

English Language Teaching Anxiety during Practical Teaching Experience of English Student Teachers, Burapha University

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Background of the Study

In 2015, Thailand is entering the ASEAN Economic Community (AEC) and English language will be the most common required medium for communicating among the members of AEC countries. Although it has been Thai Government policy for some time to ensure all students can communicate well in English and it has been a compulsory subject, there are still very few Thai people who can speak English well. (Wongleka, 2010) It is recognized that the English teacher has a very important role to play in ensuring students speak good English and the Office of the Basic Education Commission of Thailand sees that there are many factors which affect a student's ability to learn English. They acknowledge that English teachers require some development to ensure better quality English learning. (Rangabtook, 2007) In fact, for Thai teachers who teach English, using English in classroom is not easy and can even be troublesome. According to Cooper and Simonds (2007), teachers can feel uncomfortable, tense, embarrassed, and shy due to fear of communication in a non-native language. When these feelings take place, the teachers tend to avoid speaking English in classrooms. The researchers, therefore, investigate what causes English language teaching anxiety experienced by Thai English student teachers which would help to increase practicing teaching enjoyment and confidence before they start their English teaching jobs and for future English teachers to teach English to students with their full potential.

Objectives of the Study and Research Questions

The study is entitled "English Language Teaching Anxiety of Burapha University English Student Teachers During The Teaching Practicum" and was conducted to examine factors contributing to English language teaching anxiety of Thai English student teachers. The research question, in other words, was what are the sources of English language teaching anxiety experienced by Thai English student teachers during their teaching practicum?

Significance of the Study

The study of English language anxiety during practical teaching experience of English student teachers, Burapha University is significant in several respects:

1. English student teachers have a chance to observe their feelings and English language teaching anxiety during their practical teaching period. They can also share their experiences with the readers of this study
2. Teachers, educators, or curriculum developers can use this information as a guide to improve the curricula they use to teach English student teachers. As a result, future English student teachers could be better prepared and trained to deal with their possible English language teaching anxiety feelings throughout their Education courses.

3. Students in primary or high school could have a chance to learn from well-trained English student teachers. This is because students in the Faculty of Education could be properly trained with how to deal with possible difficult situations before they visit schools in their last year of studying.

4. Junior English student teachers who are preparing to pay a visit to schools can prepare themselves by reading about English language teaching anxiety experiences and the techniques used to overcome anxiety shared by their seniors in this study

5. It allows the researchers to consolidate a new body of knowledge in this field as little previous research in Thailand has been found concerning English student teachers' English language teaching anxiety.

Definition of Terms

The definitions of the terms used in this study have been adapted from the review of literature the researchers have studied. Three operating terms are defined as follows:

1. English language teaching anxiety refers to the feeling of tension and apprehension specifically associated with using and teaching English language in classroom. These feelings can cause worry and negative emotional reactions.

2. Teaching practicum refers to practicing teaching in a real classroom situation, and doing teachers' work where English student teachers are assigned during their final year in primary or high schools to develop their English teaching skills.

3. English student teachers refer to fifth year Burapha University English student teachers participating in a one year visit to primary or high schools to practice their English teaching skills.

Review of Literature

1. Relevant Concepts and Theories

1.1 Communication Anxiety and foreign language anxiety

MacIntyre and Gardner (1989) explained that communication apprehension is dependent on a learner's self-esteem. The lower their feelings about being unable to communicate well the greater their apprehension. This was similarly supported by McCroskey (1993) when he referred to Communication Anxiety being the amount of fear and worry about being understood and understanding whether this was just perceived or real. Hamilton (2011) was also in agreement when she explained that communication anxiety or communication apprehension (CA), can influence how people communicate with each other and it could hold people back from communicating effectively in their workplace adding that it is hard to share ideas, pass on instructions or information, interviewing or being interviewed and even joining in group discussions and giving presentations is difficult for those who suffer communication anxiety.

Lane (2010), agreed with this similarly claiming that communication anxiety was negative feelings that could happen to anyone when people were communicating ideas, giving instructions, participating in a group discussion, or giving a presentation. He further gave an example of this saying that people with high communication anxiety may stop talking if they realize that other people do not show any interest in listening to what they are saying. Sometimes people feel nervous prior to and during their conversation since they view that they may say something that sounds stupid. When such feelings happen, people with a high communication anxiety level may feel uncomfortable and stop speaking. Poor communication skills and not being able to communicate well can also be observed as Richmond and McCroskey (1998) pointed out that people with high communication anxiety, are often viewed as less competent because of poor un-impressive performances they present to their listeners. This could become a serious concern in some careers where the jobs require good communication and expressing ideas as is the case with teachers.

To fully understand communication anxiety, Booth-Butterfield (1992) and Motley (1995) explained that types of communication anxiety can be divided into two types – 1) ‘Trait anxiety’, and 2) ‘Situational anxiety.’ Lane (2010) elaborates this adding that trait anxiety is the most problematic one. This kind of anxiety is difficult to avoid. It could happen in many situations and it is our own feelings of not being confident enough to communicate that causes the problems. Simply put, this kind of communication apprehension is internal feelings which keep telling the speaker that he or she is a poor communicator. People, therefore, tend to communicate poorly in many situations. Another type of communication anxiety is ‘context apprehension’ or ‘situational anxiety’ which Morreal, Spitzberg, and Jarge (2007) explained that in this type of communication anxiety, the speakers feel frightened to communicate in a particular context. For example, some people may find it is fine to speak one on one, but they may be frightened when engaged in public speaking.

The above points imply that communication anxiety is an internal feeling of not feeling confident, nervous and being frightened when people try to communicate. People with these negative feelings can be viewed as less competent teachers. As communication apprehension is the same as the worry experienced by many, even those who communicate in their first language, it is understandable that second language anxiety may also occur.

1.2 Foreign language anxiety

Horwitz, Horwitz and Cope (1986, p.129) mentioned that “foreign language anxiety is a phenomenon related to but distinguishable from other specific anxieties”. When discussing the term ‘foreign language anxiety’ in relation to communication apprehension, Cubukcu (2007, p.3) explained that “communication apprehension in foreign language anxiety refers to “a type of shyness characterized by fear and anxiety about communicating with people...[it] derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood; that is why many talkative people are silent in the class.” Abu-Rabia (2004) pointed out that those learning a second language are nervous, fearful, physically insecure and unable to participate in the situational learning sphere. Additionally, some scholars compared this kind of anxiety to other types. MacIntyre and Gardner (1994), furthermore, focus on how people feel in certain situations and defined foreign language anxiety as being tense and apprehensive when learning a second language particularly in the speaking and listening sphere and feelings of worry and negative emotional feelings when engaged in the learning of and use of a second language.

1.3 Source of English language teaching anxiety

Cooper and Simonds (2007) explained that in the field of communication education, researchers are interested in investigating things that occur in a classroom or techniques people apply to develop their communication skills. While communication pedagogy scholars like to examine ways to teach communication, instructional communication researchers like to look at how teachers should communicate in their teaching as it is important for all teachers to possess good communication skills when they teach their students in a classroom. They are interested in how teachers may prepare and present lessons, lead classroom discussion and create a good learning atmosphere in their classroom. They believe that it does not matter how expert a teacher is in his or her field, it will be pointless if he or she cannot deliver information in a way which helps their students learn. Additionally, for teachers, when failing to communicate well in classrooms, learners may not be capable of achieving their academic goals. Tum (2012) recognized that Horwitz became the first researcher who claimed that those who were responsible for teaching a foreign language to students, whether they be student teachers or teachers who taught in other than their first language, would experience Foreign Language Anxiety. He felt that this was because learning a foreign language is an on-going challenge never fully complete so even the teachers of a foreign language are also learning as they go along. McCroskey and Richmond (1991) added that communication anxiety of teachers has more and more become an issue of concern. This is particularly true in language teachers. Shrestha (2009) confirmed that whilst language teachers should be aware of foreign language teaching anxiety in their classrooms, Cooper and Simonds (2007) indicated that teachers displaying their communication anxiety in the classroom

were likely to affect their students. This is because their students could imitate such behaviors. This agreed with the study made by Horwitz (1996, as cited in Tum, 2012) in-so-much-as showing they were anxious could create certain unwanted effects on foreign language education including:

1. Those teachers who suffered foreign language anxiety might have a tendency to utilize English less and not use language intensive activities in the classroom. However, as language is learnt most from both the teacher and activities undertaken to improve students' use and understanding of the language then it is possible that teachers suffering from anxiety may unintentionally cause their students to experience a low exposure to the language they are trying to convey.

2 It was quite feasible that if students perceive a fear of the language in their teacher they might similarly develop such a fear.

3 Anxious foreign language teachers may experience poor levels of job-satisfaction because they are required to use as much English language as possible when teaching, a difficult task if one is afraid of the language.

Having examined various concepts of Foreign Language Teaching Anxiety, it is now necessary to examine how Student Teachers might experience such phenomenon.

2. About Burapha Univeristy and Faculty of Education,

Burapha University is the biggest public university in the East of Thailand. There are 26 faculties on three campuses. The main campus is located in Bangsean, Chon Buri, Thailand. In the Faculty of Education at Burapha University, only 5th year student teachers passing all teacher courses and meeting all curriculum criteria can enroll in two teaching practice courses to spend one year of teaching practicum in schools. During their teaching practicum, the students are expected to teach either primary school pupils and/or secondary school students in their major subjects. Apart from practice teaching, the students will be assigned other school or teacher's work by their supervising school teachers in the same school student teachers are teaching. The students will be asked to teach between 8 and 12 hours per week for 15 weeks for one semester and conduct a research project. Student's grades will be based upon their teaching performance in classrooms, the quality of work assigned and their behavior during their time in schools. They are evaluated by both supervising school teachers and their university advisors, who visit them regularly.

3. Relevant Research

This section presents some previous studies and their findings concerning the experiences of student teachers and sources of English language teaching anxiety.

Tum (2010) conducted a study with 79 non-native EFL teachers from a Middle East University and 131 non-native EFL student teachers attending teacher education programs to 1) investigate whether the different participants experienced feelings of foreign language anxiety and 2) examine the relationship between personal characteristics and the levels of anxiety experienced. The student teacher participants were found to experience higher levels of foreign language anxiety than non-native EFL teachers. However, foreign language teaching anxiety does not have any effect on the foreign language teaching/learning activities the teachers or student teachers used in their classrooms.

Merç (2011) conducted a qualitative study with 150 Turkish EFL student teachers to find out what are sources of student teachers' foreign language anxiety. Data was collected from 1) semi-structured interview, and 2) diaries kept by student teachers. The sources of foreign language student teacher anxiety were found in the areas of (1) dealing with students, (2) maintaining classrooms, (3) teaching a difficult subject or teaching a subject for the first time, (4) being observed by cooperating teachers, (5) being interrupted by mentors suggesting ways to teach students properly during students' teaching, and (6) miscellaneous. The stresses of student teachers were provided.

Tomohisa (2011) aimed to examine Japanese teachers' English anxiety, sources of anxiety as well as teachers' anxiety coping strategies. The participants in this study were 133 Japanese elementary school teachers, one native English teacher, and three in-service teacher trainers. The instruments

were “the Teacher Foreign Language Anxiety Scale” (Horwitz, 2008) and “the Situational Teaching Anxiety Scale”. It was found that most participants were anxious about their own English proficiency, and about teaching English. The study revealed that teachers with English teaching experience felt less anxious when they themselves taught the target language, and their anxiety came from lack of (1) experience and training for teaching English and (2) confidence in English communication.

Tum (2012) examined experiencing feelings of anxiety and inadequacy when non-native student teachers used English during their practical teaching experience. Participants were 126 third or fourth year student teachers at two universities in Northern Cyprus. The Teacher Foreign Language Anxiety Scale (TFLAS) questionnaires developed by Horwitz (1996) were distributed and collected to elicit and measure the participants’ feelings and levels of foreign language teaching anxiety. This study found that 19 percent of the participating student teachers were found to be highly anxious when using English (their anxiety scores were higher than the mean which was calculated as 2.6). Additionally the further 27 percent of the participating student teachers had their TFLAS scores higher than 3. Kunt and Tum (2010) conducted a mixed method study to investigate the levels of foreign language anxiety experienced by non-native foreign language student teachers, and to explore how foreign language anxiety affects the feelings of students while using the target language in and out of class. The participants of this study were students studying in a teacher education program in North Cyprus. The instruments used in this study included The 33 item-self-reported Turkish version of Horwitz’s (1986) Foreign Language Classroom Anxiety Scale and a set of open-ended questions. The source of Foreign Language Classroom Anxiety which were reported included attitudes of native speaker friends in the classrooms which dominate the class and make non-native student teachers feel nervous and uncomfortable when required to practice speaking English in the classroom.

Paker (2011) conducted a study entitled “Student teacher anxiety related to the teaching practicum.” The purposes of this study were 1) investigating the sources of anxiety of student teachers, and 2) comparing how different genders of student teachers are affected. The participants in this study were 101 Turkish student teachers studying at English Language Teaching Department at a Faculty of Education. The results also showed that students anxiety of all factors decreased after the student teachers finished their teaching practicum. This study also highlighted 10 sources of student teachers which were 1) the feeling of being observed by either the mentor or the university supervisor, 2) the feeling of being evaluated, 3) anticipating high expectations of mentors and university supervisors, 4) lacking enough ideas about students and classroom management, 5) not receiving feedback about their performance, 6) teaching four language skills, 7) not having enough knowledge and skill in using teaching devices in classroom, 8) being left alone without getting care from staff, 9) not finishing school paper work, 10) not knowing how to use materials effectively, and 11) preparing teaching plans.

Klaiphon (2014) investigated the problems and the corresponding solutions in professional practices of teacher students from the Institute of Physical Education Chon Buri campus. The sampling in this study was 41 student teachers from Institute of Physical Education Chon Buri Campus. Purposive sampling was the technique the researcher used to select these participants. All of them practiced teaching in 33 different schools in the academic year of 2010. After calculating frequency, percentage, average, and standard deviation, the result of this study highlighted that the Institute of physical education could minimize stresses experienced by their student teachers during practical teaching by 1) arranging a good orientation for their student teachers before sending them to schools, 2) ensuring that their students are trained and know how to apply a number of teaching methods, 3) training their student teachers to integrate teaching with activities in the practice. This study further revealed that the most severe problem that occurred during the sample students’ professional practices were in the basic welfare of the schools where they practiced teaching namely: teaching and learning activities, privacy issues, faculty supervision and also some other aspects in the practicing process.

Soithong (2000) studied the relationship between knowledge of Thai language subject and anxiety in teaching of student teachers in Rajabhat Institutes, Bangkok metropolis. The participants in this study were 70 student teachers in the field of Thai language in secondary education program at Rajabhat Institutes, Bangkok metropolis. Data collection technique used in this study included 1) a Thai language test, 2) the anxiety in teaching scale, and 3) the teaching behavior observation checklist. Pearson's correlation coefficient was used to find the concurrence between knowledge of the Thai language subject and student teachers' competency in teaching Thai, also the relationship between anxiety in teaching and student teachers' competency in teaching Thai. This study revealed that student teachers who could get a high score in their Thai language test experienced less anxiety in their Thai language teaching. Also, this study further reported that student teachers possessing high teaching competency were less anxious when teaching Thai subject.

Limthongkul and Aree-Ue (2009) conducted a descriptive study with 108 Thai nursing students studying at a government university to assess sources of stress, coping strategies, and outcomes among nursing students during their initial practice. Data instruments used in this study were 1) the Demographic Data Questionnaire, 2) the Open Ended Stress Questionnaire, 3) the Coping Strategies Questionnaire, and 4) the Anxiety Questionnaire. Descriptive statistics comprising percentage, mean, and standard deviation were used to analyze the study. This study identified at least seven sources of stress experienced by the nursing students. These included 1) lack of professional nursing skills; 2) lack of communication skills; 3) new environment; 4) inadequate knowledge; 5) role of clinical teachers; 6) teaching-learning methods; and 7) health problems. The findings, moreover, showed that most nursing students used a confrontive coping strategy to deal with their uncomfortable situation followed by palliative and emotive strategies.

Methodology

1. Participants

The sample frame in this study was 56 English student teachers studying English teaching major at Faculty of Education, Burapha University. They were 5th year students who were paying a visit to either primary or secondary schools for their teaching practicum in this 2012 academic year. The snowball effect was used as a sampling technique to draw 10 student teachers who seemed to provide rich information from the sample frame.

2. Research Design and the Process of Data Collection

A qualitative approach applying phenomenological strategy was applied in this study. An interview guide was developed based on theories and previous related studies. To ensure the content validity of data collection instruments used in this study, the interview schedule was taken to consult with three education scholars in the field of English teaching. After the instrument was examined and feedback was given, some corrections were made according to the comments given. Before interviewing the 10 informants, the edited interview schedule was used to interview two pilot English student teachers so that some ambiguous questions were edited or removed.

To facilitate the participants and allow them to think back about their teaching experiences, the researchers met them at schools they were teaching in, to interview them. After transcribing data from the interview, the data was analyzed based on a method of analysis of phenomenological data which was the modified version of the STEVICK-COLAIZZI-KEEN proposed by Moustakas. (1994, pp.120-121)

Discussions of Research Findings

To answer the main research questions, this part presents a discussion about sources of English Language Teaching Anxiety experienced by student teachers during their teaching practicum. This study finds that English language student teachers experienced at least 13 sources of English language teaching anxiety during their English teaching practicum. These included 1) lack of supervision by supervising school teachers, 2) presence of supervising school teachers in class, 3) performing lower than expected, 4) students' poor knowledge and their learning outcomes, 5) a poor approach to teaching, 6) a lack of self-confidence, 7) a lack of energy to teach, 8) problems about lesson plans, 9) being compared with other student teachers, 10) teaching in schools with a good reputation, 11) controlling classes, 12) developing teaching materials, and 13) problems about undertaking research project .

To begin with the lack of supervision by the supervising school teacher, some student teachers found that being left to teach and meet new students alone from the beginning of the teaching semester or during the semester could cause worry. Their English language teaching caused them to experience feelings of being overwhelmed leading to poor teaching performance derived not only from the way they were concerned about how to teach English and the quality of their first teaching performance but also how to deal with new students and new situations in the classroom. Sammephet and Wanphet (2013) also emphasized that the anxiety could negatively affect how student teachers performed when first meeting their new students. When they entered their first class and had to perform in front of their new students, they were concerned about the lesson itself and how well they would get on with the students. In fact, Merc (2004) viewed this adding that the student teachers experienced this anxiety before even entering the classroom and then when they actually stand in front of the class there is worry about whether the students will enjoy the class and learn from it. This kind of anxiety is called "first-day anxiety". This is also mentioned by Randall and Thornton (2001) and Sanderson, (1995) who found how nervous teachers were about meeting a new class. Both the student teacher and the students experience this problem when meeting for the first time. Student teachers want to impress the students and students worry about whether they will learn from the new teacher. Furthermore, Paker (2011) found in his study how much student teachers worried about receiving sufficient feedback which would enable them to know whether or not they were doing it well. They expressed a need to know their strengths and weaknesses so that they could overcome their weaknesses for the good of the students they were teaching.

Secondly, this study found that being observed by supervising school teachers in class was one of most stressful experiences. While most student teachers need to receive some suggestions about how to improve their English teaching from their supervising school teachers, they sometimes felt uncomfortable and worried about receiving a low grading result for their teaching practicum course. This is because while they have tried their best to teach to satisfy their supervising school teacher, they do not know what their supervising school teachers are observing or expect to see from their teaching. When they are monitored closely by their supervising school teachers in class, all mistakes they have made seem to have been counted and recorded. Therefore, they are afraid that the more mistakes they make in their English teaching, the lower grade they may be given. This kind of negative perception, therefore, forces the student teachers to feel worried and to over focus on everything they are doing in their English class. This negative perception has moreover been strongly confirmed to the student teachers when they could often notice the disappointment their supervising school teachers have expressed on their faces. Some student teachers confessed that they almost could not continue teaching their English lessons and they started to forget what they had planned to do when noticing this upsetting look, shown on their supervising school teachers' faces. Horwitz et al., (1986, p.128), gave an opinion about this situation in that student teachers feared negative feedback so always tried to avoid evaluation being convinced that all feedback would be negative. Merc (2004; 2011), Paker (2011), Sammephet and Wanphet (2013) and McKeachie (1986) agreed with this pointing out that

being observed was a source of English Language Teaching Anxiety in their studies. They were always concerned that if they made a mistake it would be recognized by their supervising school teachers.

Thirdly, some negative self-concepts student teachers made about their poor teaching competencies and discouraging feedback given by supervising school teachers could also cause English language teaching anxiety to the student teachers. Some student teachers believe that they could not perform their work in accordance with what their supervising school teachers have expected. They are afraid of receiving negative feedback too often as this makes them feel a less competent person which may eventually cause their grading result to be low. This fear was also mentioned in Paker's findings from his 2011 study which reported the concern of student teachers receiving poor quality feedback from their supervising teacher.

Fourthly, some student teachers are anxious about students' poor knowledge and their learning outcomes. They were concerned that any mistakes in their teaching could result in their young students' poor learning outcomes since the students could learn English incorrectly. As a result, some student teachers are over-cautious when teaching their young students. According to Yoon (2012), language anxiety on using English in the class was a concern and teachers lack of confidence meant they were concerned about making mistakes in general and particularly in front of their students in a language class. Kongchan and Singhasiri (2008) further agreed that student teachers feared their students would not understand their English. In relation to worrying about students' poor learning outcome, some student teachers in this study are afraid that some lazy students who do not pay much attention to their study may not learn much from their class and this could also result in their poor English learning outcome. Merc (2011) shared a similar viewpoint reporting in his study that getting students to speak English in the classroom was also a major concern and that a silent classroom meant the students were not enjoying the class especially if they would not participate in the class. Additionally, this study found that some student teachers are anxious about their young students' English language indicates underperformance, they disagree with the English language department about developing a very easy set of exam questions to let most students pass their subject. From their point of view, a good test should be well constructed. It should have reflected students' real learning knowledge not a very easy one that cannot really measure students' factual English knowledge.

Fifthly, not teaching in the styles that interest young students could become an English language teaching anxiety experienced by some student teachers. Some student teachers found that their teaching style sometimes could not grab students' attention well in the English lessons. Also, they found that some supervising school teachers following a student based teaching approach were not always happy about this and often discussed with the student teachers the need for some improvement. This may cause stress to the student teachers because they may not know 1) how to design good student based learning activities and 2) how to deal with a situation when their students start getting bored with their learning activities. Merc (2011) claimed in his study that, student teachers worried that no matter how hard they tried to ensure student learning took place and a lot of anxiety was caused by failing to get the student's attention and fear that the students were bored, which would indicate the lesson was a failure. Sammephet and Wanphet (2013) also found in their study that some student teachers expressed concern about using the correct teaching method and right technique to ensure the activities would help students to learn.

Sixthly, lack of self-confidence of English student teachers could be derived as a result of their poor academic performance in university. For some students who did not study hard enough when they were in their university could think that English lessons are already difficult enough for them and teaching English to young students could cause them to be faced with many difficulties. They kept being worried that their students may not understand their lessons. According to Kim and Kim (2004), Gungor and Yayli (2012), Young (1991) and Merc (2004), lack of confidence was one source of English Language Teaching Anxiety which student teachers suffered. Sammephet and Wanphet (2013) agreed with this reporting in their study that student teachers who lacked teaching experience

felt real concern about their language ability and the way they used English in class because they were not confident about their own English language ability. Importantly, this study also found that some of student teachers feel embarrassed about not being able to answer questions raised by their students. Student teachers even lost their English teaching confidence due to comments their supervising school teachers gave when they made a mistake in their teaching in front of their students. Most of them at that time are so upset, embarrassed and lost confidence. Furthermore, student teachers reported that sometimes they also felt less competent in teaching English because their supervising school teachers have never admired them.

Seventhly, some student teachers who have not had much teaching experience highlight that there was so much teaching and school administration jobs for them to do. Sometimes they need to do certain jobs which they felt were not related to a teachers' job but was assigned to them by senior school teachers. Some of them claimed that not having enough rest and time to finish their own teaching related jobs such as writing teaching plans, marking students' homework, producing teaching materials caused them English language teaching anxiety. Not being able to teach with the best conditions and enjoying participating with their students in class made them feel concern about knowledge they could give to their students. Some student teachers viewed that not having enough time to do good English lesson preparation could create English language teaching anxiety as it may impede student teachers from teaching their students well. Merc (2011) revealed his research finding related to this point when he spoke about the concern of student teachers about their control in the classroom would be affected by their not feeling confident and using their voices effectively.

Eighthly, this study found that problems about lesson plans caused English language teaching anxiety to some student teachers. This was mainly caused by their having a heavy workload, their supervising school teacher criticizing their lesson plans without offering constructive advice, timetable changes causing lessons to be cancelled and having to teach without lesson plans when covering for absent teachers. Kim and Kim (2004) similarly reveal that poor lesson planning was one of the sources of English Language Teaching Anxiety student teachers experienced. While McKeachie (1986) found that student teachers were concerned about producing adequate lesson plans before going into class, Alashev and Bykov (2002), explained in her study that planning and organizing lessons in advance was a cause of English Language Teaching Anxiety and stress often caused by their teaching load and worrying about their teaching ability. Howarth (2002) confirmed these findings explaining that the teachers felt worried if they did not have time to prepare good lesson plans. With regard to activities the student teachers planned on using to create a good learning environment, Sammephet and Wanphet (2013) reported anxiety from some student teachers about selecting the right ones and that their lesson plan might not work creating difficulties for them in the classroom. Merc (2011) found that not being able to teach according to the lesson plan was one English Language Teaching Anxiety experienced by student teachers and whether they had allowed sufficient time to achieve the learning outcomes. He also found that student teachers became stressed if they were suddenly asked to teach a lesson without any time to produce a lesson plan for it.

Ninthly, concern about being compared with other student teachers could also obstruct student teachers' feeling comfortable. While all student teachers tried their best to teach and work hard, they found that supervising school teachers liked comparing their working performance with their friends. This English language teaching anxiety which has been created might be because most student teachers are good friends, they do not like to compete with each other or keep comparing themselves among their peers. They felt annoyed about this unfair evaluation system that their supervising school teachers might use to appraise their teaching and working performance instead of recognizing the outcome of their hard teaching effort. Kim and Kim (2004) agreed this reporting that being compared with other teachers created anxiety among student teachers. Regarding the feeling of unfair evaluation systems found in this study, MacDonald (1993) discovered that student teachers' English Language Teaching Anxiety was caused by a lack of consistency in the way student teachers were evaluated and different expectations relating to their performance in class by different teaching supervisors.

Tenthly, the pressure and anxiety about being sent to good schools made many student teachers concerned about their English teaching performance in school work. They are worried that they may not work as well as was expected of them by the schools and their supervising school teachers. They are also anxious about teaching English to clever students since they believed that many clever students tried their best to get seats in these well-recognized schools. Dealing with complicated school systems, working with high standard supervising school teachers and teaching clever students kept making them worry even before arriving at the school and they took this anxiety into their English classroom. Kongchan and Singhasiri (2008) also agreed on the cause of English Language Teaching Anxiety arising from teachers' expectations. Because the student teachers expected their students to have a high level of English they themselves became stressed about whether their own English would be better than their students.

The eleventh issue was not being able to control their English class. Disruptive students make it difficult for students who actually want to learn. Unfortunately there were some students who just didn't seem to care whether or not they got a low grade in their English studies. Since physical punishment of students has been banned in Thailand many teachers and especially student teachers have class control issues and find it difficult to find the correct balance between being too harsh and encouraging student learning. Many other studies have found that controlling classes was a major cause of English Language Teaching Anxiety. (Hart 1987, Morton et al 1997, Merc 2011, McKeachie 1986 and Kim and Kim 2004).

The twelfth concern leading to anxiety arose because, preparing effective teaching material from a student teachers' point of view means developing media that was easy or good enough for students to learn something from. Since there are various levels of English skills students may possess in one classroom, it is also a challenge for student teachers to develop materials that help all students to understand their lessons. As some student teachers are not good at creating effective English study materials and they have not learned such techniques in their university, they are sometimes worried about 1) the ease of understanding of the media they have made and 2) the interest of their materials to the students. Some student teachers could feel anxious if their teaching materials are criticized, in terms of their effectiveness, by their supervising school teachers. Developing the right materials was a worry to student teachers discovered in a study by McKeachie (1986). She found that student teachers preparing lessons worried about producing the right materials to assist student learning.

The final concern of student teachers in this study was worrying about conducting a final research project. This distracted them from the main purpose of the teaching practicum – practicing teaching. The main concerns they raised were 1) not knowing a good research topic, 2) spending too much time finding their good research topic, 3) not knowing how to conduct their study, 4) anticipating a possible poor research outcome.

Implications of the Study

1) Implication for Student Teachers

- Student teachers should carefully assess learning styles of their students and try to apply different teaching styles and activities that promote a student center based approach which has been accepted as one of the most effective teaching styles today in which young students enjoy learning the most. Different teaching styles cannot just lead to students enjoying their learning activities, concentrating better on their lessons, helping to improve a number of thinking, interpersonal and social skills, but student teachers themselves can also feel more relaxed and enjoy teaching better.

2) Implication for Supervising School Teachers

- To increase student teachers' teaching confidence and see what help supervising school teachers

could provide to student teachers, the supervising school teachers should be with the student teachers in their classroom on their first teaching day and appropriately introduce them to their young students in a way that gives encouragement to the student teacher and discourages students from being troublesome. During the semester, supervising school teachers may visit the class taught by student teachers regularly so that some useful advice and feedback regarding student teachers' performance could be kindly and regularly provided.

- To minimize student teachers' stresses which may be caused by the appearance of supervising school teachers when they are sitting in the class taught by student teachers, it is necessary for supervising school teachers to be aware of both intentional or non-intentional messages they may express both verbally and non-verbally which is likely to discourage student teachers in their teaching.

3) Implication for Faculty of Education in Thailand

The Faculty of Education should arrange an academic service to train some counseling coaching and mentoring techniques to all supervising school teachers. By doing this, not only will they learn how to encourage and assist student teachers during the time they pay a visit to the school but it also helps supervising school teachers to be aware of possible discouraging behavior which may increase English language teaching anxiety of student teachers.

- Faculty of Education should make sure that all student teachers understand the true purpose of having them practice teaching in school and as a novice teacher making some mistakes is acceptable and they should not feel too fearful of getting help from supervising school teachers, but should learn from their mistakes. The school of Education should also clarify student teachers' evaluation criteria to their student teachers so that the student teachers realize that all of them could have a chance of getting a high grading result and the A grade is not linked with the number of mistakes student teachers may make but it will result from the progress they make during their teaching performance from day one until the end of the semester.
- The Faculty of Education should give an orientation to all supervising school teachers, school management team, or whom it may concern regarding 1) English language student teachers' job duties, 2) causes of English language teaching anxiety, and 3) roles of supervising school teachers in providing assistances to student teachers during their teaching practicum.
- The Faculty of Education should consider adding some useful courses helping student teachers to address their English language teaching anxiety. This study found that student teachers may be anxious when they do not know 1) how to develop effective teaching materials. 2) how to design good student based learning activities and 3) how to deal with a situation when their students start getting bored with their learning activities. The researchers therefore feels these two issues need to be addressed by the University to ensure student teachers are better prepared for their teaching practicum.

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