxiety. Second, as an intensive English teacher training program has commenced with the partial aim of enhancing the English proficiency of teachers by having the teachers use the target language as a learner, it is necessary to investigate the anxiety that teachers undergo in this specific situation in order to develop a better intensive English teacher training program and to allow teachers to enhance their English teaching skills.

Therefore, the purpose of the present study is to investigate and compare the foreign language anxiety that is provoked during teachers' performances in a classroom situation and in an intensive teacher training situation. To be more specific, this study aims to investigate how the variables of age, gender, teaching experience and teaching grade are associated with anxiety. Moreover, the study seeks to determine what the main sources of the anxiety are in both situations. A survey and interview were used to answer the following research questions:

Q1. Does anxiety interfere with the speaking performance of L2 teachers in a classroom and in a teacher training program?

Q2. Do gender, age, teaching experience and teaching grade have any association with teacher anxiety in a classroom situation and in a teacher training situation?

Q3. What variables predict L2 speaking performance more successfully?

Q4. What are the main sources of anxiety in both situations? How is the anxiety in a teaching situation different from that in a learning situation?

II. LITERATURE REVIEW

1. Learners' Foreign Language Anxiety

There are many factors that can affect L2 learning. Anxiety can have a debilitating or facilitating effect on L2 learning and performance. Though anxiety has both positive and negative effects on L2 learning, research has generally found that anxiety leads to poorer learning outcomes (Bailey, 1983; Y.S. Kim, 2005; Snow & Swanson, 1992; Warr & Bunce, 1995; Young, 1991). Several researchers have reported that language courses provoke more anxiety than any other type of courses (Horwitz et al., 1986; MacIntyre & Gardner, 1989, 1991b). Others have reported that speaking is the most stressful task when learning the four skills (Leary, 1990; MacIntyre & Garnder, 1988, 1991c). Additionally, many learners have reported that they experience anxiety when speaking in a foreign language classroom (Bailey, 1983; Horwitz et al., 1986; Y. Kim, 2002; Philips, 1992; Price, 1991; Steinberg & Hortwiz, 1986; Young, 1986, 1990, 1992).

Anxiety is usually divided into state anxiety, trait anxiety and situation-specific anxiety. Many studies have focused on the anxiety that occurs in classroom settings (Aida, 1994; Horwitz et al., 1986; Phillips, 1992). Horwitz et al. (1986) introduced three sub-components as important factors of foreign language classroom anxiety that have a negative effect on L2 learning: communication apprehension, text anxiety, and fear of negative evaluation. They reported that students' final grades were negatively correlated with their respective scores on the foreign language classroom anxiety scale (FLCAS). When learners are anxious, they avoid communication and withdraw from communication (Daly & Stafford, 1984; Horwitz et al., 1986; McCroskey 1984; MacCroskey, Fayer & Richmond, 1985). Communicative anxiety has also been reported in the EFL classroom in other research (Foss & Reitzel, 1988; Lucas, 1984). Test anxiety can distract students from ongoing classroom activities when they pay more attention to their fears and worries (Hodapp & Henneberger, 1983; Tsuis, 1996). Learners with a fear of negative evaluation by others may act passively in the classroom by merely smiling, nodding or listening to others talk; hence, they are apt to withdraw from classroom activities (Horwitz et al., 1986; Leary, 1983).

Aida (1994) suggested four sub-components of foreign language anxiety: speech anxiety and fear of negative evaluation, fear of failing the class, comfortableness with the target language, and a negative attitude toward the class. According to Aida, speech anxiety and fear of negative evaluation was the most important factor that affects foreign language anxiety. Woodrow (2006) reported that L2 speaking anxiety was a significant predictor of oral achievement. Collectively, these results show that anxiety adversely affects language performance and that it is one of the strongest predictors of success in a foreign language classroom. In particular, anxiety negatively affects speaking performance. Therefore, it is necessary to investigate language anxiety in a classroom situation in depth in an effort to enhance L2 learning processes.

2. Teachers' Foreign Language Anxiety

Much research has been conducted with the goal of reducing anxiety and making language classes a more comfortable and supportive environment for learners. It is believed that this will enhance the success of the learning of a foreign language. However, less research has focused on the foreign language anxiety that teachers themselves experience and how it affects their teaching (Horwitz 1992, 1993). Horwitz et al. (1986) reported that language teachers feel foreign language anxiety in a manner similar to that of L2 learners. Nonnative teachers experience anxiety mainly because they feel that their learning of the language that they teach is incomplete. Furthermore, foreign language

anxiety prevents teachers from presenting the target language effectively, interacting with students and serving as a positive model for language learners (Horwitz, 1996). To be more specific, teachers unconsciously make decisions to select certain instructional strategies that do not involve using the language publicly and actively due to their perceived deficiency in the target language. Language teachers with higher levels of language anxiety also communicate negative messages about language learning to their students.

Other research (S. Y. Kim & J. H. Kim, 2004) includes several examples in which language anxiety is experienced by Korean English teachers. Korean English teachers feel anxiety due to their limited knowledge of unfamiliar words, idioms, and expressions. They experience anxiety due to their limited speaking and writing abilities and out of a fear of negative evaluation. Horwitz (1996) and S.Y. Kim and J. H. Kim (2004) suggested a number of ways to reduce the feelings of foreign language anxiety experienced by teachers. Horwitz (1996) in particular suggested nine approaches to reduce teachers' feelings of anxiety: recognizing one's own and other teachers' feelings of foreign language anxiety, giving oneself permission to be less than perfect speakers of the target language, recognizing feelings of culture shock, giving oneself credit for target language achievement, becoming more aware of the language learning process, imagining speaking well in the stressful context of classroom teaching, making a plan to improve language proficiency, and being supportive of both colleagues and students. S.Y. Kim and J. H. Kim (2004) suggested that additional courses that could include vocabulary and idiom practice sessions for pre- and in-service teacher training programs should be provided to teachers and that more situation-specific and appropriate examples of classroom English should be introduced to teachers to use and practice. Lastly, teacher training programs should be focused on developing language proficiency in teachers, especially in terms of their speaking skills, by providing less overwhelming and realistic plans and goals. Powell (1991) also maintains that language teachers should know that they are not the only ones who feel language anxiety. Teachers need to express their feelings of anxiety to find support. Coleman and Towell (1991) contend that teachers should be more aware of the language acquisition processes so that they can understand the changing and variable situation of proficiency.

Other studies have revealed a relationship between anxiety and variables such as gender, age, proficiency level, teaching experience, and teaching group. Generally, a negative correlation between anxiety and language proficiency has been reported (Cheng, Horwitz & Schallert, 1999; MacIntyre, Noels & Clement, 1997; Onwuegbuzie, Bailey & Daley, 2000; Saito, Garza & Horwitz, 1999). Grade level or age was found to affect the relationship between anxiety and achievement in L2 classes (Gardner, Smythe, Clement & Brunt, 1977; S. Y. Kim & J. H. Kim, 2004; Maeng 2007). Mejias, Applebaum, Applebaum,

and Trotter (1991) reported that higher anxiety existed among Hispanic males compared to females. Spielberger (1983) found that females were more emotionally stable than males in highly stressful circumstances. Kitano (2001), in a study comparing Japanese language proficiency, reported male students feel higher anxiety when they considered their spoken Japanese to be less competent compared to the level of others. Similarly, Na (2007) found that male Chinese students experience higher levels of anxiety than female students when learning English. Some studies have reported the effect of immersion or intensive courses and the effect of anxiety on these situations. Gardner et al. (1977) reported that anxiety over speaking French decreased as proficiency and training increased.

All of these research results indicate that language anxiety is an important factor that can affect L2 learning and teaching. Reducing the language anxiety that teachers feel or that learners feel is a main concern in foreign language education. Therefore, foreign language anxiety among teachers should be investigated, considered, and combated in a teacher training program as well as in a classroom situation in order to pursue the goal recently set by the MoE in Korea. The purpose of this study is to analyze the anxiety that teachers feel in a classroom and in a teacher training program. In addition, this study investigates the relationship between anxiety and variables such as age, teaching experience, teaching grade, gender, and proficiency.

III. METHOD

1. Participants

Forty six secondary teachers who attended a NIETT program at institutions labeled here as A and B participated in this study. At the time of the study, 32 of the participants taught at the middle school level and 14 taught at the high school level in Gyeonggi Province in Korea. All had at least five years of teaching experience, and all but six were female. 24% (11) had a MA degree. Table 1 shows details of the participants in this study.

TABLE 1

Background Information

Age	Teaching Experience(years)	Gender	Teaching Grade
31-35 (8)	5-10 (10)	Male (6)	Middle School(32)
36-40 (11)	11-15 (9)	Female (40)	High School (14)
41-45 (20)	16-20 (18)		
46-50 (5)	21-25 (6)		
51-55 (2)	26-30 (2)		

All of the participants received several types of in-service training. Additionally, they had, by the time of the study, received one month of intensive English teacher training. 43% had participated in an overseas English teacher training program sponsored by the Gyeonggi Provincial Office of Education Policy in Korea. The present research was conducted while they were taking a five-month non-residential intensive English teacher training program. All of the participants voluntarily applied to take the NIETT in an effort to improve their English proficiency. Therefore, all of them eagerly and actively participated in the program activities.

2. Materials and Procedures

In this study, an open-ended question form, anxiety questionnaires using the foreign language teaching anxiety scale (FLTAS) and the foreign language classroom anxiety scale (FLCAS), and interviews were used to gather data. The open-ended question form was used to gather background data and qualitative data from the participants regarding classroom anxiety. In order to examine the English proficiency of the participants, four skills were tested. Listening, reading and writing tests were given along with an oral interview. 40 listening and reading test items, three writing questions and oral interview questions developed for the NIETT program were used. For the listening and reading skills, the raw score of each test was used. For the speaking and writing skills, the average rating according to evaluations by two native speakers of English were used.

The total score of the listening, speaking and writing tests was used to determine the English proficiency level of the participants. Only the speaking score was used to indicate speaking skill. FLTAS as used by S.Y. Kim and J. H. Kim (2004) and FLCA as suggested by Horwitz (1983) and Aida (1994) were used after some revision. A Likert- type scale was used with both the FLTAS and FLCAS. The reliability levels of the FLTAS and FLCAS were measured and found to be .919 and .956, respectively. The items were divided into seven categories using .50 as a cutoff to include a variable in the interpretation of a factor according to the results of a factor analysis (See appendix). Two items in FLTA (9, 21) and two in FLCA (8, 20) did not load on any factor, and the reliability of factor 7 for FLTA (Cronbach alpha= .55) as well as that of factors 6 and 7 for FLCA (Cronbach alpha = .58, .54) were not significant. Based on the results of studies of Horwitz (1983, 1996) and Aida (1994), six factors of a subcomponent of FLTA were used in this study. These were fear of teaching communicative skills, fear of negative evaluation, fear of unknown knowledge, fear of teaching oral skills, fear of managing a classroom in English, and fear of lacking in teaching theory. Five factors of FLCA were used: fear of negative

evaluation, speech anxiety, fear of failing the class, negative attitude, and negative self evaluation.

The listening, writing, and speaking tests were administered before the NIETT began. The FLTAS, FLCAS and interviews were administered near the end of the NIETT program. Five teachers with scores higher than 80 and five teachers with scores that were less than 70 voluntarily participated in the group interview. For the quantitative data analysis, descriptive statistics, Point-biserial, Pearson correlation and Multiple Regression were used. Means and standard divisions of English proficiency, speaking skill, FLCA, FLTA, and subcomponents of FLCA and FLTA were computed. Point-biserial correlation and Pearson correlation were performed to analyze the relationships among variables such as gender, teaching grade, teaching experience, speaking skill, English proficiency and anxiety. Lastly, Multiple Regression was used to interpret the effect of variables, especially anxiety related to English proficiency and the speaking ability of teachers. For the qualitative data analysis, videotaped interviews were transcribed and categorized in order to interpret the main sources of anxiety.

IV. RESULTS AND DISCUSSION

1. FLTA and FLCA Questionnaires

The association of anxiety with other variables was examined and the results of descriptive statistics and the correlations are presented in Table 2 and Table 3, respectively. Speaking skill and proficiency were negatively correlated only with FLCA at a significant level. Among five subcomponents of FLCA, only F1, fear of negative evaluation, and F4, negative attitude, showed a negative association with speaking skill. Only F4 was associated with English proficiency at a significant level. In addition, age was negatively correlated with speaking skill and with English proficiency. Teaching experience showed a negative correlation with speaking skill and with English proficiency, both at significant levels. Gender and teaching grade had no significant effect on either speaking skill/proficiency or on any type of anxiety.

Overall, these statistical results indicate that anxiety interferes with the L2 speaking of teachers in the NIETT situation but not in a classroom situation. As the speaking skill and English proficiency of a teacher increases, he or she feels less language anxiety in the NIETT situation; thus, the degree of anxiety he or she feels may affect their success in the NIETT program. However, the finding of no correlation between FLTA and proficiency in this study does not statistically support the results of previous studies that found that

anxiety negatively affects teaching in a classroom (Horwitz, 1996; S.Y. Kim& J. H. Kim 2004). Thus, this result implies that teachers feel more anxiety in a teacher training program than in a regular English classroom. In other words, teachers feel more anxiety when they are in the situation of learning compared to when they are teaching. Unlike the results of previous studies (S.Y. Kim & J. H. Kim, 2004; Kitana, 2001; Maeng, 2007; Mejias et al.,1991; Na, 2007; Spielberger, 1983), gender and age were not associated with the anxiety level of a teacher.

TABLE 2

Descriptive Statistics

	Teaching Experience									
	5-10 (10)		11-15 (9)		16-20 (18)		21-25 (6)		26-30 (2)	
	M	SD	M	SD	M	SD	M	SD	M	SD
SS	24 75	3.25	24 25	3.31	22 38	3.16	20.33	2.85	17.00	2.47
P	80.43	6.76	80.75	6 25	74.80	6 21	68.33	9.58	62.40	14.63
FLTA	2.83	.565	2.67	.486	2.64	.613	2.39	.050	3.07	.636
FLCA	2.62	.609	2.33	.704	2.69	.700	2.95	.761	2.74	.621
F1	2.81	.981	2.45	.886	2.84	.741	3.14	1.00	3.12	1.06
F4	2.10	.802	1.88	.577	2.00	.714	2.60	1.58	2.66	1.88
	Age									
	31-35 (8)		36-40 (11)		41-45 (20)		46-50 (5)		51-55 (2)	
	M	SD	M	SD	M	SD	M	SD	M	SD
SS	25.40	2.66	23.7	2.56	21.76	3.76	22.0	2.77	18.1	4.06
P	80.31	6.90	79.7	5.37	74.96	7.41	73.1	8.84	55.0	4.20
FLTA	2.78	.632	2.74	.420	2.60	.588	2.42	7.43	2.96	.151
FLCA	2.38	.599	2.74	.536	2.62	.730	2.36	8.84	3.60	.599
F1	2.26	.690	3.10	.852	2.79	.842	2.50	.643	4.12	.353
F4	1.91	.750	2.12	.582	2.11	.986	1.50	.430	3.66	.471
	Gender				Teaching Grade					
	Male (6)		Female (40)		Middle School(32)		High School (14)			
	M	SD	M	SD	M	SD	M	SD		
SS	21.29	3.81	22.9	3.49	22.4	3.36	23.5	3.92		
P	75.22	12.3	76.0	7.98	74.6	8.74	79.1	7.21		
FLTA	2.64	.315	2.70	.558	2.64	.470	2.85	.653		
FLCA	2.94	.454	2.58	.686	2.68	.688	2.53	.617		
F1	3.25	.553	2.74	.883	2.90	.910	2.60	.710		
F4	2.50	.836	2.03	.867	2.12	.763	2.02	1.09		

TABLE 3
Result of Correlation among Variables

	Ge	TG	Age	TE	SS	P	FLTA	FLCA
Ge	1	.165	.062	.125	-.124	.034	.000	.165
TG		1	-.118	-.144	.168	.216	.166	-.180
Age			1	.839(*)	-.442(**)	-.448(**)	-.155	.131
TE				1	-.512(**)	-.537(**)	-.160	. .136
SS					1	.741(**)	-.066	-.348(*)
								F1 -.338(*)
								F4 -.318(*)
P						1	-.018	-.326(*)
								F4 -.352(*)
FLTA							1	.627(**)
FLCA								1

** Correlation is significant at the 0 01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
TE. Teaching Experience, TG: Teaching Grade, Ge: Gender, SS· Speaking Skill, P: English Proficiency

Ironically, teaching experience was not associated with the anxiety in either situation. According to the results of Gardner et al. (1977), training should help to reduce the anxiety felt by teachers. However, in the present study, teaching experience, a concept that include training, was not found to affect the anxiety level of teachers in any situation. In addition, teaching experience had a negative effect on proficiency. As teachers' teaching experience increases, they tend to have lower English proficiency. This result is believed to be connected to the fact that teacher education has more recently been emphasized in Korea. Thus, newer teachers might have received a different style of teacher education compared to those with relatively more experience in the classroom. Moreover, the training that teachers received did not help them to the extent that it improved their teaching skills. Therefore, this result indirectly indicates that the quality of training that teachers receive in a teacher training program should be carefully considered.

Table 4 present the regression results. FLCA, teaching experience, and age were entered as predictors of L2 speaking ability of teachers in a NIETT-type program. The value of R^2 showed that FLCA, teaching experience, and age predict 40% of the variance in L2 speaking ability (F= 7.436, Sig= .001[a]). However, the beta value indicates that among these variables, none were significant enough to attribute to L2 speaking ability. The predictability of FLCA was not supported statistically at the conventional level of $p< .05$. This result may have been influenced by the small sample size of the present study since sample size is an important factor in multiple regression analyses. Without an adequate

TABLE 4
Regression of FLCA

Model Summary (Variables Entered/Removed[b])

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.635a/..688a	. 403/.473	.349/.425	3.09361/6.94480

a Predictors: (Constant) Teaching Experience, FLCA, Age
b. Dependent Variable: Speaking Skill / Proficiency

Coefficients[a]

Model	Unstandardized Coefficients				Standardized Coefficients		t		Sig	
	B		SE		Beta					
Constant	30.883	/95.662	2.224	/4.992			13.888	/19.163	.000	/.000
FLCA	-1.397	/-2.790	.791	/1.775	-.245	/-.205	-1.766	/-1.572	.087	/.126
Age	-.583	/-3.519	.908	/2.038	-.174	/-.439	-.642	/-1.727	.525	/.094
TExp	-1.236	/-1.490	.857	/1.923	-.385	/-.194	-1.443	/-.775	.158	/.444

a Dependent Variable: Speaking Skill

large sample size, a research study may not possess statistically significant results (Cohen, 1988). Thus, more research with a larger sample of teachers should be conducted to verify this.

2. Group Interview

1) Teaching Anxiety in a Classroom

Ten teachers in the course of the NIETT participated in a group interview. Five of them belonged to a lower proficiency level group (Group 1) and the other five belonged to a higher proficiency level group (Group2) in the NIETT. Based on the interview data, the sources of teaching anxiety in a classroom were categorized into three main subcomponents: low English proficiency, negative evaluation, and lack of preparation and knowledge. First, most teachers in Group 1 and a few teachers in Group 2 mentioned that they were worried because their English was perceived as not good enough.

> I worry that I might make mistakes in front of students when I speak in English. (G1A, B)
> I do not worry if I am using material presented in the text but when I discuss extra material in English which is not present in the text, I worry that I might make mistakes. (G1B)
> I feel anxiety when I cannot speak English naturally to students like a native teacher in unprepared situations due to my low level of English proficiency. (G1E)

> I am an English teacher; therefore, I have to speak English well but I cannot. So, I feel anxiety. (G1 A, B, E; G2 A, B, C)
> I feel anxiety when I have to speak to a native English teacher in front of other teachers. (G1A)
> I believe I should be a good language model to my students because I am an English teacher. I feel sad and worried because my English is not good enough to be a good language model for my students. (G1C)

Similar to the results of other studies (Cheng et al., 1999; MacIntyre et al., 1997; Onwuegbuzie et al., 2000; Saito et al., 1999) and according to the statistical results of this study, this data supports the idea that English proficiency is one of the main sources of anxiety.

A teacher from each group also mentioned that they worried about using English in a class due to students' negative evaluations of them.

> As I said, I do not feel any anxiety using English in front of students in general but I feel bad and worried when I make mistakes in front of students who have studied in an English- speaking country or in front of those who are proficient at English. (G1D)

> I think students believe that their teacher must use English very well. Therefore, when I know that I have a student who has a very high TOEIC score or a student who has studied in an English-speaking country for several years in my class, I keep checking the response of this student and worry throughout the class because he or she may have a better command of English than I do. (G2A)

Similar to the results of previous studies (Aida, 1994; Horwitz et al., 1986; S.Y. Kim & J. H. Kim, 2004; Leary, 1983), this data showed that another source of teaching anxiety comes from negative evaluations by students. Furthermore, this source exists mainly due to the poor English proficiency of teachers.

A third source is the lack of knowledge and preparation. Two teachers from Group 1 and Group 2 mentioned that they felt anxiety when they were not fully prepared.

> I am very worried when I do not prepare for the class if, for example, I have too much administrative work. (G1 C)
> When I prepare for my class, I do not feel any anxiety. When I do not prepare, however, I worry about my class. (G1B, E)
> I do not know what to do and feel anxiety when my students ask something that lies beyond the boundary of my preparation regarding the content or language materials. (G2 A, B)

This data indirectly shows that preparation is one way to reduce teaching anxiety. However, this source also partially related to the level of English proficiency of teachers, as teachers panic and become nervous on the moment they are asked to perform in English without any preparation. They feel anxiety in this situation if they have not had time to organize and plan but also if they do not have a good command of English when delivering unprepared answers. Overall, it can be concluded that a main source of anxiety in teaching is the language proficiency of teachers, as found by the research of Aida (1994) and Horwitz et al. (1986). Thus, in order to reduce anxiety, the English proficiency of teachers must be improved and preparation should be emphasized, encouraged, and supported.

1) Learning Anxiety in a NIETT Course

Most of the teachers in both groups mentioned that they felt more anxiety in the NIETT course than in their classrooms. Based on the interview data, the sources of learning anxiety in the teacher training course (NIETT) were mainly focused on two categories: low English proficiency and negative evaluation.

> I was somewhat confident in teaching English through English in my English class until I came to this training program. As other teachers speak English comparatively well, I feel small and nervous when completing class work in NIETT courses such as the presentation skill class and the practicum class. However, I felt better as I practiced more, so I felt happy at the end. (G1C)

> At first, I thought, "I am quite old and thus my English is not good compared to other teachers who are attending this program", so I was nervous and worried. However, my anxiety decreased as I had more chances to practice and changed my attitude. (G1B)

> I want to say something in English like other teachers but I could not say anything in English at the beginning of the NIETT course. Therefore, I felt great stress from this situation. In addition, in the presentation skill class, everybody had to present several speeches in front of the class. I had to speak even though I could not do it well. I felt like dying in this class. (G1E)

> I felt more anxiety whenever I compared my speaking ability to that of other teachers and recognized how well they were and how poor I was at English. However, I gained little confidence in speaking at the end of the training. (G1 A)

> It is awful to speak English with highly proficient teachers. They are so good at English; I constantly compare my pronunciation and class works with them and feel discouraged. I felt more anxiety in a situation of expressing my thoughts orally. (G2A, B)

> I did not mind making mistakes in front of my students because most of my students would not notice my mistakes. However, in the NIETT course, I worried and tried hard not to make mistakes. If I made mistakes, I thought that other teachers in the NIETT course would bring shame to me as well as to the reputation of my school. (G1D, G2 D)

The interview data above indicates that teachers felt great anxiety in the training course and the level of anxiety of teachers gradually decreased as they had more chance to practice speaking English publicly. The main source of this anxiety in the training situation was the fear that they would receive a negative evaluation from other teachers due to their relatively low English proficiency. This result actually supports previous studies in which learners with a fear of negative evaluations were found to act passively in a class (Horwitz et al., 1986; Leary, 1983). Many trainees in the NIETT program were highly motivated teachers who whished to improve their English skills and their teaching skills through this program. When they compared their English skills to that of others and perceived that their English skills were relatively low, they felt anxiety when using and speaking English. Therefore, it can be concluded that the perception of teachers regarding their English proficiency affects how they behave in a class and that their behavior affects their L2 learning in a program such as the NIETT.

Overall, the statistic results and interview results show that anxiety is a major factor that interferes with the use of English in teaching and learning situation. English teachers in Korea feel anxiety when using English publicly in either situation due to two main factors: perception of one's own low level of English proficiency and the possibility of negative evaluations from others with relatively high English proficiency. Unlike previous studies (Gardner et al., 1977; S.Y. Kim & J. H. Kim, 2004; Kitana, 2001; Maeng 2007; Mejias et al., 1991; Spielberger, 1983), gender, teaching grade, age and teaching experience were not associated with anxiety. However, age and teaching experience affected the speaking proficiency and overall English proficiency negatively rather than positively. This implies that as the teachers gain more teaching experience or become older, their English proficiency decreases. A negative relationship exists here partially because the training that more experienced or older teachers have received is different from that received by less experienced or younger teachers. Teacher education in Korea has changed dramatically over a brief period; thus, the emphasis on in- and pre-service teacher training programs has gone through several types of reform in Korea. This negative correlation may also be due to the results of in-service teacher trainings that did not meet the needs of English teachers, as they relate to enhancing English proficiency. Therefore, anxiety, age, and teaching experience are important factors to consider in L2 learning and teaching. Furthermore, anxiety should be considered in a training program for the success of L2 learning.

V. CONCLUSION

The results of this study showed a correlation among FLTA, FLCA, age, teaching experience and the level of English proficiency of teachers and the sources of language anxiety in a classroom situation and in an intensive teacher training situation (NIETT). The study revealed a negative correlation between FLCA and speaking/English proficiency; however, no significant correlation between FLTA and speaking/English proficiency was revealed. Qualitative data nonetheless indicated that teachers feel anxiety both in a classroom situation (FLTA) and in a teacher training situation (FLCA), and this was partially supported by statistical results. Moreover, the qualitative data results revealed that teachers feel more anxiety over their speaking performance in a teacher training course than in a classroom. The results essentially support previous studies that hold that anxiety impairs L2 teaching and learning (Bailey, 1983; Horwitz, 1996; S.Y. Kim & J. H. Kim, 2004; MacIntyre, 1999; Snow & Swanson, 1992; Warr & Bunce, 1995; Young, 1991). Thus, these results imply that anxiety is an important factor in L2 education, especially in teacher training.

The statistical results revealed no correlation among anxiety, age, teaching experience, teaching grade, and gender. Though previous research (Kitano, 2001; Maeng 2007; Mejias et al., 1991; Na, 2007; Spielberger, 1983) showed a correlation between anxiety and gender, this study did not show a correlation between these variables. As this study does not contain enough data regarding male teachers, a further study of this issue should be conducted with a larger sample of male teachers. Unlike the results of one of previous study (Gardner et al., 1977), teaching experience, a concept that includes training, was not associated with the anxiety level of teachers in either situation. However, the present study revealed a correlation among age, teaching experience and speaking/English proficiency. Logically, proficiency should be enhanced as training increases; however, the results of this study revealed the opposite relationship. In other words, as the teaching experience of a teacher increases, the teacher tends to have lower English proficiency. This result is not surprising in Korea because English education in Korea has changed drastically during last decade. Emphasis regarding English education in Korea has shifted from written skills to oral skills. As the overall paradigm of English education has changed in Korea, teacher education is also in the process of changing. Thus, different teachers may have had different types of teacher education. Another explanation of this result can be found in the quality of teacher training programs. Not enough teacher training programs that focused on enhancing English proficiency were provided to teachers. Moreover, the training that is provided to teacher often does not meet the needs of English teachers in terms of

improving their spoken skills. Therefore, this result indirectly indicates that the quality of training that teachers receive in a teacher training program should be taken into consideration.

The regression results revealed that FLCA, teaching experience, and age predicted 40% of the variance in L2 speaking ability of the teachers in the NIETT. However, the beta values of these variables were not significant enough to attribute to L2 speaking ability. This result may have been affected by the small size of participants in this study. Thus, more research with a larger sample size should be conducted to verify this issue.

Interview data revealed that teachers feel anxiety in both situations. However, they feel more anxiety in a training course. A low level of English proficiency, negative evaluation of students and a lack of preparation and knowledge were reported as sources of teaching anxiety in a classroom, as found in other studies (Aida, 994; Cheng et al., 1986; Horwitz & Schallert, 1999; S.Y. Kim & J. H. Kim, 2004; Leary, 1983; MacIntyre et al., 1997; Onwuegbuzie et al., 2000; Saito et al., 1999). In the NIETT, low English proficiency and negative evaluation were reported as two main sources of anxiety, as posited by Aida (1994) and in other studies (Horwitz et al, 1986; Leary, 1983). Teachers in the NIETT also reported that the level of their anxiety decreased and their confidence in using English increased as they had more chance to use English in the course. All of these sources are condensed into English proficiency, as all of the sources arose on account of teachers' perception of their low English proficiency. Therefore, the perception of teachers concerning their English proficiency affects how they behave in both situations and thus affects the success of their training in a program such as the NIETT.

The results of the present study have important implications regarding teacher education, especially intensive in-service teacher training in Korea. Teacher trainers should be aware that anxiety, age and teaching experience are associated with the level of speaking ability of teachers. They should consider that anxiety is an important factor that can influence the effectiveness of teacher training. Thus, teacher training programs should consider reducing language anxiety in various ways such as ensuring the existence of a supportive environment, setting realistic goals for teachers, having them realize that they are not alone in their experience of language anxiety, elevating their confidence and achievements and providing collaborative tasks in which they can learn from each other rather than tasks in which they have to evaluate each other. Additionally, teacher training programs should strive to develop English proficiency of teachers with a particular focus on their spoken skills. The NIETT program considering these variables should be provided to more teachers of English to give them the time and opportunity to use English. This experience can gradually reduce the anxiety felt by teachers when speaking publicly and can thus improve the English proficiency of teachers more effectively. Overall, anxiety should be

carefully considered in the NIETT program to enhance the English proficiency of teachers and therefore achieve the goals of the MoE. However, further study is required to verify the correlation among variables more specifically and to verify the effects of the subcomponents of anxiety on language proficiency, as the results for these factors were not statistically significant due to the small sample size used in this study.

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APPENDIX

Results of factor analysis for FLTAS

Label	Teaching Communicative Skills	Fear of Negative evaluation	Fear of lacking Knowledge	Teaching Oral Skill	Fear of Classroom Management	Fear of lacking teaching theory	Cronbach's Alpha
Items	F1	F2	F3	F4	F5	F6	
17	.847						
20	.823						
18	.759						
23.	.670						
24	.606						
22.	.595						.860
6		.802					
3.		.787					
14.		.648					
8		.594					

5.	.584				.887
1.		.825			
15.		.797			
2		.709			
16.		.539			.795
26..			.804		
25			.734		
28..			.670		.746
11.				.825	
12.				.562	
27.				.547	.753
7				.849	
19..				.630	.833

Results of factor analysis for FLCAS

Label	Fear of Negative evaluation	Speech Anxiety	Fear of failing the class	Negative Attitude	Lack of Confidence	Cronbach's Alpha
Items	F1	F2	F3	F4	F5	
16	.759					
22	.743					
21	.725					
10	.658					
25	.648					
17	.597					
6	.592					
15	.583					.925
2		.810				
1		.797				
4		.677				
5		.671				
3		.648				
9		.561				.898
18			.800			
19			.717			
7			.579			
24			.520			.822
28				.836		
30				.786		
29				.654		.881
23					.771	
11					.734	
14					.694	.743

Foreign Language Teaching Anxiety Scale

1. I am anxious when I have to deal with unfamiliar idioms or expressions in English classes.
2. I am not confident in speaking English.
3. I am afraid that my students regard me as an incompetent English teacher.
4. I am not confident in writing English

5. I worry when I happen to deal with unknown contents related to culture in English classes.
6. I am afraid that the parents of my students regard me as an incompetent English teacher.
7. I am afraid that I lack knowledge about English testing theories and methodologies.
8. I worry about being compared with native English teachers.
9. I feel anxious when I teach students who are good at English.
10. I am not confident in reading English.
11. It is difficult to control students when I conduct group activities in English classes.
12. I feel uneasy that my students are bored with my class.
13. I am not confident in pronouncing English.
14. I am afraid that my colleagues who are very fluent English speakers regard me as an incompetent English teacher.
15. I worry when I happen to deal with unknown vocabulary in English classes.
16. I am afraid that my students ask me about unknown contents in English classes.
17. I am anxious when I teach writing skills.
18. I feel anxious when I correct my students' mistakes in English classes.
19. I am afraid that I lack knowledge about English teaching theories and methodologies.
20. I worry when I correct the writing assignments of my students.
21. I am nervous when I teach English through English.
22. I am anxious when I teach reading skills.
23. I am afraid that I mispronounce English words or sentences.
24. I worry when I happen to deal with unknown grammar items in English classes.
25. I am anxious when I teach listening skills.
26. I am not confident in listening to English.
27. I an afraid of making mistakes when I use English.
28. I am anxious when I teach speaking skills.

Foreign Language Classroom Anxiety Scale

1. I tremble when I know that I'm going to be called on in my teacher training class.
2. It embarrasses me to volunteer answers in my teacher training class.
3. I get nervous and confused when I am speaking in my teacher training class
4. I can feel my heart pounding when I'm going to be called on in my teacher training class.
5. I feel very nervous about speaking English in front of other trainees.
6. I am afraid that the other trainees will laugh at me when I speak English.
7. In teacher training class, I get so nervous I forget things I know.
8. I always feel that the other trainees speak the English language better than I do.
9. I am not confident when I speak in my teacher training class.
10. I get nervous when the instructor asks questions which I haven't prepared in advance.

11. Even if I am well prepared for the teacher training class, I feel anxious about it.
12. I never feel quite sure of myself when I am speaking in my teacher training class.
13. The more I study for an English test, the more confused I get.
14. I get nervous when I don't understand every word the instructor says.
15. It frightens me when I don't understand what the instructor is saying in the English class.
16. I am usually nervous during tests in my teacher training class.
17. I start to panic when I have to speak without preparation in the teacher training class.
18. I worry about the consequences of failing my teacher training course.
19. The teacher training class moves so quickly I worry about getting left behind.
20. I feel more tense and nervous in this immersion type of teacher training course than in other type of teacher training courses.
21. I would probably feel uncomfortable around native speakers of English.
22. I would be nervous speaking the English language with native speakers.
23. It would bother me to take more English language classes in the teacher training program.
24. I often feel like not going to my teacher training class.
25. I worry about making mistakes in my teacher training class.
26. During the teacher training course, I find myself thinking about things that have nothing to do with the course.
27. I get upset when I don't understand what the instructor is correcting.
28. I am afraid that my instructor is ready to correct every mistake I make.
29. When I'm on my way to a class in teacher training program, I feel very nervous and tensed.
30. I feel overwhelmed by the number of rules I have to learn to speak English.

Examples in: English
Applicable Languages: English
Applicable Level: Secondary

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