

Teaching Anxiety Iceberg Disclosed: Discerning Anxiety Provoking Factors Among Algerian EFL Pre-service Teachers

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Abstract

The quality of teachers mirrors and impacts the potential of educational systems. Along with teaching, significant challenges, duties, and responsibilities are channeled invoking teaching anxiety. The latter threatens the effectiveness of teachers. This study purported to determine the level of anxiety undergone by pre-service teachers and its provoking factors. The investigation was descriptive entailing a mixed methods approach. 79 pre-service teachers were conveniently selected in the Department of English Language and Literature at Setif 2 university, Algeria. Foreign Language Pre-service Teacher Anxiety Scale and retrospective essays were used to gather quantitative and qualitative data respectively. Results demonstrated that pre-service teachers underwent high levels of anxiety. The factors from which anxiety stemmed were revealed encompassing classroom pedagogy, class control, relationships, evaluation, personality factors, lesson preparation and presentation, and lack of knowhow. It is recommended to alleviate pre-service teachers' anxiety, review teacher qualifying, certifying procedures, and education programs.

Keywords: EFL pre-service teachers, foreign language teaching anxiety, training and teacher education.

Résumé

La qualité des enseignants impacte le potentiel des systèmes éducatifs. L'enseignement comporte de grands défis et requiert responsabilité et important sens du devoir. Cela provoque ce qu'on qualifie d'anxiété d'enseignement, laquelle altère le rendement des enseignants. Cette étude vise à déterminer, parmi les étudiants stagiaires, le niveau d'anxiété et ses facteurs déclencheurs. C'est une étude descriptive utilisant une méthode mixte. Elle s'exerce sur un échantillon de 79 étudiants stagiaires volontaires (du département d'anglais, Université Sétif 2 Algérie. Les données quantitatives et qualitatives ont été recueillies à l'aide de l'échelle d'anxiété et confortées par des tests rétrospectifs. Les résultats ont démontré que les stagiaires présentaient des niveaux élevés d'anxiété dus aux facteurs suivants : l'absence de pédagogie, les relations professionnelles, la maîtrise de classe, l'évaluation pédagogique, la préparation et la présentation du cours, l'inexpérience et le manque de savoir-faire ainsi que des facteurs personnels. Il est recommandé d'atténuer les niveaux d'anxiété parmi les stagiaires et de réexaminer la politique de qualification, de certification des enseignants et de leur programme de formation.

Mots-clés: Anxiété d'enseignement d'une langue étrangère, étudiants stagiaires, formations des enseignants.

المخلص

تعكس نوعية المدرسين إمكانات النظم التعليمية وتؤثر عليها؛ فالتعليم ينطوي على تحديات كبيرة ومسؤوليات وواجبات هامة مما يثير قلق التدريس. هذا الأخير يهدد فعالية المدرسين. تهدف هذه الدراسة إلى تحديد مستوى القلق الذي يواجهه المتدربون على التعليم والعوامل المثيرة له. هذه الدراسة وصفية وتتبع نهج مختلط الأساليب. العينة المنتقاة بطريقة الملاءمة تشمل 79 طالبا **متدربا** من قسم اللغة والأدب الإنجليزي بجامعة محمد لمين دباغين سطيف 2 الجزائر. تم تجميع البيانات النوعية والكمية باستخدام مقياس قلق المتدربين على تعليم اللغة الأجنبية والمقالات الرجعية. ولقد أظهرت النتائج أن الطلبة المتدربين يعانون من ارتفاع مستويات القلق بسبب العوامل الآتية: بيداغوجيا التدريس، العلاقات المهنية، التحكم في القسم، التقييم، العوامل الشخصية، تحضير وتقديم الدرس، بالإضافة إلى الافتقار إلى الدراية التطبيقية. لذلك يوصى بالتخفيف من مستويات القلق لدى الطلبة المتدربين والحرص على مراجعة سياسة تأهيل المعلمين، إجراءات اعتمادهم، وبرامج إعدادهم.

الكلمات المفتاحية: متدربون على التعليم، قلق تدريس لغة اجنبية، تدريب وتعليم المدرسين.

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Introduction

Teaching is portrayed as being a highly qualified and demanding profession. It is ranked amongst the top stress causing jobs (Cooper & Travers, 2012; Clipa, 2017). As gratifying as it may be, teaching imparts with it significant challenges, duties, and responsibilities (Tum, 2012). English as a foreign language (EFL) research puts emphasis on discerning anxiety, its sources, and impacts chiefly on the EFL learner and learning processes (Horwitz, 1996). Nevertheless, foreign language anxiety is not exclusively undergone by language learners and teaching anxiety is rife among language teachers. In accordance with that, Foreign Language Teaching Anxiety (FLTA) is an area of research that necessitates exhaustive examination and address (Aydin, 2016; Tüfekçi-Can, 2018).

Learners are not the only ones who tend to undergo anxiety in a foreign language classroom. Teachers and prospective teachers may experience significant levels of anxiety while proceeding with their teaching practices and particularly those who are required to instruct a nonnative language (Merç, 2015a). The intricateness of foreign language teaching has to be thoroughly considered regarding the unsupportive effect of teaching anxiety and its provoking incidents (Ipek, 2016). Furthermore, Horwitz (1996) has been regarded as one of the groundbreakers of FLTA. She embarked upon the area that was marginally examined. As maintained by her, claiming that classroom teaching today is exceedingly challenging and exigent, cognitively and emotionally; cannot be but a massive understatement of the status quo. Many factors can cause the nonnative teacher to feel anxious resulting in negative consequences for language teaching. Moreover, FLTA can inhibit the teacher's ability to effectively go along with his\her instruction. Horwitz (1996) has asserted the negative relationship between anxiety and effective foreign language instruction. This negative correlation results in undesirable effects on teachers' feelings of self-confidence, use of target language, and

instructional decisions. Tüfekçi-Can (2018) has reconsidered FLTA in a more recent demarcation. It is a psychological uneasiness or apprehension which is exclusive and particular to EFL pre-service teachers, instructors, and practitioners who hold the responsibility of teaching learners how to learn a foreign language effectively and proficiently in authentic classrooms. EFL preservice teachers undergo higher levels of teaching anxiety compared to in-service and experienced teachers (Merç, 2010). Thus, anxiety is deemed to be a perpetual feature of pre-service teaching. It is one of the most frequently reported issues by pre-service teachers prior and post to their teaching praxis (Merç, 2004; Yuksel, 2008).

In accordance with what is postulated above, pre-service teaching anxiety sources, undesirable consequences, and negative effects on both teachers themselves and their teaching, are to be reckoned holistically. Hence, it is evidenced and legitimate to put forward that FLTA necessitates to be thoroughly examined. FLTA, albeit its significance, is still not closely researched and extensively scrutinized. Foreign language learning anxiety has gained excessive concern in second and foreign language research (Idri & Akkar, 2018). Studies carried out on learning anxiety exceeds those on FLTA. The scope of the latter abided to be restricted for adequate conclusions to be inferred. Tüfekçi-Can (2018) and Tum (2012) have delineated that research consecrated to FLTA has remained in its infancy. In conformity with that, the current investigation is purported to scrutinize and elucidate to a further extent FLTA construct by undertaking the succeeding research questions:

1. To what extent do Algerian EFL pre-service teachers undergo anxiety affiliated with pre-service teaching?
2. What are the cardinal factors behind provoking anxiety among Algerian EFL pre-service teachers?

In an endeavour to address the aforementioned questions, it is indispensable to set a germane research purpose. The latter is threefold encompassing:

- First, identifying the level of FLTA undergone by pre-service teachers in an Algerian context.
- Second, attaining exhaustive information about anxiety provoking factors and placing them into categories.
- Third, pertinent implications and recommendations are portrayed post to the presentation and discussion of research findings.

Literature Review

Anxiety is stated to evidence itself as various disorders that ensue apprehension, uneasiness, stress, worrying, fear, and nervousness. Dörnyei (2005) has claimed that anxiety is one alpha factor which halts the learning process and language performance. Horwitz, Horwitz and Cope (1986) have demarcated anxiety as feelings of uneasiness, concern, nervousness, and tension indicating the subjectivity of these feelings. Situations in which there is evaluation and ambiguity, situations that are unfamiliar or novel, and situations in which the language learner is exposed to high conspicuousness tend to result in feelings of anxiety (Ipek, 2016). Anxiety does not perpetually ensue in hindrance of performance; it may result in the germination of it. That is the case of facilitative anxiety. Only trivial anxiety is claimed to bring about this effect. But then, debilitating anxiety has a negative impingement on performance. The latter can be significantly affected when the individual feels anxious (Dörnyei, 2005).

MacIntyre and Gardner (1991) have stated that foreign language anxiety should be distinguished from other types of general anxiety. The former has, negatively; an impact on language learning and production. They argue that the more an individual experiences higher levels of language anxiety, the poorer his language performance would be. EFL learners endure anxiety affiliated with negative evaluation asserting their teachers as the primary source (Idri, 2011). Horwitz, Horwitz and Cope (1986) have put forward that language anxiety

is a distinguishable complex of behaviours, beliefs, self-perception, and feelings. This anxiety is affiliated to classroom language learning uprising from the uniqueness of the language learning process.

Accordingly, it is indispensable to delineate that foreign language anxiety is not exclusively undergone by language learners. Teaching is a profession perceived with the potential stressful nature (Nnenna & Olanrewaju, 2015). As gratifying as it may be, teaching carries substantial liability and challenges (Tum, 2012). Teaching anxiety is prevalent amongst language teachers. Merç (2010) has put forward that FLTA may ensue in negative effects related to instruction. He has also postulated that a tendency among anxious teachers is to deflect particular instructional decisions and opt for other which negatively impact the instruction quality. The anxiety experienced by language teachers may impact their use of the target language, self-confidence, and instructional decisions (Horwitz, 1996). In a similar vein, the latter has put significant emphasis upon teaching anxiety, its undesirable effects, and the urge to assistance and alleviation. She has stressed the importance of making all efforts to aid teachers who undergo FLTA. As a severe concern, FLTA has the potential to affect the way teachers teach and the amount of language students get exposed to. Horwitz (1996) has also put emphasis upon the centrality of FLTA and delineated that “just as the language teaching profession has made the reduction of student anxiety a priority in the development and delivery of instruction, foreign language anxiety among language teachers must be acknowledged, considered, and combatted” (p. 371).

As put forward supra, EFL teachers have various concerns that make them anxious comprising disruptive behaviour of students, class control, challenges to their authority and competence, interpersonal and professional relationships, proficiency, professional and pedagogical preparation, large size classes, evaluation and assessment, responding to learners’

needs, and classroom management for instance. Numrich (1996) has postulated that some of these concerns might be a source of frustration to teachers and more particularly to novice teachers. Moreover, it is these factors among others that led to the establishment of the negative correlation between foreign language anxiety and effectiveness. The higher the level of FLTA is, the less effective EFL instruction comes to be (Horwitz, 1996; Tum, 2012).

Pre-service teaching anxiety is distinct from in-service teaching anxiety for the pre-service teacher is on his path of becoming a teacher experiencing dissimilar feelings from the in-service teacher who has already overcome the initial stage of turning into a teacher and might undergo different set of apprehension feelings (Merç, 2010). Along the same line, Tum (2012) has claimed that the transition from pre-service teachers to teachers is a challenging phase. Their awareness about the responsibilities, duties, and potentials of the profession is raised. It is judicious that they experience the feelings of being over-whelmed, doubting their abilities, and perceiving themselves inadequate.

Pre-service teaching serves as the pre-service teachers' commencement into the real-life arena of the teaching practicum. Research findings have uncovered that pre-service teachers are nervous about teaching (Hart, 1987). Furthermore, the intensity of anxiety levels is centrally associated with the years of experience among teachers. The less experienced teachers are, the higher the levels of FLTA they undergo. Consequently, the highest levels of anxiety are undergone by pre-service teachers (Morton et al., 1997). Pre-service teachers are anticipated throughout out their journey of teaching to lay theory into practice. In their endeavour to do so, pre-service teachers are required to decrypt the teaching process and experience the practical realities of authentic classrooms and school environment (Richards & Crookes, 1988). Unexperienced pre-service teachers exert strenuous efforts to attain the uppermost level of knowhow (theoretical and practical) in their journey. This

teaching journey is distinguished and reported as being extremely stressful regarding physical and psychological well-being (Johnson et al., 2005). Such long-term stress can ensue in chronic exhaustion (Smetackovaa, 2017). Anxieties experienced by these new comers result in feelings of inadequacy obstructing their way to a successful experience (Tum, 2015). Coming into the foreign language classroom for their first time as a teacher is deemed staggering for pre-service teachers. Consequently, anxiety is among the most frequently reported problems among EFL pre-service teachers (Merç, 2004; Tüfekçi-Can, 2018).

The likely apprehension colligated with teaching anxiety can potentially lead pre-service teachers to get "overwhelmed, desperate, and unsupported" to detract from their effectiveness in the classroom and to even abandon the profession eventually (Nnenna & Olanrewaju, 2015). Reckoning the centrality of pre-service teaching anxiety and its potential confounding effects, it became inevitable to postulate the sources and factors evoking anxiety amongst pre-service teachers. A synopsis of research results, ascertaining the chief sources behind the provocation of pre-service FLTA, is portrayed.

It is no more covert that the first class is certainly an arduous experience for pre-service teachers to confront and teach students for their first time. McKeachie (1987) and Aydin (2016) assert the anxieties affiliated with pre-service teaching into three phases encompassing "before", "during", and "after". In a similar vein, Sammephet and Wanphet (2013) and Augustiana (2014) have asserted that anxiety principally arises every time during the first encounter (pre, during, and post) with EFL students. Kim and Kim (2004) have carried out a research to examine the most anxiety provoking factors. Findings demonstrated that pre-service teachers felt anxious the most about teaching unmotivated students, poor class preparation, lack of experience, teaching speaking and listening skills, being asked unpredicted questions, being observed while teaching, and when the ability of controlling the

class is jeopardized. The tasks and activities straightly associated with teaching have been evidenced to invoke the highest levels of teaching anxiety (Fish & Fraser, 2001; Ozturk, 2016). Another study accomplished by Merç (2011) has revealed that teaching procedures, class profile, classroom management, and the relationship with mentors cause Turkish pre-service teachers to be anxious.

Wadi and Mohammadzadech (2016) have endeavoured to measure the extent to which Libyan pre-service teachers were affected by FLTA delineating that pre-service teachers underwent a high level of anxiety. Iranian pre-service teachers were found to experience high rates of concern (Aslrasouli & Vahid, 2014). The latter have appended the five main categories of teaching anxiety factors comprising namely interpersonal relationships, language proficiency and knowledge, structure of employment, and amenities and resources. Other five cardinal sources of teaching practice related anxieties have been stated by Danner (2014) as follows: school staff assistance, professional preparation, class control, unsuccessful lesson, and evaluation. The most reported sources of anxiety were associated with matters of classroom management and class control (Eksi & Yakisik, 2016).

Student teachers undergo anxiety if what they encounter in real EFL classrooms is not in judicious alignment with what they have learnt at university. The deficiency between theory and practice and the disconnection between university and school environment are to be utterly addressed and handled. The current investigation is intended towards grappling with this disparity in the Algerian context as the concerns of pre-service teachers are to be earnestly regarded. The urge for qualified and effective professional teachers should be reckoned as an imperative prerequisite and a compelling priority for our educational system.

Method

Research Design

The study under examination is primarily descriptive in nature. The design was strived to describe the status quo of pre-service teachers' anxiety as copiously as possible. A mixed method approach towards data collection and analysis procedures was adopted. The amalgamation of quantitative and qualitative methods is comprehensive and purported to first, improve the accuracy of the research findings; second, to check the validity of results across methods; and third, to render a fuller understanding, a more holistic explanation of the level of pre-service teachers' anxiety and its chief sources. Therefore, it is unachievable to produce a consistent understanding of FLTA if a mono-method is deployed. In this study, an "explanatory sequential design" was used (Creswell, 2012). This design, the most popular form of mixed-methods design in educational research; comprised the collection of quantitative data first and then gathering qualitative data to aid explain or elaborate on the quantitative findings.

Participants

Third year students, for 2017-2018 academic year, in the Department of English Language and Literature at Mohamed Lamine Debaghine, Setif 2 university, Algeria, were selected as the population of the current investigation. The quality of education cannot exceed the quality of teachers. The former is exceedingly contingent upon the latter. In accordance with that, foreign language teachers generally, and pre-service teachers particularly, need to be equipped with the profession requirements as to operate adequately and appropriately during their first teaching experience. Pre-service teachers are expected at the outset of their journey of teaching to lay theory into practice and undergo the practical realities of the classroom. The first-time teaching experience is a recognized source of third year pre-service teachers' anxiety. The latter might ensue in an unsupportive effect on their performance and attitudes towards teaching. These factors have

shaped the choice of the topical population. After stating the rationale behind the choice of population, it is basal to state that research population comprised ($N=380$) third year students. The sample drawn from the wider population encompassed ($n=79$) third year students. The selection of participants was held conveniently for it was deemed appropriate in the present research.

Instruments

A Likert scale questionnaire was deployed to gather quantitative data. Foreign Language Pre-service Teacher Anxiety Scale (FLPTAS) was entailed to measure the levels of anxiety affiliated with pre-service teaching. The selection and adaption of the scale has been held post to an exhaustive consultation of similar studies and a rigorous scrutiny of anxiety scales consecrated to pre-service teachers and to foreign language pre-service teachers. The final FLPTAS is the version utilized in the present investigation to measure pre-service teachers' level of anxiety. The researcher endeavoured to finalise the adapted scale as to meet the requirements of the research sample and to comply with the realities of the Algerian context. The FLPTAS is grouped into seven factor sections (factor 1: Interpersonal and professional relationships, Factor 2: Relationship with the mentor, Factor 3: class control, Factor 4: Professional Preparation, Factor 5: Language proficiency, Factor six: Unsuccessful lesson, and Factor 7: Miscellaneous). The scale encompasses 62 statements in a five-point Likert type fashion (from strongly disagree to strongly agree). Responses to the Likert scale questionnaire questions were coded and analysed through the frequency analysis of descriptive statistics using the Statistical Package for Social Sciences (SPSS) version 24.

Qualitative data were collected via the second instrument which is retrospective essays. Qualitative data were intended to support, crosscheck, and validate statistical findings gaining in-depth details to inform the measured level of pre-service teaching anxiety. Participants were assigned the task of

recording their thoughts and feelings about their first teaching experience. In one to two pages essay, their recordings were oriented towards rendering ex post facto accounts of contacting the school environment and facing middle school pupils. In an endeavour to avoid bias and to increase the trustworthiness of the findings, qualitative data generated from the essays were simultaneously analysed by the researcher of this study and another co-researcher. Content analysis requires reading through essays, patterning topics, and listing codes.

Procedure

FLPTAS has been first pilot-tested with experts and members of the population. Post to the alterations that were recommended, the scale was administered to 79 participants the week prior to the commencement of their teaching practicum training at middle schools of placement. This allotment allows to determine the level of anxiety among pre-service teachers and the factors resulting in the highest rates of it. Nevertheless, statistical findings are not sufficient for an in-depth understanding and thick discernment of anxiety undergone by pre-service teachers. Hence, when the training came to an end, pre-service teachers have had rich records of their experience that might validate, to a more or less degree; the numerical results. Retrospective essays, as an abundant source of data; permit pre-service teachers to express their reflections, opinions, feelings, and comments throughout their training period. Only 52 participants have handed the required retrospective essays.

Results

Seventy-nine pre-service teachers responded to the FLPTAS. Prior to calculating the mean anxiety score, descriptive analysis criteria for the categorization of the mean rating is indispensable. To this end, the criteria adopted is the one set by Muhidin and Abdurrahman (2007) and cited in Augustiana (2014) which is demonstrated in table 1:

Table 1: Criteria for Categorising Anxiety

| Range | Description |
|-------------|-----------------------|
| 1.00 – 1.79 | Very Relaxed |
| 1.80 – 2.59 | Relaxed |
| 2.60 – 3.39 | Mildly Anxious |
| 3.40 – 4.19 | Anxious |
| 4.20 – 5.00 | Very Anxious |

The overall mean score of pre-service teaching anxiety was calculated with total rate of response. The mean score value is ($M=3.78$) and the standard deviation one is ($SD=.4107$). Among the 79 pre-service teachers, the average anxiety score ranges from the lowest mean score (M *Min*=2.48) to the highest (M *Max*=4.59) as elucidated in table 2. In compliance with the criteria of anxiety mean categorization stated above, pre-service teachers of English at Setif 2 university, Algeria undergo a remarkable level of anxiety falling under the category of “anxious” pre-service teachers.

Table 2. Overall Mean Score of Pre-service Teaching Anxiety

| | No. | Minimum | Maximum | Mean | Std. Deviation |
|--------------|-----|---------|---------|------|----------------|
| Total | 79 | 2.48 | 4.59 | 3.78 | .4107 |

The FLPTAS has been dissevered into seven main factor sections. Table 3 reveals the calculations of the average mean score of each anxiety factor separately. The average mean score ranges from ($M=3.18$) to ($M=4.67$). The former is the lowest mean representing “language proficiency” sorted under the “mildly anxious” category whereas the latter is the highest mean typifying “class control” falling into “very anxious” category. Under the latter, “unsuccessful lesson” is grouped into with the mean ($M=4.43$). Pre-service teachers felt “anxious” considering the following anxiety factors

“professional preparation, interpersonal and professional relationships, and miscellaneous” with the subsequent orderly mean scores ($M=3.97$; $M=3.44$; $M=3.45$). It was also demonstrated that the « relationship with the mentor” factor has made pre-service teachers feel “mildly anxious with the mean ($M=3.32$).

Table 3. Mean Scores of Anxiety Factors

| Anxiety Factors | N | Mean | SD |
|--|----|-------------|-------|
| 1 Interpersonal and professional relationships | 79 | 3,44 | ,4012 |
| 2 Relationship with the mentor | 79 | 3,32 | ,3620 |
| 3 Class control | 79 | 4,67 | ,4908 |
| 4 Professional preparation | 79 | 3,97 | ,5741 |
| 5 language proficiency | 79 | 3,18 | ,4168 |
| 6 Unsuccessful lesson | 79 | 4,43 | ,3221 |
| 7 Miscellaneous | 79 | 3,45 | ,3083 |

It has been deemed indispensable to classify pre-service teachers into distinct anxiety level categories based upon their average scale scores. As shown in table 4, the majority of participants ($N=66$) fell into “anxious” and “very anxious” categories representing ($P=83.54\%$). This percentage betokens that Algerian pre-service teachers in the Department of English Language and Literature at Mohamed Lamine Debaghine, Setif 2 University suffer from considerable levels of FLTA. The rest of the participants ($N=13$) are categorized as “relaxed” and “mildly anxious” representing ($P=16.45\%$).

| Anxiety level | Frequency | percentage |
|-----------------------|-----------|-------------|
| Relaxed | 2 | 2,53% |
| Mildly Anxious | 11 | 13,92% |
| Anxious | 46 | 58,23% |
| Very anxious | 20 | 25,31% |
| | 79 | 100% |

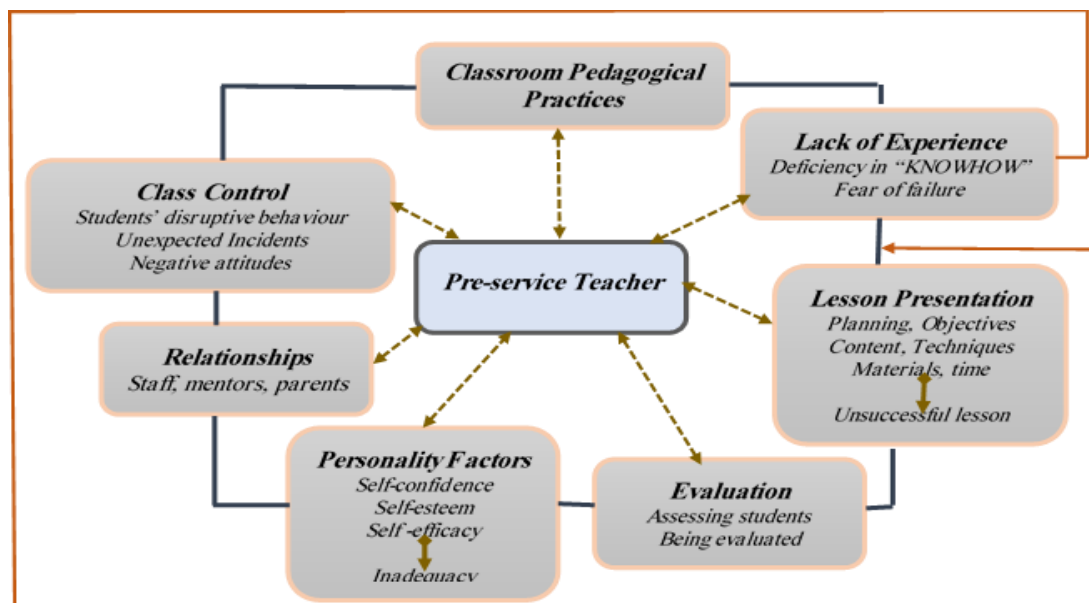
Table 4. Classification of Pre-service Teachers and Anxiety Levels

Fifty-two retrospective essays were collected and scrutinized. Content analysis was deployed as a qualitative research analysis technique. The latter is

meant to interpret meaning from the content of text data. Insistent readings have been carried out to determine recurring patterns in data. Guided by relevant research findings, initial codes and themes were sorted out. Forfeending bias and insuring trustworthiness compel cross analysis accomplished by the researcher and a co-researcher. The resolution of the final categorization of codes and themes has

been set post to reference, reexamination, and discussion gatherings between the former and the latter so that the final analysis is established in an objective manner and the validity of results and interpretations is safeguarded. In Figure 1, the final analysis of data broken down from retrospective essays is sketched in the subsequent concept map:

Figure 1. Nexus Between Pre-service Teachers and Anxiety Provoking Factors



As illuminated in figure one, these sources of anxiety are the most portrayed by pre-service teachers post to their first teaching practicum experience. Seven factors emerged as the focal sources comprising classroom pedagogy, class control, relationships, evaluation, personality factors, lesson presentation, and lack of experience. These stated factors affiliate, to a great extent, with the ones measured by FLPTAS. Along the same line, it is fundamental to postulate that the relationship between the pre-service teacher and the anxiety provoking factors is iterative indicated by double headed arrows. By extension, the presence of one or more factors will result in the incitation of anxiety. The latter negatively affects decisions and how to handle situations affiliated to one or more involved factors. For instance, if the students' disruptive behaviour tends to provoke the anxiety of the pre-service teacher, the latter being anxious

impacts the manner of addressing unruly behaviour in an undesirable fashion. Throughout the retrospective essay readings, it was frequently delineated that every time a certain factor is portrayed to make pre-service teachers anxious, there is an omnipresent deficiency between the "know-what" and "knowhow". As shown in figure 1, the lack of practical knowledge will bear upon the efficiency of pre-service teachers and the fashion they handle their anxiety and all its provoking factors. This corroborates the centrality of a quality training granting pre-service teachers the opportunity to be equipped with the vital and sufficient knowhow knowledge. The training period represents a healthy, judicious, and tolerable sphere to furnish the least fundamental assistance for pre-service teachers to operate adequately in their prospective teaching career.

Discussion

In the current investigation, it was purported first, to determine the level of anxiety that pre-service teachers undergo and second, to portray the factors behind provoking this anxiety. With regard to the former, descriptive results demonstrated that Algerian pre-service teachers in the Department of English Language and Literature at Setif 2 university, are anxious with the total mean ($M=3.78$) with the proneness of being highly anxious about certain factors in the FLPTAS. As a corollary, result reports appear to verify several findings rendered by pertinent prior research in the area of FLTA. Along this line, this probe corresponds to those of Merç (2004) and Tüfekçi-Can (2018) corroborating that anxiety is one of the most frequently reported issues by pre-service teachers. Gardner and Leak (1994) have ascertained that albeit teachers experience much of their anxiety at the commencement of their teaching, aggravatingly the first day, being exposed to anxiety early may ensue in “inappropriate behaviour that reduces teaching effectiveness throughout the individual’s career” (p. 30). Pre-service teachers, in the current study, are found to suffer from remarkable levels of anxiety matching prior studies (Capel, 1997; Cakmak, 2008; Sammephet & Wanphet, 2013; Augustiana, 2014; Merç, 2015b; Wadi & Mohammadzadeh, 2016; Tüfekçi-Can, 2018).

It was made lucid that pre-service teachers undergo the highest level of anxiety considering the factor of class control with the average mean of ($M=4.67$). Being able to manage and control the class is no surprise to incite feelings of debilitating concern among pre-service teachers. Accordingly, these findings are exceedingly affiliated with those of Merç (2011) and Kim and Kim (2004). The latter have asserted that pre-service teachers demonstrated concern about their relationship with the students. Similarly, Hart (1987) has postulated that pupil disruption levels in class represents a major source of anxiety in addition to addressing pupils’ misbehaviour effectively. Eksi and Yakisik (2016) have relatedly stated that disruptive students who threaten the class control atmosphere was the most frequently cited stressor. Present results have also

corroborated that pre-service teachers tend to stress a great deal about professional preparation and unsuccessful lesson with average mean scores respectively ($M=4.43$; $M=3.97$). These findings are coupled with those of Yoon (2012) and Danner (2014) that have ascertained that preparing for the class and fear of ill-proceeded lesson substantially engender anxiety affiliated with pre-service teaching. Results obtained from the FLPTAS have also certified that participants felt mildly anxious about the relationship with their mentors at the placement schools and their perceived level of language proficiency with the total mean scores of ($M=3.32$; $M=3.18$). Mentors play a central role in pre-service teachers’ teaching experience. In connection therewith, these accounts are mated with those of Merç (2011) and Eksi and Yakisik (2016). They have put forward that this type of concerns centers upon the relationship between pre-service teachers and their mentors. The quality of the latter’s cooperation represents a decisive factor in the success of the practicum. Contrastively, futile modeling, high expectations, and pressure from the mentor’s side tend to bring about concern and failure in pre-service teachers (Rieg et al., 2007).

The endeavour to determine the sources that pre-service teaching anxiety stems from and to crosscheck descriptive findings was manifested through the results obtained from the qualitative data. Anxiety has been the most frequently reported matter in pre-service teachers’ retrospective writings post to their first teaching experience. One or more of words like “worried”, “stressed”, “nervous”, “frightened”, “afraid”, “scared”, “panicked”, “shaking”, and “sweating” have appeared in all the essays. The unacquaintance of pre-service teachers with the professional necessities of teaching represents a significant source of hindrance to them. Initially, pre-service teachers are preoccupied with classroom pedagogical practices to be considered, interpreted, and performed in the classroom comprising the embraced approach, method, requisite strategies, instructional principles and procedures, and the protocol of interaction among others. Participant #17 articulated this in her writings:

I was about to teach, I couldn't stop thinking about many things, I started doubting what I planned, wondering about the right method, the strategies I should use, interaction with students ... I got to the board so stressed and I lost everything. I didn't know what to do and how to do it, what to write, or even what to say. I panicked and I wanted to finish as soon as possible.

Class control was the most frequently portrayed theme as an anxiety causing factor. Pre-service teachers evidenced a remarkable amount of concern about handling classroom discipline and maintaining it. All participants have reported their uneasiness about unruly behaviour, riotous students, classroom noise, and unexpected incidents more than once in their retrospective essays. Class control anxiety, prior and during teaching, has had a negative impact on the flow and pace of lessons. Participant #40 verbalised her experience as:

when I started teaching, I didn't care about anything, those little students are predacious! I felt it is going out of my hands, out of control, my only concern was to end the lesson. It was one of my darkest nightmares to stand in front of them helpless! Till the end of my teaching experience, I was like someone who is putting his head under water, I took a deep breath when I finished

Another emerging theme was “personality factors”. Many pre-service teachers have revealed their worries due to their perceptions of themselves being diffident, unable, or inefficacious as voiced by participant #4:

In the first sight, I thought that such a job won't suit my personality. I feel uncomfortable facing pupils. Kept asking and asking can I act like a teacher? How am I supposed to do that? Am I able to make them understand? Am I going to do well? I was trapped in a black box with no way out. It is ok, this is not the end of the world. It was just a bad experience

Classroom preparation and lesson presentation is a cardinal pillar of the teaching profession. It is one fundamental criterion upon which the success of a lesson and the dedication of a teacher are judged. Some pre-service teachers have explained that they were petrified and had no idea where to start from, how to proceed appropriately, and terminate a successful lesson delivery. Managing time was also problematic to pre-service teachers. Participant #29 has stated that:

It was the first class ever and most difficult ever. Honestly, I was so nervous that it went so complicated. I planned very carefully but I could not operate the lesson as it should. I finished too early and dropped important parts, that was very vexing and I was not even sure if the students understood what I presented. It was a total fail.

“Relationships” in the school sphere tend to incite the concern of pre-service teachers. The kind of professional relationships with mentors, school staff, colleagues, and students’ parents incline to affect the general atmosphere of teaching. Many pre-service teachers have reported detailed accounts of such type of incidents. For instance, participant #9 has elucidated the following concern with the mentor’s attitude:

That day came! I had to teach and I felt so afraid and stressed out fearing my students' reaction, I was also worried of my mentor's thought of me and my way of teaching, I tried to be as spontaneous as I could. She (mentor) kept saying things like this is not how it is supposed to be done, you should have done this instead of that etc. Her (mentor) judgmental attitude, every two minutes, left me a bit lost focusing on ways to meet her expectations rather than my actual teaching.

The last emerging theme which accompanied most of the anxiety provoking factors addressed above is “deficiency of knowhow”. Many pre-service teachers have put forward that being inexperienced was an impediment throughout their

whole teaching practicum. They continued to state that it was an arduous, if not infeasible, task for them to mould the theoretical facets they have been exposed to at university into practical executions and a harmonious entity to address the theory-practice discrepancy as articulated by participant #23:

I felt that I am obliged to do good, what was astonishing for me is that I got into the classroom that day with a good spirit, I thought I know a lot of things. Me going to the board, all that was in my head “don’t stutter, don’t panic” but I did. Even though I knew what I am supposed to do, I just got stuck on how I should do it all along the session. Teaching turned out to be a lot harder than I thought.

Conclusion

The present investigation has sought to scrutinise teaching anxiety among Algerian pre-service teachers and its provoking factors. This study contributes to the limited research stockpile addressing FLTA in general and in the Algerian context more specifically. Very little studies were carried out about teaching anxiety amongst Algerian EFL teachers albeit its significance. Findings of the current study designate that pre-service teachers undergo levels of anxiety ranging from mild to high levels. Purporting to address the first research question in the present probe, Algerian pre-service teachers of English at Setif 2 university were ascertained to be highly anxious. This anxiety is a serious concern which might undesirably affect pre-service teachers’ performance, effectiveness, and attitudes towards teaching as a profession. Transiting from the role of learners to the one of teachers is a challenging journey. Accordingly, it was vital to

determine the factors that incite anxiety. The answer to the second research question has provided evidence of seven factors from which anxiety stemmed comprising classroom pedagogy, class control, relationships, evaluation, personality factors, lesson preparation and presentation, and lack of experience.

The study under examination endorses and corroborates findings of preceding research in the sphere of FLTA. The actual findings lead to the conclusion that teaching practice, if held inappropriately, may denote a significant barrier that might deter pre-service teachers to quest after a teaching career. Their concerns should be taken into account in well-framed education programs. The foci of the latter should be on the divergence of what is learnt at university and what is confronted in real classrooms (theory-practice). Pre-service teachers should be equipped with a judicious practical repertoire of language teaching which is at their disposal accompanying them in their initiation of a teaching journey. A thorough training is highly urged prior to certifying students their licenses resulting in quality teaching experiences and enrichment of their knowhow knowledge. Sufficient training in teaching practice and institutional support channel the alleviation of pre-service teachers’ anxiety. It is also recommended that pre-service teachers are rendered with opportunities to discuss and reflect upon their teaching experience to acquaint them with and raise their awareness about teaching anxiety, its sources, potential effects, and coping strategies. Henceforth, there is an urgent demand to review teacher qualifying and certifying procedures and education programs for the quality of education cannot by any means surpass the quality of its teachers.

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