

**REPUBLIC OF TURKEY
ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION**

**TEACHING ANXIETY AND PERCEIVED TECHNOLOGICAL PEDAGOGICAL
CONTENT KNOWLEDGE AMONG FOREIGN LANGUAGE TEACHERS**

MASTER'S THESIS

MERVE YAKUT

JUNE, 2022

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**Supervisor
PROF. DR. SELAMI AYDIN**

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

Merve Yakut

Danışmanlığını yaptığım işbu tezin tamamen öğrencinin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığımı taahhüt ederim.

Prof. Dr. Selami Aydın

T.C.
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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
TEZ ONAY İMZA SAYFASI

Merve Yakut tarafından hazırlanan 'Teaching Anxiety and Perceived Technological Pedagogical Content Knowledge Among Foreign Language Teachers' başlıklı bu yüksek lisans tezi Yabancı Diller Anabilim Dalı'nda hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Foreign language teaching anxiety can be encountered with pre-service and in-service foreign language teachers; therefore, factors that lead to anxiety among EFL teachers and possible solutions for reducing its effects should be emphasized. The study contributes to the present literature by investigating foreign language teaching anxiety and EFL teachers' perceptions of technological pedagogical content knowledge. Moreover, in the literature review section of the study, foreign language anxiety is investigated in general, and specifically, anxiety with regard to receptive and productive skills, the effect of technology in foreign language classes, and technological, pedagogical, and content knowledge EFL teachers have been examined. Therefore, it is significant to note that teachers should have enough knowledge in their field about technology, pedagogy, and content; and they should use techniques to decrease their level of anxiety during the teaching process.

I consider myself fortunate to have had the chance to carry out this research with Prof. Dr. Selami Aydın. I would like to thank him for his valuable support, encouragement, and precious guidance. Without his inspiration and supervision, I would not be able to complete this thesis. I would like to thank him for his invaluable support and guidance, which encouraged me along the journey of my undergraduate and master's education. I would like to thank him for being my mentor and my role model that will always help me grow in my teaching career.

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ÖZET

YABANCI DİL ÖĞRETMENLERİNİN ÖĞRETME KAYGISI VE ALGILANAN TEKNOLOJİK PEDAGOJİK ALAN BİLGİSİ

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Yabancı dil öğretme kaygısı, öğretmenin öğretim etkinlikleri sırasında, öncesinde ve sonrasında kişisel, algısal, güdüsel ve teknik kaygılar nedeniyle endişe hissettiği bir durum olarak tanımlanabilir. Daha önce yapılan birçok çalışmanın sonuçları, yabancı dil kaygısının öğrenciler arasında yabancı dil öğrenme sürecinde önemli bir sorun teşkil ettiğini göstermektedir. Bu nedenle birçok çalışma kaygıyı, nedenlerini ve öğrenme süreci üzerindeki etkilerini belirlemeye ve kaygıyı hafifletmeye odaklanmıştır. Öğrenciler arasında yabancı dil kaygısı üzerine yapılan araştırmalar son on yılda önemli ölçüde artmasına rağmen, yabancı dil öğretme kaygısı üzerine yapılan araştırmalar bir sonuca varmak için çok sınırlı kalmaktadır. Bu nedenle araştırmanın problem durumunu, yabancı dil öğretmenlerinin öğretme kaygıları ile algıladıkları teknolojik pedagojik alan bilgileri arasındaki ilişki oluşturmaktadır. Araştırmada betimsel ve ilişkisel araştırma yöntemi kullanılmıştır. Aynı zamanda araştırma, analitik ve tümdengelim yaklaşımına dayanmaktadır ve anket yöntemi kullanılmıştır. Araştırmanın evrenini 111 İngilizce öğretmeni oluşturmaktadır. İlk olarak, çalışmadaki bulgular, katılımcıların algıladıkları dil yeterliliğinin yeterli bulunduğunu göstermiştir. İkincisi, katılımcıların algıladıkları teknolojik pedagojik alan bilgisi yeterli düzeyde bulunmuş ve öğretmenler öğrencilerin dil öğrenimini desteklemek için teknolojiyi büyük ölçüde kullandıklarını ifade etmişlerdir. Üçüncüsü, faktörler arasındaki korelasyonlar, yabancı dil öğretmenlerinin öğretme kaygısı ile algılanan teknolojik pedagojik alan bilgisi arasında negatif bir ilişki ortaya koymuştur. Çalışmada, İngilizce öğretmenlerinin yabancı dil öğretme kaygısını azaltmak için kaygıyla başa çıkma stratejilerini tanımları ve sınıfta teknoloji kullanımını artırmalarının önemi vurgulanmıştır.

Anahtar kelimeler: Yabancı dil olarak İngilizce; Öğretme kaygısı; Pedagojik bilgi; Alan bilgisi; Teknoloji

ABSTRACT

TEACHING ANXIETY AND PERCEIVED TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE AMONG FOREIGN LANGUAGE TEACHERS

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Foreign language teaching anxiety can be defined as a situation in which the teacher experiences tension during, before, and after teaching activities due to personal, perceptual, motivational, and technical concerns. The results of many previous studies show that foreign language anxiety poses a significant problem in the foreign language learning process among students. Therefore, many studies have focused on identifying anxiety, its causes and effects on the learning process, and alleviating anxiety. Moreover, although research on foreign language anxiety among students has increased significantly in the last decade, research on foreign language teaching anxiety remains too limited to reach a conclusion. Therefore, this study aims to reveal the relationship between foreign language teachers' teaching anxiety and their perceived technological pedagogical content knowledge. The research is descriptive and correlational, and it is based on the analytical research approach and deductive purpose. The survey method was used in the study. The sample of the research consists of 111 English teachers. First, the findings in the study showed that the participants' perceived language proficiency was found sufficient. Second, the participants' perceived TPACK skills were found at a sufficient level, and they could use technology to support students' language learning. Third, the correlations among factors presented a negative relation between FLTA and perceived TPACK of EFL teachers. It is recommended in the study that EFL teachers should be acknowledged the coping strategies to overcome anxiety, and they should also be aware of the significance of using technology in the classroom.

Keywords: English as a foreign language; teaching anxiety; pedagogical knowledge; content knowledge; technology



*To my beloved parents,
Nilgün and Erol Yakut*

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LIST OF ABBREVIATIONS

CK	: Content Knowledge
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELF	: English as a Lingua Franca
FL	: Foreign Language
FLA	: Foreign Language Anxiety
FLTA	: Foreign Language Teaching Anxiety
PK	: Pedagogical Knowledge
PCK	: Pedagogical Content Knowledge
TK	: Technological Knowledge
TCK	: Technological Content Knowledge
TPK	: Technological Pedagogical Knowledge
TPACK	: Technological Pedagogical Content Knowledge

1. INTRODUCTION

The introduction section presents the background of the study, statement of the problems, aims and significance of the research, research questions and procedure, key terms and concepts, and abbreviations. First, the importance of English as a foreign language (EFL), EFL teaching, technological pedagogical content knowledge (TPACK), and foreign language teaching anxiety (FLTA) in the background of the study are summarized. Then, problems related to foreign language anxiety (FLA), pre-service and in-service EFL teachers' FLTA, and EFL teachers' perceptions of TPACK are indicated. After the purpose of the study is mentioned, the significance of the study is presented. Next, research questions and procedures, including tools, data collection, and analysis, are mentioned. After introducing a list of terms and abbreviations, the organization of the study is given.

1.1. Background of the Study

EFL teaching is significant due to several reasons. First, teaching in the EFL context can improve learners' FL skills, academic language proficiency, and self-confidence to learn the FL and language performance. Second, EFL teaching is significant in terms of its constitution as English as a lingua franca (ELF), and it is also difficult to learn mainly due to the difficulties learners have in basic language skills. Third, teaching English takes a crucial place, especially because of its broad usage globally, and also ELF can be regarded as a gradually prevalent discourse in the teaching

process (Kuo, 2006). Moreover, EFL is selected as a school subject because of its general usage worldwide (Liton, 2012). It is widely known that it is a universal language (Akbari, 2015), and if people acquire or learn this language, it is definite that they can access many chances to get a job, obtain advanced education, and travel (Crystal, 1997). Moreover, EFL teaching is significant because students learn English from their younger ages in many countries. English is an obligatory course in most countries (Nikolov, 2009), and currently, an anticipated one billion individuals use the English language (Crystal, 2003). The extent of studying English rises continually, and especially young learners give importance to learning English (Shin & Crandall, 2014). English is also progressively applied as a language of education, and since the recognition of the importance of ELF by many people all over the world, countries have accepted English training as an essential aspect of their teaching system (Shin & Crandall, 2014).

FLTA constitutes a considerable place among EFL teachers due to several reasons. First, it is essential to note that personality of the teachers, the students' lack of motivation for learning FL and their use of the mother tongue during the lesson, the number of the students in the classroom, technology, teachers' lack of content, and pedagogical knowledge, their sense of inadequacy in the target language, fear of making mistakes, inadequate lesson planning, and difficulties in time-management can cause FLTA (Aydın, 2016). Second, teachers face FLTA when they are involved in lessons that aim to teach some specific language skill in which they do not perceive themselves as competent (Öztürk, 2016). Third, anxious teachers have difficulty explaining language points, communicating with the learners, being a role model who positively influences their students, and using their mother tongue in the classroom. Moreover, teachers avoid taking part in communication that requires the use of a foreign language in the classroom because of their tendency to be involved in anticipated and easily organized activities. Additionally, foreign language teachers who deal with the teaching anxiety problem are hesitant to speak in the FL; therefore, this hesitation may lead to a lack of self-confidence for the learners who do not believe they would communicate their ideas in the foreign language because of their teachers' doubt to talk in the target language. Moreover, anxious teachers do not

favor implementing innovative teaching approaches (Horwitz, 1996). Therefore, FLTA is an essential subject that needs to be clarified to lessen teachers' anxiety levels during the teaching process.

TPACK constitutes a significant place in the EFL teaching process. First, TPACK offers teachers a better recognition of how technology can increase FLL (Koehler & Mishra, 2008). Teachers who are required to use and incorporate technology into their lessons should be proficient in CK, PK, and TK (Öz, 2015). Moreover, it is significant to indicate that teachers should possess adequate TPACK proficiency, and they should constantly develop their TPACK during their teaching career (Kaya & Yılayaz, 2013). Second, to support teachers in applying technology successfully during the lessons, approaches towards the use of technology in the classroom have the greatest significance in addition to possessing TPACK abilities (Kozikoğlu & Babacan, 2019). Applying technology in EFL is crucial, and it can be explained that EFL teachers are required to develop their TPACK, and they should develop a constructive attitude towards technology to promote FL learning of the students. Third, TPACK among EFL teachers should also be indicated because of its significance in providing efficient teaching through technology. Moreover, TPACK provides an understanding that views technology as a center rather than an additional aid for learning and teaching. Moreover, some teachers do not use TPACK-centred education due to a lack of TPACK knowledge and capability, but they should be aware of the effectiveness of TPACK. It should be noticed that the quick advancement in technology is effective in people's lives, and this impact is also seen in the learning conventions of learners all over the world and in their education structures. Therefore, the use of technology is required in education, and teachers are expected to adapt to the technology in the classrooms. Moreover, teachers should be aware of information and communication technologies (ICT), and they should use ICT in the classrooms; TPACK is significant for implementing technology in the development of learning and teaching and for teachers' improvement of their pedagogical content knowledge with technology (Babacan & Kozikoglu, 2019). To this end, TPACK is significant, and many researchers investigational and tried to discover whether teachers' instructive improvement programs can really affect their

TPACK level; consequently, it was concluded by most of the researchers that teachers' specialized progress impacts improving their level of TPACK (Doering et al., 2009).

1.2. Statement of the Problem

Teachers can encounter anxiety and have difficulties in applying TPACK skills in EFL teaching progress. They can encounter FLTA in the classroom for several reasons such as their lack of confidence to teach FL effectively, their consideration that their FL knowledge is not enough to teach successfully, or apprehension about their speaking in the FL. Moreover, teachers should be acknowledged the coping strategies to overcome anxiety in the EFL teaching process because anxiety is an essential factor that affects the quality of the teaching and learning process. On the other hand, they can also have difficulty in using technology in the classroom due to their thoughts about their lack of knowledge about the use of technology and TPACK skills. TPACK requires technological knowledge, pedagogical knowledge, and content knowledge; therefore, developing all the skills can be regarded as demanding. Developing TPACK skills is essential to teach FL effectively in the classroom; however, teachers can have difficulty in applying TPACK skills. Therefore, the difficulties involving anxiety, FLA, FLTA, and TPACK that teachers can encounter are addressed in this section in a detailed way. Teachers can encounter FLTA, and it can happen because of teachers' thoughts such as feeling inadequate in terms of teaching structures and forms, carrying out activities on time, and giving instructions for the language tasks (Numrich, 1996). It also affects the quality of the teaching process; therefore, the sources of FLTA should be clarified. For instance, anxiety about failing in the classroom, instruction in a specific language part, being compared to colleagues, training learners at precise FL levels, making mistakes, using mother tongue in the classroom, demotivated learners, test anxiety, anxiety of English lessons and English classroom anxiety, communication apprehension, fear of negative evaluation can be listed as the factors that cause anxiety in foreign language

teaching process. Therefore, teachers should be aware of the causes of FLTA, and they should use coping strategies to overcome anxiety during the teaching process.

1.2.1. Anxiety in Foreign Language Learning

FLA is mainly caused by a lack of knowledge about the TL, the characteristics of the learners, attitudes of their parents and themselves, speaking apprehension in front of their friends, and language tests. Additionally, FLA occurs when learners are not capable of giving answers to the questions of their teachers and when they have difficulty in understanding the explanations of the teachers because of excessive use of the TL in the classroom. Moreover, teachers' speaking speed can cause FLA, and it should neither be too fast nor too slow in order to have students get the meaning of what they say about the topic and use both the TL and students' native language when necessary (Chan & Wu, 2004). In addition, students can have FLA when they feel anxious about failing the course, and they do not believe themselves to be successful in learning the TL, especially when they do not come to the lesson with preparation. It should also be noticed that both EFL and ESL learners have to handle FLA during the process of learning the target language (Marwan, 2016). FLA can also result from students' lack of preparation for speaking, classroom activities that focus on grammar, their friends' negative thoughts about them, and fear of being unsuccessful (Aydın et al., 2018). If children talk willingly and study before the lesson, anxiety does not occur; however, if the teacher does not correct their mistakes in a kind way, and they have difficulty understanding teachers' explanations, FLA arises (Marwan, 2016). Age, gender, and grade affect FLA, and young learners can be willing to participate in speaking activities compared to older students (Aydın et al., 2017). Young (1990) mentioned the significance of correcting students' mistakes gently to avoid FLA. The other important point is that students' expressing their ideas in front of their friends can be anxiety-provoking. Liu (2013) informs the readers about the significance of perceived competence in increasing FL learning.

Moreover, learners who have higher FLA levels are liable to achieve success worse than their peers who have low FLA levels; moreover, they choose to talk for a short

time and quietly (Liu & Huang, 2011). Despite the positive effects of FLA in encouraging the students to learn the language, most educators and investigators are worried about the likelihood that it can be an affective filter that hinders students from attaining notable results in FL (Aida, 1994). Some learners may find English courses uncomfortable because of their sense of underachievement and many struggles to learn the new language, and more unpredictably, some learners can alter their academic dreams due to their practices in the lessons (Horwitz et al., 1986). Moreover, most of the learners can postpone joining the lesson due to anxiety they frequently encounter (Young, 1991). The learners also think that they have poor language abilities, and it can influence their capability to process knowledge in FL situations (MacIntyre & Gardner, 1991a). Moreover, learners with much FLA generally avoid joining the course and delay assignments (Horwitz et al., 1986). When students deal with FLA, they are not willing to express difficult messages in the FL, they have low self-confidence and have difficulty in accomplishing role-play activities, and they disremember formerly learned terms or grammar in evaluative conditions (Onwuegbuzie et al., 1999). If learners possess a high anxiety level, they generally give up believing their abilities to learn the new language, avoid being involved in classroom activities, and do not try to learn a language completely. Thus, students who have high FLA frequently do not get good results in the exams, and this situation makes them feel more worried about learning (Azher, Anwar & Naz, 2010). Therefore, it can be suggested that FLA is a common problem both for young learners and older learners, and teachers should be aware of FLA to enhance learners' self-confidence and motivation to learn the TL. Language teachers should also notice FLA that students come across, and they should create a positive classroom environment that lowers the learners' anxiety level (Chan & Wu, 2004).

1.2.2. Teachers' Foreign Language Teaching Anxiety (FLTA)

The following quote by Noam Chomsky, "A language is not just words. It is a culture, a tradition, a unification of a community, a whole history that creates what a community is. It is all embodied in a language." explains the broad definition of a language. It is significant to highlight that language teachers are responsible for teaching the new language and its cultural elements, usage of the words, and the creation of the sentences. Therefore, it can be implied that pre-service EFL teachers

are at the beginning of a long road trip that metaphorically indicates the overall teaching and learning process because new language learning does not end, and all EFL teachers and learners are continually learning the target language. Thus, pre-service teachers can encounter FLTA, and it should be noted several sources of this problem and ways to alleviate FLTA. First, the most effective factor that causes FLTA for student teachers is the mentor due to both their anxiety about being unsuccessful during the teaching process and the attitudes of their mentor towards them (Merç, 2015). Moreover, they can feel competent enough to communicate their knowledge to the students despite their belief that they do not have enough capacity to manage the classroom; this belief is a crucial source of FLTA, and students' anxiety level differs according to whether they teach young learners or older learners because it is proposed that pre-service teachers' anxiety level lowers when teaching young learners, and if they regard themselves as academically successful, their FLTA level decreases (Merç, 2015). Teachers can have anxiety when they demonstrate a skill that they did not perceive proficiently. Moreover, being competent in the TL, its culture, and students' behaviors can be the main sources of FLTA. In addition, they can be worried about some parts of TL items, and as they gain teaching practice, their FLTA level lowers (Öztürk, 2016). On the other hand, experienced teachers can suffer from FLTA more than pre-service teachers (Gadri, 2019). Moreover, it can be emphasized that in-service teachers can have FLTA in the process of teaching grammar and language skills and at times when they do not have a preparation for the lesson (Gadri, 2019). Both pre-service and in-service EFL teachers can encounter FLTA, and they should be aware of the importance of lessening their anxiety level during the lessons to better develop their learners' language skills. In other words, if language teachers have FLTA, the students also can encounter FLA during the learning process; therefore, EFL teachers should use anxiety alleviating strategies to decrease their FLTA level. When FLTA increases, teaching success decreases; in other words, there is a negative association between them (Wadlington & Slaton, 1998). Moreover, when teachers encounter FLTA in the classroom, it affects the teaching process adversely, and students are exposed to the FL less due to teachers' lack of using the target language in the classroom (Tum, 2012). However, it is significant to note that teachers are regarded as the main source of FL input for

learners; therefore, FLTA is a problem that should be emphasized (Tum, 2012). Moreover, debilitating effects of FLA can be summarized as dealing with concentration problems, avoid taking part in the class, delaying homework, unwillingness to study, unwillingness to speak in the TL, not willingness to be assessed, using simple messages in the TL, and thoughtless errors in language tests (Bailey, 1983; Tsui, 1996; Horwitz et al., 1986).

1.2.3. Problems Concerning EFL Teachers' Perceptions of Technology

Teachers can have difficulties applying both the old and the innovative tools, and they are required to retain a balance that promises fruitful technological incorporation (Liu et al., 2014). First, old technology and new technology are separated from each other. The use of a pencil is involved in the former, while the use of the software is an example of the latter. However, in time, traditional technologies were regarded as ordinary, but new technologies caused them to have difficulty using them in the teaching process (Simon, 1969). Moreover, teachers feel not competent enough to use technology in the classroom due to a lack of experience. Additionally, although teachers generally recognize themselves as learning constantly, they can face anxiety when quick technology modifications occur (Liu et al., 2014). Therefore, teachers can decrease their anxiety if they keep using the old technological tools. It is also significant to note that the effective integration of technology relies on teachers' preparedness for admitting technology. Their motivation to use technology in the classroom can derive from their thought that technology certainly would be fruitful for their students (Liu et al., 2014). Teachers can encounter other difficulties such as inadequate time and anxiety about change during the lessons (Mishra & Koehler, 2009). Moreover, lack of time to integrate technology in the lessons, technical problems with the Internet, and teachers' lack of technological knowledge can be regarded as other sources of avoiding using technology in the classroom (Muslem et al., 2018). There are two kinds of challenges teachers can face during the teaching process: non-technical and technical issues. The former emphasizes teachers' lack of stress on collaborative communication;

however, teachers are required to form a collaborative learning climate. The latter is about technical issues that include internet connectivity, and it can create difficulty for teachers (Drajati et al., 2018). EFL teachers can encounter difficulties including teaching anxiety and the effective use of technology during the teaching process. Teachers can deal with FLTA due to several reasons such as being observed (Aydın, 2016; Azmi, 2012; Han & Tulgar, 2019; Merç, 2011), difficulties in classroom management (Han & Tulgar, 2019; Merç, 2011; Paker, 2011), using FL in the classroom (Kim & Kim, 2004), teaching speaking and listening (Yuksel, 2008), lack of motivation to learn FL among learners (Aydın & Ustuk, 2020); teachers' lack of knowledge about FL culture (Öztürk, 2016), and using L1 in the classroom (İpek, 2016). On the other hand, teachers can encounter problems in applying technology in the classroom effectively, while the significance of technology to enhance FLL (Mollaei & Riasati, 2013). Lack of awareness about the use of technology, lack of technological devices in EFL classrooms (Teng, 2016), teachers' lack of time and confidence to use technology successfully, and lack of practice (Mollaei & Riasati, 2013) can be regarded as the main resources of hindering successful technology integration in FLL. Therefore, it can be suggested that FLTA and difficulties in using technology in the classroom are significant to be emphasized to enhance the effectiveness of FL learning and the FL teaching process.

1.3. Aims of the Study

Considering the major problems in EFL teaching, the study has three aims. First, this study aims to investigate whether EFL teachers encounter FLTA during the teaching process. Second, the study intends to examine EFL teachers' perceptions of TPACK. Third, it aims to investigate the relationship between FLTA and the perceptions of TPACK among EFL teachers.

1.4. Significance of the Study

The study is significant in investigating a research area that is not extensively examined in literature by providing new perspectives about FLTA, TPACK, and the link between them. Moreover, the study is important in examining literature in a detailed way, showing study results that are reached according to data collection from 111 EFL teachers in the Turkish EFL context and giving suggestions and recommendations according to the results of the study. The results will benefit the related research on the subject by adding the TPACK aspect by explaining the study outcomes about the TPACK perceptions of the teachers with FLTA and will be valuable in offering a more effective learning and teaching atmosphere.

1.5. Research Questions

FLTA is a problem that EFL teachers can encounter during the teaching process, and it also affects the quality of teaching and learning process. Moreover, the perceptions of EFL teachers about their TPACK are significant in enhancing foreign language learning process through the use of technology in the classroom. However, there is a limited number of studies especially investigating the relationship between FLTA and perceived TPACK skills of EFL teachers in Turkey. Therefore, the current study aims to seek answers to the following research questions:

1. Do EFL teachers suffer from FLTA during the teaching process?
2. What are the perceptions of EFL teachers about their TPACK?
3. Is there a relationship between FLTA and the perceptions of TPACK among EFL teachers?

1.6. Limitations

There are some limitations in the study. First, the number of participants is limited to 111 EFL teachers. Second, the descriptive research design with background questionnaire and FLTAS prepared by Aydın and Ustuk (2020) and TPACK-EFL Survey prepared by Baser et al. (2016) was used in the study. The former consisted of five sections: EFL teachers' self-perception of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, and difficulties with time management. On the other hand, the latter consisted of seven sections, including TK, CK, PK, PCK, TCK, TPK, and TPACK.

1.7. Organization of the Study

The study includes five sections. After the introduction section, related literature, methodology, results, conclusions, and discussion are presented respectively in the study. First, the main goal of the study is explained. Second, the theoretical framework and literature review on anxiety, FLA, FLTA, TPACK, and their link are explained. The third section includes the method of the study. Specifically, the research design, participants, and tools are described. Fourth, analyses and findings of the tools are explained. Fifth, conclusions, discussion, implications, and limitations of the study through recommendations for educators and further research are given.

2. RELATED LITERATURE

The related literature section includes two main subsections: First, the theoretical framework of the study involving anxiety, foreign language anxiety, foreign language teaching anxiety, and technological pedagogical and content knowledge framework is examined. Second, a literature review on foreign language teaching anxiety, perceptions of technological pedagogical and content knowledge, the relationship between FLTA and TPACK is given.

2.1. Theoretical Background

2.1.1. Introduction

In this section, anxiety, foreign language anxiety, foreign language teaching anxiety, and the TPACK framework are explained successively. In the first section, three types of anxiety that involve trait anxiety, state anxiety, and situation-specific anxiety are reviewed. Second, components of FLA, including communication apprehension, fear of negative evaluation, test anxiety, and FLA theory, are mentioned. Third, the definitions and theories about FLTA are explained. Fourth, definitions of the TPACK framework and the theories about TPACK are clarified.

2.1.2. Anxiety

Before describing FLTA, the definition of the word “anxiety”, approaches to anxiety, and the unique nature of FL anxiety should be indicated. First, anxiety can be defined as an affective state of an unclear fear which is merely indirectly related to an object (Scovel, 1978). Second, according to Brown (2000), three types of anxiety that involve trait anxiety, state anxiety, and situation-specific anxiety should be distinguished. First, Brown (2000) states that trait anxiety is a long-lasting tendency to feel anxious and derives from more general traits. Second, he indicates that state anxiety happens with regard to a specific occasion and derives from a certain situation. The elements of a specific situation can be divided into three parts as the difficulties learners encounter during the communication process, such as dealing with the problems when communicating their ideas and thoughts, academic apprehension, and being anxious about their willingness to change their perceptions of other people about themselves in a positive way (Brown, 2000). Third, situation-specific anxiety that refers to complex characteristics of some anxieties creates FLA (Horwitz et al., 1986).

2.1.3 Foreign Language Anxiety

FLA refers to “the feeling of tension and apprehension specifically associated with foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language” (MacIntyre & Gardner, 1994, p. 284). Horwitz et al. (1986) state that learning a foreign language can be difficult. Subsequently, they investigate why students avoid learning the TL, and the answer is that anxiety prevents them from learning. Therefore, three components of anxiety involving communication apprehension, test anxiety (TA), and fear of negative evaluation should be indicated: The first constituent appears during communication, and three indicators of this apprehension should be stated. Concerning communicating in groups which is called “oral communication anxiety”; concerning in talking in public which is called “stage fright”; and concerning about listening to a spoken message that is called “receiver

anxiety”. On the other hand, TA refers to a type of anxiety derived from concerns about failing. The students who have TA often possess improbable aims, and they think that all less than faultless can be regarded as a failure. Fear of negative evaluation that refers to concerns about other people’s thoughts can occur during employment interviews or talking in FL lessons. Moreover, according to Alpert and Haber (1960) and Scovel (1978), the anxiety categories “debilitative anxiety” and “facilitative anxiety” should be distinguished. While facilitative anxiety assists language learning by providing a balanced tension for the learner to be successful, debilitative anxiety, which can be regarded as harmful to language learning, should be avoided (Brown, 2000). Additionally, Krashen expresses the positive influence of facilitative anxiety on language learning though he highlights that this type of anxiety could not positively affect language acquisition (Young, 1992). Some learners would possibly encounter a debilitative aspect of FLA; therefore, educators should be aware of both learners who have increased FLA levels and learners who probably would experience FLA in the future though observing their FLA levels (Onwuegbuzie et al., 1999). In spite of its positive effects, FLA can be regarded as mainly debilitating in FLL (Liu & Huang, 2011). FLA can be regarded as a significant field of research in teaching profession (Young, 1990). A substantial number of FL students are familiar with the feeling of FLA during the learning development (Elaldi, 2016). Moreover, FLA can be regarded as a multifaceted occurrence that can probably be an indicator of FL success (Onwuegbuzie et al., 1999).

2.1.4. Foreign Language Teaching Anxiety

FLTA refers to the feeling of tension and apprehension during the foreign language teaching process. When FLTA is investigated, it can be noticed that teachers can also feel anxious when they are involved in the foreign language teaching process (Aydın & Uştuk, 2020; Eren, 2020; Güngör & Yaylı, 2012; Han & Tulgar, 2019; Horwitz, 1996; İpek, 2016; Kesen & Aydın, 2014; Kobul & Saraçoğlu, 2020). Moreover, student teachers are expected to take part in actual teaching practices in a classroom

environment to get knowledge about the strategies used in the teaching process, as they are required to understand how to deal with predictable problems that might happen during the continuum of the lesson, to develop collaboration between the teacher and the student, and to recognize classroom management techniques. Therefore, they are expected to apply what they have learned about the teaching process in a genuine classroom atmosphere (Richards & Crookes, 1988); consequently, these requirements can lead to anxiety for student teachers who have insufficient language teaching practice. On the other hand, it should be highlighted that when compared to student teachers, experienced teachers also possess more extensive pedagogical and content knowledge and more previous experiences in the teaching profession (Erdoğan, 2005). Although experience is significant in assisting teachers in lessening their anxiety, both less experienced and experienced teachers can deal with an increased level of anxiety (Aslrasouli & Vahid, 2014). Additionally, it can be recognized that there are many factors causing teaching anxiety.

Moreover, if perceptions of anxiety occur repeatedly, the result can be a constant FL anxiety (Horwitz, 1996). “FLTA was first discussed by Horwitz (1996) in terms of non-native teachers and student teachers’ experiences” (Aydın, 2016, p. 629). One source of FLTA is learners’ excessive emphasis on their minor deficiencies during the process of language production (Horwitz, 1996). The second reason is that they have anxiety because of their previous considerable efforts with the aim of learning the target language (Horwitz, 1996). Third, they can feel anxiety because of the probability that they would face unknown language items throughout the lesson (Horwitz, 1996). Finally, if they are exposed to anxiety-provoking situations for the period of their previous experiences, afterward, this negative situation may bring about FLTA (Horwitz, 1996). There are studies that highlight the sources of FLA (Aydın et al., 2017; Aydın et al., 2018; Chan & Wu, 2004; Marwan, 2016). Moreover, there are studies that aim to investigate FLA from the perspective of children (Aydın et al., 2017; Aydın et al., 2018; Chan & Wu, 2004), while many studies focus on FLA from the perspectives of university students (Azher et al., 2010; Çakıcı, 2016;

Demirdaş & Bozdoğan, 2013; Elaldi, 2016; Liu, 2013; Marwan, 2016; Young, 1990).

Teachers need to admit the fact that every teacher can encounter such a problem, and their colleagues can assist them in a supportive way by taking part in dialogues including TL use, and they should be aware of the importance of appreciating their current competency in the target language rather than focusing on their errors. For teachers, error correction should be carried out in a way that students should focus on their abilities, and it can be noticed that teachers who feel FLTA should remind themselves of the significance of focusing on their proficiency in TL rather than feeling inadequacy in the TL. However, it is significant to recognize that teachers who are aware of their deficiencies in the TL should try to improve themselves. Moreover, they need to know about second language acquisition (SLA) theory, and they should also notice that these problems can happen during the language learning process. Additionally, they are required to think about the objects and phases with the aim of increasing their knowledge of the target language. Finally, they can improve themselves through the use of technology in that they can take advantage of the TL exposure, and they can increase their self-confidence (Horwitz, 1996).

2.1.5. Technological Pedagogical Content Knowledge (TPACK)

Framework

TPACK refers to competency to apply technology to use pedagogical implications through technology, assisting learners to create solutions for difficulties they meet during the FL learning process, associating their current knowledge, and applying technology to retain new understanding (Koehler & Mishra, 2006). Teachers are required to know three main categories: TK, PK, and CK. When the categories of TPACK are examined, PK means overall knowledge that encompasses pedagogy training. Second, PCK refers to identifying proper teaching approaches, techniques, and methods for subject matter; and planning the content successfully for effective

teaching. Third, TPK refers to the occurrence, components, and susceptibilities of different technologies used in education and identifying a suitable pedagogy model that can be used with individual appropriate technology during the teaching process. Technological pedagogical content knowledge (TPACK) is defined by Koehler and Mishra (2006), and the TPACK framework is demonstrated in the diagram below. Fourth, CK means knowledge domain that mainly includes language skills, linguistic constituents, and cultural elements. Fifth, TK implies the ability to use technologies. Finally, TCK refers to the knowledge domain that investigates the relationship between technology and content. On the other hand, combining the elements in the framework constructs PCK, TCK, and TPACK (Koehler & Mishra, 2005).

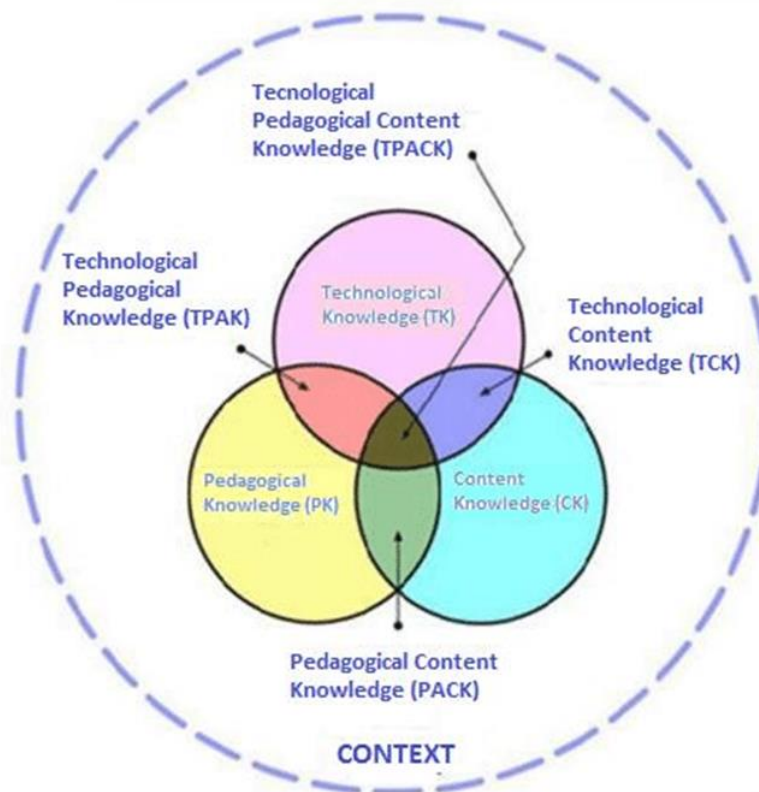


Figure 1. TPACK Framework by Mishra & Koehler, 2006

CK is about the teachers, and they are required to be familiar with what they would teach (Mishra & Koehler, 2006). According to Keengwe and Kang (2012), this domain mainly includes language skills, linguistic constituents, and cultural awareness. However, specifically, it involves the elements such as conversation function, phonetics, pronunciation, cultural understanding, vocabulary usage, and

speech style. PK encompasses the complete awareness and familiarity with FL teaching development, exercises, and methods. Additionally, it is essential to note that this domain can include the learning process, teaching techniques, methods, classroom management, preparation of lesson plans, and assessment (Mishra & Koehler, 2006). Similarly, according to Cox and Graham (2009), PK refers to overall knowledge that encompasses pedagogy training. On the other hand, PCK needs to encompass identifying proper teaching approaches, techniques, and methods for subject matter; and planning the content successfully for effective teaching. PCK also includes recognizing learners and their features (Mishra & Koehler, 2006). Additionally, Murray and Christinson (2010) suggested that PCK includes recognizing FL input, identifying students' talks and their way of using the FL to convey the meaning, and identifying the importance of using an effective teaching approach, technique, and method to help learners' FLL. TK refers to the capability to use technologies, and the TK of the teachers contains ways to operate prevalent technological FL materials and manage ultimate practical problems (Mishra & Koehler, 2006). TCK refers to the association between technology and content (Mishra & Koehler, 2006). TPK can be regarded as the presence, components, and susceptibilities of different technologies used in education. Educators need to think about what kind of suitable pedagogy model can be used with individual appropriate technology during the teaching process (Mishra & Koehler, 2006). Finally, TPACK refers to "an understanding of technologies and pedagogical techniques so that technologies can be utilized structurally to teach the content" (Mishra & Koehler, 2009, p. 66).

2.1.6. Conclusion

From the studies, it can be concluded that foreign language anxiety is a prevalent situation, and EFL teachers should be aware of the significance of identifying learners who have FLA because learners can encounter debilitating effects of FLA, and they can avoid taking part in conversations in FL and using the new language in the classroom. On the other hand, teachers can also encounter foreign language

teaching anxiety during the lessons, and they should notice the sources of FLTA, and coping strategies, and they should reduce FLTA levels with the purpose of assisting their students in the language learning process by using the FL confidently, developing their advanced vocabulary and grammar knowledge, and developing their FL skills and practices. Moreover, EFL teachers should develop their TPACK by improving their skills in technology, pedagogy, and content because, with the development of technology, students and teachers are required to use new technological tools actively.



2.2. Literature Review

2.2.1. Introduction

This section indicates a brief review of the literature. Foreign language teaching anxiety, perceptions of technological pedagogical and content knowledge, the connection between them, foreign language teaching anxiety, and technological pedagogical content knowledge are examined. Before identifying research about EFL teaching anxiety, some research about FLA is indicated.

2.2.2. Research on Foreign Language Teaching Anxiety

While most of the studies in the literature focus on the foreign language anxiety that learners have to deal with, the number of studies on foreign language teaching anxiety is fairly limited. A review of the related literature reveals that studies commonly focused on the relationship between FLA and achievement, and they also give insights into investigating the link between FLA and affective factors such as motivation and anxiety. Research mainly focused on the FLA from the perspectives of EFL learners; however, no studies specifically aimed to investigate the relationship between FLTA and perceived TPACK skills of EFL teachers.

Research shows that EFL teachers' self-efficacy beliefs and teaching experience are significantly related to FLTA. For instance, Güngör and Yaylı (2012) and Kesen and Aydın (2014) give the literature a clear picture of the phenomenon. Güngör and Yaylı (2012) intended to measure the connection between self-efficacy and FLTA levels of the pre-service EFL teachers, and the data was collected by using Turkish versions of the Teachers' Sense of Efficacy Scale which was prepared by Tschannen-Moran, Woolfolk Hoy, 2001 and adapted by Çapa, Çakıroğlu & Sarıkaya (2005), and Foreign Language Teaching Anxiety Scale, which was prepared by İpek (2006). The participants of the study were 77 pre-service EFL teachers in Turkey. The results showed that the participants' self-efficacy and FLA perceptions were low. Another study that was carried out by Kesen and Aydın (2014) and that investigated FLTA in the Turkish EFL context, Foreign Language Teaching Anxiety Scale prepared by İpek (2006) was used, and the participants of the study were 35 EFL instructors in Turkey. The results showed the significance of experience in FL teaching could be noticed. In other

words, there was a significant association between FLTA and how much time was spent on FL teaching. Moreover, teachers who had more than five years of FL teaching experience encountered FLTA less when they were compared to novice teachers.

Research indicates the significance of identifying to what extent EFL teachers encounter anxiety during the teaching process. For instance, Kobul and Saraçoğlu (2020) investigated the FLTA level of teachers in the Turkish EFL context, and the study comprised 90 EFL teachers, 30 of them were in-service, and 60 of them were pre-service teachers. The data was collected through Foreign Language Teaching Anxiety Scale. The results showed that a significant negative relationship between FLTA and years of experience along with the graduation department was established. Additionally, Kunt and Tum (2010) examined the FLTA of pre-service teachers in Cyprus, and data was collected through the Turkish version of Horwitz's (1986) Foreign Language Classroom Teaching Anxiety Scale and a set of open-ended questions. The results showed that various levels of FLTA were found.

Factors affecting FLTA can be categorized into two main groups, and they are mostly related to EFL teachers and learners. Moreover, other factors such as demographic variables can cause anxiety during the EFL teaching process. For instance, Aydın and Ustuk (2020) investigated FLTA cross-culturally by examining the phenomenon descriptively. The participants of the study were one hundred and fifty-six teachers. According to the study, the lack of motivation of the students being observed and demographic variables caused teaching anxiety. Moreover, the study highlighted that FLTA was situation-specific anxiety, and the phenomenon had debilitating effects on the EFL teaching and learning process. Similarly, Aslrasouli and Vahid (2014) investigated FLTA using a self-report questionnaire in the Iranian EFL context, and the participants were 114 EFL teachers. The results suggested that social relations, language ability and recognition, facilities and resources, and employment structure affected FLTA. Moreover, Aydın (2016) examined the factors affecting FLTA in the Turkish EFL context using a background questionnaire, interviews, reflections, and essay papers. The participants of the study were sixty student teachers. Results showed that lack of teaching experience was the most significant source of FLTA. Other sources of FLTA were fear of negative evaluation, making mistakes, limited students' encouragement to learn FL, students' limited participation in lessons, teachers' self-beliefs about their limited proficiency level in FL, lack of planning before the lesson, and problems in time management.

EFL teachers can encounter teaching anxiety before, during, and after the lesson and can have

difficulty in terms of language skills and vocabulary items. For instance, Han and Tulgar (2019) examined FLTA in the Turkish EFL context by using open-ended questions in self-report and peer-reflection forms and diaries, and the participants were thirty-two student teachers. In the study, the sources of FLTA prior to, during, and after the teaching process were examined. Results showed that classroom management, being observed, and getting negative feedback from mentors created anxiety respectively for EFL teachers. Additionally, Kim and Kim (2004) investigated FLTA by using an open-ended survey in the Korean EFL context, and the participants were 147 EFL teachers. According to the study, FLTA was a prevalent phenomenon, and EFL teachers had teaching anxiety in terms of their lack of proficiency in unacquainted vocabulary items, phrases, expressions, speaking, writing, using FL in the lessons, and their lack of self-confidence to use English. Moreover, being compared with other teachers was a source of FLTA.

Teaching anxiety also occurs because of EFL teachers' self-efficacy beliefs about their teaching, their actual FL proficiency, and being concerned about learners' manners in the classroom. For instance, Merç (2011) investigated FLTA in the Turkish EFL context, the participants of the study were one hundred and fifty pre-service EFL teachers, and diaries and interviews were used in the study. Results showed that apprehension about learners' manners in the classroom created anxiety during the teaching process. In addition, if teachers did not have enough knowledge about their classes and their students' success in language skills was not enough, teachers encountered FLTA because they were worried that learners could have difficulty understanding the classroom instructions given in English. Additionally, Öztürk (2016) investigated FLTA in the Turkish EFL context by using a mixed-method approach and applying qualitative and quantitative methods, and the participants of the study participants were one hundred and three instructors. Results showed that time of teaching practice, having enough knowledge of FL subjects, learners' behaviors, and awareness of the FL culture, using L1 during the lessons, and instruction in a topic that they considered themselves not capable enough caused them to deal with FLTA. Moreover, pronunciation, difficult vocabulary, understanding of what they listened to, and learners' critical behaviors that questioned the effectiveness of their teachers led to FLTA. Moreover, Sammephet and Wanphet (2013) investigated FLTA by using focus-group interviews in the Thai EFL context, and the participants of the study were four pre-service EFL teachers. Results indicated that the teachers' personality, teaching environment, and supervision context affected FLTA. Finally, İpek (2006) intended to create a scale evaluating FLTA through diaries and semi-structured

interviews, and the participants of the study were thirty-two EFL teachers. According to the study, teachers dealt with FLTA when their proficiency in FL was evaluated and when they made a mistake in pronunciation, grammar, or spelling. Teaching productive and receptive skills, using L1 in the classroom, teaching learners who had different language levels, had low FL knowledge, and conversely who were proficient in FL, providing comprehensible instructions, and being compared to other teachers created FLTA. Moreover, when they had difficulty in recognizing what the vocabulary items meant and when they encountered problems with regard to classroom management increased FLTA among EFL teachers.

When useful and beneficial suggestions to decrease the FLTA level of EFL teachers are considered, the studies that would be mentioned in the literature review significantly give insights into decreasing and overcoming the anxiety that the pre-service and in-service EFL teachers can encounter during the teaching process. For instance, the studies by Kim and Kim (2004), Aydın (2016), İpek (2016), and Merç (2011) that were explained in previous studies give insights into decreasing the teaching anxiety level of EFL teachers. Kim and Kim (2004) advocated the significance of being prepared prior to the lesson, applying educative activities, and the use of technology to encourage them. Aydın (2016) mentioned the importance of arranging curricula in terms of involving subjects to promote consciousness of FLTA. Moreover, thorough training on time management and the planning process and the advice from teachers or supervisors who had more FL teaching experience could be beneficial for EFL teachers who dealt with FLTA.

2.2.3. Research on TPACK

While there is an increasing interest in research on the use of technology in foreign language education, the related literature that has been presented below indicates that the number of studies on the technological pedagogical content knowledge in the EFL context is fairly limited. Therefore, there is a gap in the literature about the perceived TPACK skills of EFL teachers. The studies mostly focused on the issues such as the qualities of effective teaching environment, teachers' responsibilities with the development of technology, the effect of information and communication technologies (ICT), teachers' skills in terms of content and pedagogical knowledge, and the technology, the impact of applying new technological tools on effective EFL classes.

Research shows that there is a relationship between EFL teachers' TPACK skills and their perceptions of technology. For instance, Kozikoglu and Babacan (2019) stated that EFL teachers and educators need to have skills such as implementing technology in the lessons frequently, motivating learners to know about FL through using technological tools, encouraging them to use it FL, and developing learners' four language skills. Moreover, teachers should use technological tools such as interactive boards, tablets, Educational Information networks, and Web 2.0 tools in English classes. The study examined the link between teachers' TPACK abilities and their approaches toward technology in the Turkish EFL context, and the participants were 721 teachers. Data was collected through Correlational Survey Model "TPACK Implementation Scale" and "Attitude Scale towards Technology". Results showed that participants' TPACK skills and perceptions about technology were high. Teachers can also lack confidence in their TPACK skills because of their inadequate technological knowledge. Accordingly, some studies in the literature focused on EFL teachers' TPACK skills in a detailed way. For instance, İşler and Yıldırım (2018) investigated 94 student EFL teachers in the Turkish EFL context, and data was collected through quantitative and qualitative methods. The results indicated teachers' high level of perceived TPACK abilities. Similarly, Koçoğlu (2009) examined the TPACK skills of teachers in the Turkish EFL context, and the participants were 27 student teachers. Data was collected through applying interviews, and the results showed that by providing teachers with a TPACK course, their development in these knowledge domains increased. Kurt et al., 2014 investigated TPACK in the Turkish EFL context, and data was collected through lesson plans and classroom observations. The results showed that after the 12-week TPACK program, the participants' TPACK increased. Additionally, Ersanlı (2016) investigated TPACK in the Turkish EFL context, and data was collected through the TPACK Scale developed by Solak and Çakır (2014) and journal entries after five-week education. The results showed that the participants improved considerably. On the other hand, in the Thai context, in the study by Kwangsawad (2016), data were collected through self-report, lesson plans, and actual practice and results showed that the participants' TPACK increased. Moreover, Wu and Wang (2015) investigated these domains of knowledge of 22 teachers in the Taiwan EFL context, and data was collected through quantitative questionnaires, interviews, and classroom observation. The results showed that participants should possess confidence in their knowledge of pedagogy, and they were also required to possess more technological knowledge with the purpose of increasing their TPACK. The participants' TPACK emphasized mainly encouraging learners, giving FL input instead of applying technology for forming chances to use FL in a contextual

way. Finally, Liu and Kleinsasser (2015) examined the TPACK of six EFL teachers, and data were collected through quantitative and qualitative analysis. The results concluded that CALL teaching programs were beneficial in terms of increasing most of the learners' TPACK.

Moreover, EFL teachers can feel not competent enough to use technology in the classroom due to a lack of experience. For instance, Prasojo et al. (2020) investigated the TPACK perceptions of 573 in-service EFL teachers, and data was collected through a 28-item survey instrument. The results showed that they did not possess enough technological knowledge, but they regarded their knowledge as adequate.

2.2.4. The Relationship between FLTA and TPACK

In the literature, the studies mainly focus on the relationship between foreign language anxiety and technology use in the classroom. When current studies in the literature are examined, it can be suggested that the use of technology in the classroom can be challenging (Taopan & Drajati, 2020) but beneficial and useful (Sarıçoban et al., 2019) for EFL teachers. For instance, there are some difficulties that teachers can encounter in applying both the old and the innovative tools, and teachers are required to retain a balance that promises fruitful technological incorporation. Moreover, although mainly teachers recognize themselves as learning constantly, they can face anxiety when quick modifications of technology take place. Therefore, teachers can decrease their anxiety if they keep using the old technological tools. It is also significant to note that the effective addition of technology relies on teachers' preparedness for admitting technology. Their motivation to use technology in the classroom can derive from their thought that the use of technology certainly would be fruitful for their students (Liu et al., 2014). When literature is examined, it can be underlined that there are two kinds of challenges teachers can face during the teaching process: non-technical and technical issues. The former emphasizes teachers' lack of stress on collaborative communication; however, teachers are required to form a collaborative learning climate. The latter is about technical issues that include internet connectivity, and it can create difficulty for teachers; therefore, it can be implied that TPACK is essential for EFL teachers to develop their learners' success (Drajati et al., 2018). However, there is a gap in the literature that specifically investigates the relationship between FLTA and TPACK.

2.2.5. Conclusion

To conclude, while most of the studies in the literature concentrate on the foreign language anxiety that learners have to deal with and the use of technology in foreign language education, the number of studies on foreign language teaching anxiety and EFL teachers' perceived TPACK skills is fairly limited. Additionally, research indicates the significance of identifying to what extent EFL teachers encounter anxiety during the teaching process. Factors affecting FLTA can be categorized into two main groups, and they are mostly related to EFL teachers and learners. EFL teachers can encounter teaching anxiety before, during, and after the lesson and can have difficulty in terms of language skills and vocabulary items. FLTA also occurs because of EFL teachers' self-efficacy beliefs about their teaching, their actual FL proficiency, and being concerned about learners' manners in the classroom. Moreover, the results of a limited number of studies show that there is a relationship between EFL teachers' TPACK skills and their perceptions of technology.

3. METHODOLOGY

This section gives necessary information about the methods and the procedures applied in the study. First, the research design that explains the context of the study is indicated. Second, the participants of the study are explained. Third, tools used to gather and analyze the data are indicated. Fourth, procedures followed in the study are given.

3.1. Research Design

The study mainly examines whether EFL teachers deal with FLTA during teaching. Another aim is to investigate EFL teachers' perceptions of TPACK. Accordingly, the study aims to collect data using descriptive research that focuses on FL learning and teaching in a natural context and computes data through statistical analyses (Nassaji, 2015). Research parameters that are significant in terms of covering the unique aspects of research involve synthetic and analytic approaches, heuristic and deductive objectives, control and manipulation of the research context, data, and data collection successively. This study is based on the analytic research approach and deductive purpose. It is designed to be descriptive and correlational because the purpose of the research is examined through deductive objectives in terms of second language research parameters. When other parameters of second language research are examined, the third parameter is the control and manipulation of the research context, and it is about the kind and number of subjects participating and when and how the subjects will perform. Accordingly, the study is carried out to examine a particular problem with certain participants and context. Finally, the last parameter describes data and data collection processes by investigating how the data were collected and analyzed (Herbert et al., 1989). For that reason, the study is based on the survey method that was useful to collect data straightly from the participants and the correlational method.

3.2. Participants

The participants in the study are 111 EFL teachers. Table 1 shows the background information about the participants' age, gender, year of teaching experience, educational status, and type of public school they work. There were 93 female (83%) and 18 (16.1%) male participants in the sample group. The mean age was 32.63, ranging from 23 to 63. Considering their educational status, 91 of them (91%) had a bachelor's degree, 17 of them (17%) had a master's degree, and 3 of them (2.7%) had a Ph.D. As for the type of school they have been working, 23 of them (20.5%) worked in primary schools, 59 of them (52.7%) were in secondary ones, and 29 of them (25.9%) were in high schools. About their working experience, 2 of them (1.8%) had less than a year of teaching experience, 41 of them (36.6%) had 1-5 years, 28 of them (25%) had 6-10 years, 13 of them (11.6%) had 11-15 years, and 27 of them (24.1%) had more than 16 years of teaching experience in the field.

Table 1. Background information about participants' gender, age, educational status, type of school, and year of teaching experience

		Frequency	%
Gender	Female	93	83.0
	Male	18	16.1
Age		Mean	Minimum Maximum
		32.63	23 63
Their Educational Status		Frequency	%
		BA 91	81.3
		MA 17	15.2
		Ph.D. 3	2.7
Type of School		Frequency	%
		Primary School 23	20.5
		Secondary School 59	52.7
		High School 29	25.9
Year of Teaching Experience		Frequency	%
		Less than a year 2	1.8

1-5	41	36.6
6-10	28	25.0
11-15	13	11.6
16+	27	24.1

3.3. Tools

Three tools were used to collect the data. The first scale was the background questionnaire that includes background information about participants' gender, age, educational status, type of school, and year of teaching experience. The second scale was the Foreign Language Teaching Anxiety Scale (FLTAS) which was developed by Aydın and Ustuk (2020), and it was indicated to be a suitable tool to measure FLTA. The third scale was the TPACK-EFL Survey developed by Baser et al. (2016) and includes items evaluating TK, PK, PCK, TCK, TPK, and TPACK of EFL teachers. Moreover, it was among the first developed and validated scale in the EFL context. The former was used in the study by Aydın and Ustuk (2020) to collect data in terms of investigating FLTA cross-culturally and the latter was used in the studies by Sarıçoban et al. (2019) and by Aşık et al. (2018) to collect data on TPACK. The FLTAS was found to be reliable and valid in that the reliability coefficient was .95 in Cronbach's Alpha, and the percentage of variance was 69.09% in the study by Aydın and Ustuk (2020). On the other hand, the TPACK-EFL Survey was indicated as a reliable and valid tool with Cronbach's alpha value of .95, and the fix indexes were also above .90 in the study by Aşık et al. (2018). FLTAS included 27 items that were evaluated by a five-point Likert Scale involving "1=Never", "2=Rarely", "3=Sometimes", "4=Usually", and "5=Always". Additionally, the items focused on assessing FLTA among EFL teachers in the classroom. On the other hand, the TPACK-EFL survey consisted of items that assess TK, CK, PK, PCK, TCK, TPK, and TPACK. There were 39-items in total, and they were assessed by a nine-point rating scale "1=nothing/none", "3=very little", "5=some", "7=quite a bit", and "9=a great deal". Table 2 shows the reliability coefficients of the FLTAS scale (Aydın & Ustuk, 2020), and the values were given as follows: self-perception of language proficiency

($\alpha=.931$), teaching inexperience ($\alpha=.874$), lack of student interest ($\alpha=.818$), fear of negative evaluation ($\alpha=.852$), difficulties with time management ($\alpha=.761$).

When total variance of the items of the scale is examined, it is understood that the total variance of the self-perception of language proficiency was 45.47%, teaching inexperience was 53.57%, lack of student interest was 59.70%, fear of negative evaluation 65.07%, and difficulties with time management was 69.09%.

Table 2. Reliability Coefficients and The Total Variance of The Scale (Aydin & Ustuk, 2020)

	Reliability coefficients in Cronbach's Alpha	% of the Variance
Self-perception of language proficiency	.931	45.47
Teaching inexperience	.874	53.57
Lack of student interest	.818	59.70
Fear of negative evaluation	.852	65.07
Difficulties with time management	.761	69.09
FLTAS	.95	69.09

Table 3. Reliability Coefficients and The Total Variance of The Scale (Baser et al. (2016)

	Reliability coefficients in Cronbach's Alpha	% of the Total Variance
TK	.89	70.42 %
CK	.88	
PK	.92	
PCK	.91	
TCK	.81	
TPK	.91	
TPACK	.86	

3.4. Procedure

First, the Faculty of Educational Sciences in Istanbul Medeniyet University confirmed the ethics committee's approval. Second, the survey was submitted to Google Forms, and it was delivered to EFL teachers through e-mail, and they were given information about the aims, importance, and procedure of the thesis. Third, they were informed that their responses would be kept confidential, and their answers would be used for academic purposes without receiving the participants' names. In addition, the participation was on a voluntary basis. Moreover, the participants of the study were asked to send the surveys to other EFL teachers to reach as many participants as possible. Finally, the data collection process took almost three months, and it was accomplished in February 2022.

3.5. Data Analysis

The data analysis was computed on IBM SPSS Statistics 22.0 software. First, frequencies and percentages related to variables that include gender, age, year of teaching experience, educational status, and type of school were computed. The mean, minimum and maximum values in relation to age were computed. Moreover, the reliability coefficients and the construct validity were computed. The Cronbach's Alpha was applied to compute the reliability coefficients. The values given in Table 4 and Table 5 show a high level of reliability for the scales. Later, varimax rotation was used to take the factor analysis to reach the total variance of the study. The findings demonstrated in Table 4 and Table 5 showed that the scale had construct validity. Then, the frequency values were computed for each part. The sections' percentages, mean scores, and standard deviations were computed. Moreover, the mean scores were computed, and the correlation between variable sets was analyzed through Pearson Correlation Analysis.

Table 4 shows the reliability coefficients of the FLTAS scale in the study, and the values were given as follows: teachers' self-perceptions of language proficiency ($\alpha=.868$), teaching inexperience ($\alpha=.764$), lack of student interest ($\alpha=.840$), fear of negative evaluation ($\alpha=.853$),

and difficulties with time management ($\alpha=.793$). When the total variance of the items of the scale is examined, it is understood that % of variance of the self-perception of language proficiency was 54.35%, teaching inexperience was 80.40%, lack of student interest was 68.42%, fear of negative evaluation was 62.18%, and difficulties with time management were 71.06%. In sum, the reliability level of the FLTAS was found to be .922, and % of variance of was found to be 63.08, as shown in Table 4.

Table 4. Reliability coefficients in Cronbach's Alpha and % of the Variance in FLTAS

	Reliability coefficients in Cronbach's Alpha	% of the Variance
Teachers' self-perceptions of language proficiency	.868	54.35
Teaching inexperience	.764	80.40
Lack of student interest	.840	68.42
Fear of negative evaluation	.853	62.18
Difficulties with time management	.793	71.06
FLTAS	.922	63.08

Table 5. Reliability coefficients in Cronbach's Alpha and % of the Variance in TPACK-EFL Survey

	Reliability coefficients in Cronbach's Alpha	% of the Variance
TK	.863	57.71
CK	.874	67.68
PK	.923	72.48
PCK	.842	61.42
TCK	.822	73.17
TPK	.922	69.38
TPACK	.833	66.79

4. RESULTS

4.1. Introduction

The findings of this research collected from the questionnaires in line with the research questions are presented in this section. For this purpose, the results of the three main sections of the research were presented successively: FLTA and perceived TPACK of EFL teachers. First, teachers' self-perceptions of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, and difficulties with time management were identified. Second, teachers' perceived TK, CK, PK, PCK, TCK, TPK, and TPACK were explained successively. Third, the correlation between FLTA and TPACK was identified.

4.2 Research Question 1: Do EFL Teachers Suffer From FLTA During the Teaching Process?

4.2.1. Teachers' Self-Perceptions of Language Proficiency

As illustrated in Table 6, teachers' self-perceptions of language proficiency are sufficient ($\bar{x}=1.94$). More than half of the participants stated that students' high level of English proficiency ($\bar{x}=1.92$) did not make participants feel anxious in the classroom. Besides, they thought that their knowledge of English was sufficient ($\bar{x}=1.50$), and they did not find using English in the classroom ($\bar{x}=1.51$) and teaching grammar ($\bar{x}=1.60$) challenging. Moreover, most participants did not state that they had difficulty remembering what they would teach

during the teaching process due to anxiety ($\bar{x}=1.47$). On the other hand, they stated that they sometimes had difficulty using English when they felt anxious in the class, with a mean score of 2.49. However, unfamiliar topics in the textbook ($\bar{x}=2.18$), pronunciation mistakes while speaking ($\bar{x}=2.21$), making mistakes while speaking ($\bar{x}=2.14$), unexpected questions from students ($\bar{x}=2.08$), and teaching the cultural content ($\bar{x}=2.17$) never or rarely create FLTA for most of the participants. It is also significant to note that most participants perceived their language proficiency as sufficient in the study ($\bar{x}=2.02$).

4.2.2. Teaching Inexperience

Teaching inexperience is not an influential factor that affects teachers' FLTA significantly in the study ($\bar{x}=1.40$). The findings displayed in Table 6 concluded that more than half of the participants did not encounter FLTA when they were in the classroom ($\bar{x}=1.27$), during the teaching process ($\bar{x}=1.19$), and before entering the classroom ($\bar{x}=1.27$). Moreover, lack of teaching experience ($\bar{x}=1.58$) and fear of making mistakes while the teaching process ($\bar{x}=1.72$) did not create anxiety for most participants in the study.

4.2.3. Lack of Student Interest

As shown in Table 6, lack of student interest can be regarded as the most notable factor that affects the FLTA of most of the EFL teachers in the study ($\bar{x}=3.07$). The findings displayed in Table 7 concluded that students' lack of interest in the activities ($\bar{x}=3.27$) increased the participants' FLTA. Moreover, the participants' anxiety levels increased when the students did not participate in the activities ($\bar{x}=2.67$) and when they thought that the students were bad at learning languages ($\bar{x}=3.17$).

4.2.4. Fear of Negative Evaluation

In light of the percentages and the mean scores given in Table 6, it is seen that the participants' FLTA level increases due to fear of negative evaluation when compared to their self-perceptions of language proficiency and lack of teaching experience ($\bar{x}=2.20$). Moreover, fear of negative evaluation was one of the significant factors that should be emphasized in the study. Accordingly, the mentors' observations ($\bar{x}=2.29$) and students' negative comments about them ($\bar{x}=2.35$) usually created anxiety for 15.3% and 14.4% of the participants,

respectively. Moreover, almost half of the participants stated that they did not feel panicked during the observation of the mentor-teacher in the classroom ($\bar{x}=1.98$).

4.2.5. Difficulties with Time Management

The values demonstrated in Table 6 show that FLTA due to teachers' difficulties with time management is at a low level ($\bar{x}=2.06$). More than half of the participants could finish the activities before the class ended ($\bar{x}=1.82$), and almost half of them could finish the class on time ($\bar{x}=1.98$). On the other hand, most of the participants never or rarely felt tense when they were not prepared for the class ($\bar{x}=2.38$).

Table 6. EFL Teachers' FLTA (N=111)

Factors	Items	Frequencies						Mean	Standard Deviation
			Never	Rarely	Sometimes	Usually	Always		
Self-perceptions of language proficiency	When I feel anxious in class, I have difficulty using English.	N	27	26	36	20	2	2.49	1.10
		%	24.3	23.4	32.4	18.0	1.8		
	I feel embarrassed when some students speak English better than me.	N	59	23	10	16	3	1.92	1.20
		%	53.2	20.7	9.0	14.4	2.7		
	I feel embarrassed because I am not good at English.	N	76	20	9	6	0	1.50	.86
		%	68.5	18.0	8.1	5.4	0		
	It makes me nervous to use English in class.	N	80	15	8	6	2	1.51	.97
		%	72.1	13.5	7.2	5.4	1.8		
	Unfamiliar topics in the textbook confuse me.	N	34	40	23	10	4	2.18	1.08
		%	30.6	36.0	20.7	9.0	3.6		
	I feel embarrassed when I think that I am not good at English.	N	50	28	17	12	4	2.02	1.17
		%	45.0	25.2	15.3	10.8	3.6		
	Pronunciation mistakes while I am speaking make me nervous.	N	31	46	18	11	5	2.21	1.09
		%	27.9	41.4	16.2	9.9	4.5		
	Making mistakes while I am speaking makes me feel embarrassed.	N	37	41	18	10	5	2.14	1.11
		%	33.3	36.9	16.2	9.0	4.5		
	I am bothered when I have difficulty teaching the cultural content of English.	N	37	36	21	16	1	2.17	1.07
		%	33.3	32.4	18.9	14.4	.9		
	Unexpected questions from students put pressure on me.	N	37	43	20	7	4	2.08	1.04
		%	33.3	38.7	18.0	6.3	3.6		
	I forget almost everything while I am teaching.	N	80	17	8	4	2%	1.47	.91
		%	72.1	15.3	7.2	3.6	1.8		
	I feel tense when I have difficulty teaching grammar.	N	64	31	13	2	1	1.60	.83
		%	57.7	27.9	11.7	1.8	.9		

Teaching inexperience	I feel tense when I am in the classroom.	N	91	12	6	1	1	1.27	.68
		%	82.0	10.8	5.4	.9	.9		
	I feel worried before entering the classroom.	N	87	20	3	0	1	1.27	.60
		%	78.4	18.0	2.7	0	.9		
	I feel anxious when I teach in the classroom.	N	94	14	2	0	1	1.19	.55
		%	84.7	12.6	1.8	0	.9		
Lack of student interest	I think my lack of teaching experience makes me nervous.	N	71	25	7	6	2	1.58	.95
		%	64.0	22.5	6.3	5.4	1.8		
	I fear making mistakes while I am teaching in the classroom.	N	60	31	12	7	1	1.72	.95
		%	54.1	27.9	10.8	6.3	.9		
	I feel stressed when students do not participate in the activities.	N	24	26	31	22	8	2.67	1.22
		%	21.6	23.4	27.9	19.8	7.2		
Fear of negative evaluation	I feel upset because my students are bad at learning languages.	N	12	23	31	24	21	3.17	1.26
		%	10.8	20.7	27.9	21.6	18.9		
	I feel discouraged when students lose interest in the activities.	N	7	20	36	32	16	3.27	1.11
		%	6.3	18.0	32.4	28.8	14.4		
	I feel tense when students are not interested in the activities.	N	7	23	37	31	13	3.18	1.08
		%	6.3	20.7	33.3	27.9	11.7		
Difficulties with time management	My mentors' observations make me nervous.	N	36	29	26	17	3	2.29	1.15
		%	32.4	26.1	23.4	15.3	2.7		
	I feel panicked when my mentor-teacher observes me.	N	51	28	19	9	4	1.98	1.13
		%	45.9	25.2	17.1	8.1	3.6		
	Students' negative comments about me make me nervous.	N	34	30	26	16	5	2.35	1.18
		%	30.6	27.0	23.4	14.4	4.5		
	I feel panicked when I cannot finish the class on time.	N	51	28	19	9	4	1.98	1.13
		%	45.9	25.2	17.1	8.1	3.6		
	I am nervous when I finish the activities before the class ends.	N	59	28	10	12	2	1.82	1.09
		%	53.2	25.2	9.0	10.8	1.8		
	I feel tense when I am not prepared for the class.	N	36	29	20	19	7	2.38	1.27
		%	32.4	26.1	18.0	17.1	6.3		

4.3 Research Question 2: What are the Perceptions of EFL Teachers about Their TPACK?

4.3.1. EFL Teachers' Perceived Technological Knowledge

As illustrated in Table 7, almost half of the participants in the study can use basic technological terms ($\bar{x}=7.19$). Moreover, almost half of the participants could use computer peripherals such as a printer, a headphone, and a scanner ($\bar{x}=7.73$), and most of the participants could also use digital classroom equipment such as projectors and smart boards ($\bar{x}=7.88$). On the other hand, the frequency of the participants who could use collaboration

tools in accordance with the objectives ($\bar{x}=6.29$) and learned software that helped them complete a variety of tasks more efficiently ($\bar{x}=6.97$) decreased when compared to digital classroom equipment such as projectors and smartphones, and Office programs such as Word and Powerpoint. Besides, most participants could adjust computer settings, such as installing software and establishing an Internet connection ($\bar{x}=7.45$), while they were not confident about solving common computer problems such as printer problems and Internet connection problems independently ($\bar{x}=6.13$).

4.3.2. EFL Teachers' Perceived Content Knowledge

As illustrated in Table 7, EFL teachers' perceived content knowledge is at a sufficient level ($\bar{x}=8.01$). The values demonstrated in Table 12 showed that more than half of the participants could express their ideas and feelings by speaking in English ($\bar{x}=7.93$), could express their ideas and feelings by writing in English ($\bar{x}=8.13$), could read texts written in English with the correct pronunciation ($\bar{x}=8.25$), could understand texts written in English ($\bar{x}=8.42$). However, the frequency of the participants understanding the speech of a native English speaker easily ($\bar{x}=7.36$) lowered when compared to other items in the scale.

4.3.3. EFL Teachers' Perceived Pedagogical Knowledge

The participants' perceived pedagogical knowledge is at a sufficient level in the study ($\bar{x}=7.76$). As illustrated in Table 7, half of the participants stated that they could design a learning experience that was appropriate for the level of students ($\bar{x}=7.90$), and more than half of the participants indicated that they could support students' learning in accordance with their physical, mental, emotional, social, and cultural differences ($\bar{x}=7.87$). However, the frequency of the participants who could support students' out-of-class work to facilitate their self-regulated learning lowered when compared to other items ($\bar{x}=7.54$). The values demonstrated in Table 7 also showed that most of the participants could use teaching methods and techniques that were appropriate for a learning environment ($\bar{x}=7.82$), and they could collaborate with school stakeholders such as students, parents, and teachers to support students' learning ($\bar{x}=7.83$). They could reflect the experiences that they gained from professional development programs to their teaching process ($\bar{x}=7.63$).

4.3.4. EFL Teachers' Perceived Pedagogical and Content Knowledge

The participants' perceived pedagogical and content knowledge is found at a sufficient level in the study ($\bar{x}=7.93$). As illustrated in Table 7, slightly more than half of the participants stated that they could evaluate students' learning processes ($\bar{x}=8.15$). Moreover, half of the participants indicated that they could use appropriate teaching methods and techniques to support students in developing their language skills ($\bar{x}=7.99$). Besides, most of the participants stated that they could manage a classroom learning environment ($\bar{x}=7.98$), they could prepare curricular activities that develop students' language skills ($\bar{x}=7.82$), and they could also adopt a lesson plan in accordance with students' language skill levels ($\bar{x}=7.72$).

4.3.5. EFL Teachers' Perceived Technological and Content Knowledge

The participants' perceived technological and content knowledge is at a sufficient level in the study ($\bar{x}=7.42$). The values demonstrated in Table 7 showed that more than half of the participants indicated that they could take advantage of multimedia such as videos and slideshows to express their ideas about various topics in English ($\bar{x}=8.02$). Moreover, most of the participants stated that they could benefit from using technology to contribute at a distance to multilingual communities ($\bar{x}=7.45$). On the other hand, the frequency of the participants who could use collaboration tools to work collaboratively with foreign persons such as Second Life and wiki lowered when compared to using multimedia and technology such as web conferencing and discussion forums ($\bar{x}=6.81$).

4.3.6. EFL Teachers' Perceived Technological and Pedagogical Knowledge

As shown in Table 7, the participants' perceived technological and pedagogical knowledge is at a sufficient level in the study ($\bar{x}=7.68$). The results showed that half of the participants stated that they could decide when technology would benefit teaching of specific English curricular standards ($\bar{x}=7.83$). Besides, more than half of the participants indicated that they could use multimedia such as videos and websites to support students' language learning ($\bar{x}=8.04$). Moreover, the results showed that most of the participants could meet students' individualized needs by using information technologies ($\bar{x}=7.34$), they could lead students to use information technologies legally, ethically, safely, and with respect to copyrights ($\bar{x}=7.55$), they could support students as they use technology such as virtual discussion

platforms to develop their higher order thinking abilities ($\bar{x}=7.33$). Moreover, the participants stated that they could manage the classroom learning environment while using technology in the class ($\bar{x}=8.0$), and they could also design learning materials by using technology that supported students' language learning ($\bar{x}=7.72$)

4.3.7. EFL Teachers' Perceived TPACK

In light of the percentages and the mean scores given in Table 7, EFL teachers' perceived TPACK skills are at a sufficient level ($\bar{x}=7.31$). The results showed that most of the participants could use collaboration tools to support students' language learning ($\bar{x}=7.08$), they could support students as they use technology to support their development of language skills in an independent manner ($\bar{x}=7.55$), they could use Web 2.0 tools to develop students' language skills ($\bar{x}=6.83$), and they could also support their professional development by using technological tools and resources to continuously improve the language teaching process ($\bar{x}=7.81$).

Table 7. EFL Teachers' Perceived TPACK (N=111)

	Items	Frequencies										Mean	Standard Deviation
		N	Nothing/ none (1)	2	Very little (3)	4	Some (5)	6	Quite a bit (7)	8	A great deal (9)		
TK	I can use basic technological terms (e.g. operating system, wireless connection , virtual memory, etc.) appropriately.	N				6	8	14	21	15	47	7.54	1.56
		%				5.4	7.2	12.6	18.9	13.5	42.3		
	I can adjust computer settings such as installing software and establishing an Internet connection.	N			2	5	9	10	22	24	39	7.45	1.59
		%			1.8	4.5	8.1	9.0	19.8	21.6	35.1		
	I can use computer peripherals such as a printer, a headphone, and a scanner.	N		2	2	5	4	6	14	27	51	7.73	1.70
		%		1.8	1.8	4.5	3.6	5.4	12.6	24.3	45.9		
	I can troubleshoot common computer problems (e.g. printer problems, Internet connection problems, etc.) independently.	N	5	3	4	9	22	14	21	16	17	6.13	2.13
		%	4.5	2.7	3.6	8.1	19.8	12.6	18.9	14.4	15.3		
	I can use digital classroom equipment such as projectors and smartboards.	N	1	4		3	6	5	7	20	65	7.88	1.87
		%	.9	3.6		2.7	5.4	4.5	6.3	18.0	58.6		
	I can use Office programs (i.e, Word, PowerPoint, etc.) with a high level of proficiency.	N		1	2	2	6	11	17	23	49	7.71	1.57
		%		.9	1.8	1.8	5.4	9.9	15.3	20.7	44.1		
	I can create multimedia (e.g. video, web pages, etc.) using text, pictures, sound, video, and animation.	N	4	1	6	5	11	9	14	14	47	7.08	2.26
		%	3.6	.9	5.4	4.5	9.9	8.1	12.6	12.6	42.3		
	I can use collaboration tools (wiki, Edmodo, 3D virtual environments, etc.) in accordance with my objectives.	N	3	4	7	7	21	11	18	18	22	6.29	2.19
		%	2.7	3.6	6.3	6.3	18.9	9.9	16.2	16.2	19.8		
	I can learn software that helps me complete a variety of tasks more efficiently.	N	3	4	7	7	21	11	18	18	22	6.29	2.19
		%	2.7	3.6	6.3	6.3	18.9	9.9	16.2	16.2	19.8		
CK	I can express my ideas and feelings by speaking in English.	N			6	4	5		17	23	56	7.93	1.42
		%			5.4	3.6	4.5		15.3	20.7	50.5		
	I can express my ideas and feelings by writing in English.	N		1	3	3	3		12	30	59	8.13	1.28
		%		.9	2.7	2.7	2.7		10.8	27.0	53.2		
	I can read texts written in English with the correct pronunciation.	N			2	2	4		11	31	61	8.25	1.09
		%			1.8	1.8	3.6		9.9	27.9	55.0		
	I can understand texts written in English.	N			1		3		8	34	65	8.42	.85
		%			.9		2.7		7.2	30.6	58.6		
	I can understand the speech of a native English speaker easily.	N		1	1	3	9	11	29	26	31	7.36	1.50
		%		.9	.9	2.7	8.1	9.9	26.1	23.4	27.9		
PK	I can use teaching methods and techniques that are appropriate for a learning environment.	N			2	1	4	9	20	30	45	7.82	1.34
		%			1.8	.9	3.6	8.1	18.0	27.0	40.5		

	I can design a learning experience that is appropriate for the level of the students.	N			2	1	5	8	15	30	50	7.90	1.37
		%			1.8	.9	4.5	7.2	13.5	27.0	45.0		
	I can support students' learning in accordance with their physical, mental, emotional, social, and cultural differences.	N		1	2		2	12	19	24	51	7.87	1.41
		%		.9	1.8		1.8	10.8	17.1	21.6	45.9		
	I can collaborate with school stakeholders (students, parents, teachers, etc.) to support students' learning.	N				3	7	10	12	32	47	7.83	1.37
		%				2.7	6.3	9.0	10.8	28.8	42.3		
	I can reflect the experiences that I gain from professional development programs to my teaching process.	N				3	6	17	22	18	45	7.63	1.42
		%				2.7	5.4	15.3	19.8	16.2	40.5		
	I can support students' out-of-class work to facilitate their self-regulated learning.	N				7	2	14	26	24	38	7.54	1.43
		%				6.3	1.8	12.6	23.4	21.6	34.2		
PCK	I can manage a classroom learning environment.	N	1	1	1	1	7		19	32	49	7.98	1.28
		%	.9	.9	.9	.9	6.3		17.1	28.8	44.1		
	I can evaluate students' learning processes.	N		1	1	1	4		15	37	52	8.15	1.08
		%		.9	.9	.9	3.6		13.5	33.3	46.8		
	I can use appropriate teaching methods and techniques to support students in developing their language skills.	N		1	1	5	5		17	32	50	7.99	1.25
		%		.9	.9	4.5	4.5		15.3	28.8	45.0		
	I can prepare curricular activities that develop students' language skills.	N		1	1	3	11		21	32	42	7.82	1.24
		%		.9	.9	2.7	9.9		18.9	28.8	37.8		
	I can adapt a lesson plan in accordance with students' language skill levels.	N	1	1		1	6	9	20	32	41	7.72	1.45
		%	.9	.9		.9	5.4	8.1	18.0	28.8	36.9		
TCK	I can take advantage of multimedia (e.g. video, slideshow, etc.) to express my ideas about various topics in English.	N			4	1	9		16	25	56	8.02	1.28
		%			3.6	.9	8.1		14.4	22.5	50.5		
	I can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a distance to multilingual communities.	N	2	4	5	5	8		17	28	42	7.45	1.86
		%	1.8	3.6	4.5	4.5	7.2		15.3	25.2	37.8		
	I can use collaboration tools to work collaboratively with foreign persons (e.g. Second life, wiki, etc.).	N	6	3	2	4	11	14	14	27	30	6.81	2.25
		%	5.4	2.7	1.8	3.6	9.9	12.6	12.6	24.3	27		
TPK	I can meet students' individualized needs by using information technologies.	N	1	1	4	2	5	16	19	29	34	7.34	1.73
		%	.9	.9	3.6	1.8	4.5	14.4	17.1	26.1	30.6		
	I can lead students to use information technologies legally, ethically, safely, and with respect to copyrights..	N		1		4	10	7	22	28	39	7.55	1.52
		%		.9		3.6	9.0	6.3	19.8	25.2	35.1		
	I can support students as they use technology such as virtual discussion platforms to develop their higher order thinking abilities.	N	1		3	1	10	13	25	25	33	7.33	1.62
		%	.9		2.7	.9	9.0	11.7	22.5	22.5	29.7		
	I can manage the classroom	N			1		2	9	19	32	48	8.0	1.15

	learning environment while using technology in the class.	%			.9		1.8	8.1	17.1	28.8	43.2		
	I can decide when technology would benefit my teaching of specific English curricular standards.	N			3	1	4	11	15	27	50	7.83	1.45
		%			2.7	.9	3.6	9.9	13.5	24.3	45		
	I can design learning materials by using technology that supports students' language learning.	N	1		3	1	3	11	20	26	46	7.72	1.56
		%	.9		2.7	.9	2.7	9.9	18.0	23.4	41.4		
	I can use multimedia such as videos and websites to support students' language learning.	N				2	5	9	11	25	59	8.04	1.35
		%				1.8	4.5	8.1	9.9	22.5	53.2		
TPACK	I can use collaboration tools (e.g. wiki, 3D virtual environments, etc.) to support students' language learning.	N	1	8	4	7	14		21	26	30	7.08	1.84
		%	.9	7.2	3.6	6.3	12.6		18.9	23.4	27.0		
	I can support students as they use technology to support their development of language skills in an independent manner.	N	1	2	3	6	13		18	27	41	7.55	1.58
		%	.9	1.8	2.7	5.4	11.7		16.2	24.3	36.9		
	I can use Web 2.0. tools (animation tools, digital story tools, etc.) to develop students' language skills.	N	4	4	5	5	8	13	17	20	35	6.83	2.27
		%	3.6	3.6	4.5	4.5	7.2	11.7	15.3	18.0	31.5		
	I can support my professional development by using technological tools and resources to continuously improve the language teaching process.	N			1	2	10	6	12	34	46	7.81	1.43
		%			.9	1.8	9.0	5.4	10.8	30.6	41.4		

4.4 Research Question 3. Is There a Relationship Between FLTA and The Perceptions of TPACK Among EFL Teachers?

4.4.1. The Correlation Between FLTA and TPACK

This section displays the correlation between FLTA and perceived TPACK skills of EFL teachers in the study. As seen in Table 8, it can be concluded that there was a negative correlation between FLTA and the perceived TPACK skills of the participants ($p=.31$). Accordingly, when perceived TPACK skills of the participants increased, their FLTA lowered.

Table 8. The correlation between FLTAS and TPACK

	FLTAS	TPACK
FLTAS	Pearson Correlation	1
	Sig. (2-tailed)	-.31**
	N	.00
TPACK	Pearson Correlation	1
	Sig. (2-tailed)	-.31**
	N	.00

As seen in Table 9, there was a negative relationship between teachers' self-perceptions of language proficiency and CK ($p=.00$), PK ($p=.02$), PCK ($p=.00$), TCK ($p=.00$), and TPACK ($p=.02$). A negative correlation was also found regarding the relationship between teaching inexperience and PK ($p=.00$), PCK ($p=.00$), TCK ($p=.00$), TPK ($p=.00$), and TPACK ($p=.00$). In addition, lack of students' interest seemed significantly and negatively correlated with PK ($p=.02$), TCK ($p=.02$), and TPACK ($p=.01$). Next, fear of negative evaluation was negatively correlated with CK ($p=.03$), PCK ($p=.03$), TCK ($p=.02$), and TPACK ($p=.03$). Last, difficulties with time management was negatively correlated with CK ($p=.05$), TCK ($p=.01$), and TPACK ($p=.03$).

Table 9. The correlations among the constructs of FLTAS and TPACK (N=111)

	Constructs	Teachers' self-perceptions of language proficiency	Teaching inexperience	Lack of student interest	Fear of negative evaluation	Difficulties with time management
TK	Pearson Correlation	-.14	-.13	-.07	-.16	-.12
	Sig. (2-tailed)	.11	.17	.41	.08	.19
CK	Pearson Correlation	-.35**	-.16	-.11	-.20	-.18
	Sig. (2-tailed)	.00	.07	.22	.03	.05
PK	Pearson Correlation	-.21	-.43**	-.21	-.17	-.08
	Sig. (2-tailed)	.02	.00	.02	.06	.35
PCK	Pearson Correlation	-.25**	-.46**	-.14	-.19	-.16
	Sig. (2-tailed)	.00	.00	.12	.03	.08
TCK	Pearson Correlation	-.27**	-.41**	-.20	-.21	-.22
	Sig. (2-tailed)	.00	.00	.02	.02	.01
TPK	Pearson Correlation	-.20	-.41**	-.16	-.13	-.10
	Sig. (2-tailed)	.02	.00	.08	.14	.25
TPACK	Pearson Correlation	-.22	-.36**	-.22	-.19	-.19
	Sig. (2-tailed)	.02	.00	.01	.03	.03

5. CONCLUSIONS AND DISCUSSION

This section explains the conclusions of the study and the discussions about FLTA and perceived TPACK skills of EFL teachers by presenting four subsections. The conclusions of the study, the comparison of the study with the existing literature on FLTA and TPACK, some practical recommendations for teachers, school administrations, professional development units, material and curriculum units, and learners, and recommendations for further research are presented successively in this section.

5.1. Conclusions

This research aiming to investigate whether EFL teachers encounter FLTA during the teaching process, EFL teachers' perceptions of TPACK, and the relationship between FLTA and the perceptions of TPACK among EFL teachers come up to three conclusions. First, it can be suggested that the teachers' self-perceptions of language proficiency are sufficient. Second, teaching inexperience is not an influential factor that significantly affects teachers' FLTA. Third, lack of student interest can be regarded as the most notable factor that affects the FLTA of most EFL teachers. Accordingly, the participants' anxiety levels increase when the students do not participate in the activities and think that they are bad at learning languages. Moreover, their FLTA level increases due to fear of negative evaluation when compared to their self-perceptions of language proficiency and lack of teaching experience. Accordingly, fear of negative evaluation is one of the significant factors that should be emphasized in the study, and the mentors' observations and students' negative comments about them usually create anxiety. Furthermore, FLTA due to teachers' difficulties with time management is at a low level.

When the perceived TPACK skills of the participants are investigated, some conclusions could be offered. First, almost half of the participants in the study can use basic technological terms, and they can also use computer peripherals. Moreover, most of them can use digital classroom equipment, and they can adjust computer settings while they are not confident about solving common computer problems independently. Second, the findings in the study show that EFL teachers' perceived CK, PK, PCK, TCK, TPK, and TPACK skills are at sufficient level. Third, when their perceptions of TPACK are examined especially, it can be indicated that EFL teachers in the study can use collaboration tools to support students' language learning, they can support students by providing their development of language skills independently, and they can use Web 2.0 tools, and they can also support their students' professional development through applying technological tools and resources to constantly develop the EFL teaching process.

The findings investigating the correlation between FLTA and TPACK show that there is a negative correlation between FLTA and the perceived TPACK skills of the participants in the study. Moreover, there is a negative relationship between teaching inexperience and PK, PCK, TCK, and TPK. Additionally, the relationship between difficulties with time management and TK, CK, PK, PCK, TCK, TPK, and TPACK is negatively correlated, and there is no significant correlation between teaching inexperience and TK and CK. The relation is also statistically insignificant with teachers' self-perceptions of language proficiency and TK, CK, PK, PCK, TCK, TPK, and TPACK.

5.2. Implications

Some pedagogical implications on FLTA and TPACK can be reached in light of the conclusions of the study. First of all, the current study supports the existing literature regarding the significance of EFL teachers' self-efficacy beliefs in terms of their effect on FLTA (Güngör & Yaylı, 2012; Kesen & Aydın, 2014). In the study, the participants' knowledge of English can be regarded as sufficient. They can use English effectively in the classroom, and their perceived grammar, pronunciation, speaking, listening, and vocabulary

knowledge are adequate, and they can also teach cultural content. On the contrary, the existing literature suggests that EFL teachers' self-beliefs about their limited proficiency level in FL can cause FLTA (Aydın, 2016; İpek, 2006; Kim & Kim, 2004; Öztürk, 2016). Second, teaching inexperience is not an influential factor that affects teachers' FLTA significantly in the study. On the contrary, Kesen & Aydın (2014) suggests that teachers who have more than five years of teaching experience encounter FLTA less when they are compared to novice teachers. Moreover, Aydın (2016) suggests that lack of teaching experience is the most significant source of FLTA. Third, the findings in the study indicate that students' lack of interest in the activities increased the participants' FLTA. Similarly, Aydın & Ustuk (2020) and Aydın (2016) highlight the effect of a lack of students' motivation on FLTA. Fourth, the study supports the existing literature in that EFL teachers' FLTA level increases due to fear of negative evaluation (Aydın, 2016; Han & Tuglar, 2019). Fifth, teachers' difficulties with time management are at a low level; however, studies show its effect on FLTA (Aydın, 2016). Furthermore, more than half of the participants state that students' high levels of English proficiency do not cause participants to feel anxious in the classroom. On the contrary, the students' high level of English proficiency can be a factor that affects FLTA (İpek, 2006). On the other hand, when EFL teachers' perceptions of TPACK skills are considered, the findings in the study suggest that their perceived TPACK skills are sufficient. Similarly, EFL teachers' perceptions of TPACK are regarded as high in the studies Kozikoğlu and Babacan (2019) and İşler and Yıldırım (2018). However, when the existing literature is examined, Prasojo et al. (2020) indicate that the teachers do not have enough technological knowledge. Last, when the correlation between FLTA and TPACK is examined, it can be indicated that there is a negative relationship between them. When the current literature is examined, no study specifically examines the relationship between FLTA and TPACK. Therefore the study is expected to provide the literature a new perspective in terms of investigating the link between them.

5.3. Practical Recommendations

In light of the findings of the study, practical recommendations for EFL learners, teachers, material and curriculum developers, and the school administration are offered in this section. First, EFL teachers should acknowledge the coping strategies to overcome anxiety and apply them to overcome anxiety during the teaching process. FLTA constitutes a considerable place among EFL teachers in terms of creating difficulty explaining language points and communicating with the learners. Second, the problems teachers encounter may lead to a lack of self-confidence for the learners. Therefore, FLTA is a problem that should be emphasized. On the other hand, they should be aware of the significance of using technology in the classroom; however, the effective addition of technology relies on teachers' preparedness to admit technology. Accordingly, teachers must adapt to the technology in the classrooms and develop their TPACK (Babacan & Kozikoglu, 2019). Moreover, some teachers do not use TPACK-centred education due to a lack of TPACK knowledge and capability, but they should be aware of the effectiveness of TPACK. Third, material and curriculum developers should be aware of how technology can support FLL, and without the support of these developers, the technology integration process may not improve, and they should also organize the essential training to offer educational support for the teachers. Last, the role of school administration is significant in terms of increasing collaborative work, developing cooperation among EFL teachers, and encouraging them to improve themselves. They can also form a technology laboratory for the students to enhance foreign language learning by increasing the students' motivation to learn the FL.

5.4. Recommendation for Further Research

The results of the study bring about some recommendations for further research. First, qualitative research can offer a detailed understanding of the phenomenon by getting answers from the participants via interviews and observations in further research. Second, further research can investigate other factors affecting FLTA and their perceived TPACK skills through examining the effect of the variables such as age, gender, and years of teaching experience with more participants. Third, the different contexts, such as the students' perceptions of teachers' practices, can be investigated in further research. Last, the research focused on the perceptions of FLTA and TPACK of EFL teachers in Turkey. Therefore, FLTA and perceived TPACK skills in other contexts can be offered.

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APPENDICES

Appendix 1. TPACK-EFL Survey Items

Items	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
(1) I can use basic technological terms (e.g. operating system, wireless connection, virtual memory, etc.) appropriately.	1	2	3	4	5	6	7	8	9
(2) I can adjust computer settings such as installing software and establishing an Internet connection.	1	2	3	4	5	6	7	8	9
(3) I can use computer peripherals such as a printer, a headphone, and a scanner.	1	2	3	4	5	6	7	8	9
(4) I can troubleshoot common computer problems (e.g. printer problems, Internet connection problems, etc.) independently.	1	2	3	4	5	6	7	8	9
(5) I can use digital classroom equipment such as projectors and smart boards.	1	2	3	4	5	6	7	8	9
(6) I can use Office programs (i.e. Word, PowerPoint, etc.) with a high	1	2	3	4	5	6	7	8	9

level of proficiency.									
(7) I can create multimedia (e.g. video, web pages, etc.) using text, pictures, sound, video, and animation.	1	2	3	4	5	6	7	8	9
(8) I can use collaboration tools (wiki, edmodo, 3D virtual environments, etc.) in accordance with my objectives.	1	2	3	4	5	6	7	8	9
(9) I can learn software that helps me complete a variety of tasks more efficiently.	1	2	3	4	5	6	7	8	9
(10) I can express my ideas and feelings by speaking in English.	1	2	3	4	5	6	7	8	9
(11) I can express my ideas and feelings by writing in English.	1	2	3	4	5	6	7	8	9
(12) I can read texts written in English with the correct pronunciation.	1	2	3	4	5	6	7	8	9
(13) I can understand texts written in English.	1	2	3	4	5	6	7	8	9
(14) I can understand the speech of a native English speaker easily.	1	2	3	4	5	6	7	8	9
(15) I can use teaching methods and techniques that are appropriate for a learning environment.	1	2	3	4	5	6	7	8	9
(16) I can design a learning experience that is appropriate for the level of students.	1	2	3	4	5	6	7	8	9
(17) I can support students' learning in accordance with their physical, mental, emotional, social, and cultural differences.	1	2	3	4	5	6	7	8	9

(18) I can collaborate with school stakeholders (students, parents, teachers, etc.) to support students' learning.	1	2	3	4	5	6	7	8	9
(19) I can reflect the experiences that I gain from professional development programs to my teaching process.	1	2	3	4	5	6	7	8	9
(20) I can support students' out-of-class work to facilitate their self-regulated learning.	1	2	3	4	5	6	7	8	9
(21) I can manage a classroom learning environment.	1	2	3	4	5	6	7	8	9
(22) I can evaluate students' learning processes.	1	2	3	4	5	6	7	8	9
(23) I can use appropriate teaching methods and techniques to support students in developing their language skills.	1	2	3	4	5	6	7	8	9
(24) I can prepare curricular activities that develop students' language skills.	1	2	3	4	5	6	7	8	9
(25) I can adapt a lesson plan in accordance with students' language skill levels.	1	2	3	4	5	6	7	8	9
(26) I can take advantage of multimedia (e.g. video, slideshow, etc.) to express my ideas about various topics in English.	1	2	3	4	5	6	7	8	9
(27) I can benefit from using technology (e.g. web conferencing and discussion forums) to contribute at a	1	2	3	4	5	6	7	8	9

distance to multilingual communities.									
(28) I can use collaboration tools to work collaboratively with foreign persons (e.g. Second Life, wiki, etc.).	1	2	3	4	5	6	7	8	9
(29) I can meet students' individualized needs by using information technologies.	1	2	3	4	5	6	7	8	9
(30) I can lead students to use information technologies legally, ethically, safely, and with respect to copyrights.	1	2	3	4	5	6	7	8	9
(31) I can support students as they use technology such as virtual discussion platforms to develop their higher order thinking abilities.	1	2	3	4	5	6	7	8	9
(32) I can manage the classroom learning environment while using technology in the class.	1	2	3	4	5	6	7	8	9
(33) I can decide when technology would benefit my teaching of specific English curricular standards.	1	2	3	4	5	6	7	8	9
(34) I can design learning materials by using technology that supports students' language learning.	1	2	3	4	5	6	7	8	9
(35) I can use multimedia such as videos and websites to support students' language learning.	1	2	3	4	5	6	7	8	9
(36) I can use collaboration tools (e.g. wiki, 3D virtual environments, etc.) to support students' language learning.	1	2	3	4	5	6	7	8	9

(37) I can support students as they use technology to support their development of language skills in an independent manner.	1	2	3	4	5	6	7	8	9
(38) I can use Web 2.0 tools (animation tools, digital story tools, etc.) to develop students' language skills.	1	2	3	4	5	6	7	8	9
(39) I can support my professional development by using technological tools and resources to continuously improve the language teaching process.	1	2	3	4	5	6	7	8	9

Appendix 2. The Foreign Language Teaching Anxiety Scale

PART 1: Background Questionnaire

Your age _____

Your gender Female (1) Male (2)

Type of public school you have been working

a. Primary School

b. Secondary School

c. High School

Your educational status

a. BA.

b. MA.

c. Ph.D

Teaching experience in years _____

PART 2. The Teaching Anxiety Scale

Items	Never	Rarely	Sometimes	Usually	Always
When I feel anxious in class, I have difficulty using English.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed when some students speak English better than me.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed because I am not good at English.	(1)	(2)	(3)	(4)	(5)
It makes me nervous to use English in class.	(1)	(2)	(3)	(4)	(5)
Unfamiliar topics in the textbook confuse me.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed when I think that I am not good at English.	(1)	(2)	(3)	(4)	(5)
Pronunciation mistakes while I am speaking make me nervous.	(1)	(2)	(3)	(4)	(5)
Making mistakes while I am speaking make me feel embarrassed.	(1)	(2)	(3)	(4)	(5)
I am bothered when I have difficulty teaching the cultural content of English.	(1)	(2)	(3)	(4)	(5)
Unexpected questions from students put pressure on me.	(1)	(2)	(3)	(4)	(5)
I forget almost everything while I am teaching.	(1)	(2)	(3)	(4)	(5)
I feel tense when I have difficulty teaching grammar.	(1)	(2)	(3)	(4)	(5)
I feel tense when I am in the classroom.	(1)	(2)	(3)	(4)	(5)
I feel worried before entering the classroom.	(1)	(2)	(3)	(4)	(5)
I feel anxious when I teach in the classroom.	(1)	(2)	(3)	(4)	(5)
I think my lack of teaching experience makes me nervous.	(1)	(2)	(3)	(4)	(5)
I fear making mistakes while I am teaching in the classroom.	(1)	(2)	(3)	(4)	(5)
I feel stressed when students do not participate in the activities.	(1)	(2)	(3)	(4)	(5)
I feel upset because my students are bad at learning languages.	(1)	(2)	(3)	(4)	(5)
I feel discouraged when students lose interest in the activities.	(1)	(2)	(3)	(4)	(5)
I feel tense when students are not interested in the activities.	(1)	(2)	(3)	(4)	(5)
My mentors' observations make me nervous.	(1)	(2)	(3)	(4)	(5)
I feel panicked when my mentor-teacher observes me.	(1)	(2)	(3)	(4)	(5)
Students' negative comments about me make me nervous.	(1)	(2)	(3)	(4)	(5)
I feel panicked when I cannot finish the class on time.	(1)	(2)	(3)	(4)	(5)
I am nervous when I finish the activities before the class ends.	(1)	(2)	(3)	(4)	(5)
I feel tense when I am not prepared for the class.	(1)	(2)	(3)	(4)	(5)

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Merve YAKUT

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Balıkesir Üniversitesi, Yabancı Diller Eğitimi Bölümü	2019
Yüksek Lisans	İstanbul Medeniyet Üniversitesi, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı	Devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2020-	MEB Aksaray Gülağaç Ortaokulu	İngilizce Öğretmeni

YABANCI DİLLER

İleri düzeyde İngilizce

Başlangıç düzeyinde Almanca