

**An Investigation of Foreign Language Teaching Anxiety  
among EFL and EMI Arab Teachers in UAE.**

دراسة حول القلق المتصل بتدريس اللغات الأجنبية لدى معلمي اللغة الإنجليزية  
كلغة أجنبية ومعلمي المواد الأخرى التي تستخدم اللغة الإنجليزية كلغة التدريس  
في الإمارات العربية المتحدة

by

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**A dissertation submitted in partial fulfilment  
of the requirements for the degree of  
MASTER OF EDUCATION**

at

**The British University in Dubai**

**January 2023**

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## **ABSTRACT**

Teachers' fear, apprehension, unease, or worry might be related to foreign language teaching or teaching other subjects using foreign languages. This is referred to as "foreign language teaching anxiety". The present research aims at investigating teaching anxiety among EFL and EMI Arab teachers in UAE. The research questions are addressed using a transformational concurrent mixed method research. The study representative sample included one hundred thirty-six Arab EFL (English teachers) and EMI (math, science, and ICT teachers) from three different school types (American, British, and MOE curriculum schools) in the UAE. A mixed-form questionnaire was used as the research instrument. SPSS was used to analyze the study's quantitative data. While qualitative data analysis was done through thematic analysis. According to the results, rarely do teachers experience foreign language teaching anxiety; they rarely faced problems of self-perception of language proficiency, teaching inexperience, fear of negative evaluation, and difficulties in time management. However, they sometimes faced a lack of students' interest. The study indicates that there is a statistically significant difference in the level of foreign language teaching anxiety according to (gender, years of experience, school type, and age). The results of the study also showed that anxiety has positive impacts on teachers as it enhances their self-improvement, motivation, and creativity and it urges them to plan and self-control. On the other hand, teaching anxiety has negative impacts on teachers that affect their personality, teaching process, and evaluation. Future studies recommended may investigate other factors affecting teachers' anxiety. These factors include supervision and evaluation consequences, student level of language proficiency and type of the skill being taught.

**Keywords:** Foreign Language Teaching Anxiety, EMI (English as a medium of instruction), FLTAS(The Foreign Language Teaching Anxiety Scale) , EFL.

## الخلاصة

إن حالات الخوف والقلق والتوتر التي تنتاب المعلمين قد تكون ناجمة عن تدريس لغة أجنبية، أو تدريس مادة لغة تدريسها أجنبية. وهذا ما يُعرف باسم "التوتر المتصل بتدريس لغة أجنبية". تهدف هذه الدراسة إلى البحث في حالات التوتر المتصلة بالتدريس لدى مدرسي اللغة الإنجليزية ومدرسي المواد التي لغة تدريسها الإنجليزية في دولة الإمارات العربية المتحدة. وقد تم اتباع أسلوب البحث المندمج المختلط للإجابة على أسئلة البحث. اشتملت عينة الدراسة على 136 مدرساً لمادة اللغة الإنجليزية كلغة أجنبية ولمواد يتم تدريسها باللغة الإنجليزية (الرياضيات والعلوم وتقنية المعلومات والاتصالات) (وهم مدرسون عرب) من ثلاثة أصناف من المدارس: مدارس المنهاج الأمريكي والمنهاج البريطاني ومنهاج وزارة التربية والتعليم بدولة الإمارات. كما تم استخدام استبانة مختلطة كأداة للبحث. وتحليل النتائج الكمية للدراسة تم استخدام برنامج SPSS. أما النتائج النوعية يتم تحليلها باستخدام التحليل الموضوعي. كشفت النتائج عن أن لدى المدرسين مستوى منخفضاً جداً من القلق المتصل بتدريس لغة أجنبية. فنادرًا ما واجهوا مشكلة الفهم الذاتي بشأن الكفاءة اللغوية أو قلة الخبرة التدريسية أو الخوف من التقييم السلبي أو صعوبات في إدارة الوقت. مع ذلك فقد واجهوا في بعض الأحيان مشكلة عدم الاهتمام عند الطلاب. وقد بينت الدراسة أن هناك فرقاً ذا دلالة إحصائية في مستوى قلق تدريس اللغة الإنجليزية بحسب: الجنس وسنوات الخبرة ونوع المدرسة والعمر. كما أظهرت نتائج الدراسة أن للقلق آثاراً إيجابية على المدرسين من خلال تعزيز جهود التحسين الذاتي، وتعزيز الدافعية والإبداعية لدى المدرسين، وحثهم على التخطيط وضبط النفس. إضافة إلى ذلك، لقلق التدريس آثار سلبية على المدرسين حيث يؤثر على شخصيتهم وعلى العملية التعليمية وعلى تقييمهم. ويُقترح إجراء دراسات تبحث في العوامل التي تسبب القلق لدى المعلمين وتشمل الإشراف والتقييم وما يترتب عليهما من نتائج، ومستوى المهارة اللغوية لدى الطلبة والمهارة اللغوية التي يقوم المعلم بتدريسها.

**الكلمات الرئيسية:** قلق تدريس لغة أجنبية، اللغة الإنجليزية كلغة تدريس، مقياس القلق عند تدريس

**اللغات الأجنبية، اللغة الإنجليزية كلغة أجنبية.**

## **DEDICATION**

I dedicate this thesis to my parents, who always mean more to me than they will ever know. Mommy, I'm only able to achieve success in life because of your unconditional support and encouragement. Daddy, the older I get, the more I realize how important it is to have a father like you.

I also dedicate this thesis to my dear husband. I will never be able to put into words how grateful I am for your presence in my life. I am grateful for everything you have done for me, for believing in me, pushing me to excellence, and recognizing my fears, worries, and anxieties before I realize they are there. There aren't words to express my gratitude for all of the sacrifices you made for me to achieve my goals.

I must not forget my second family; my father-in-law Yousef Saleh- and my mother-in-law, who have been a source of my insistence to achieve this success. I dedicate this thesis to them, too.

In addition, I dedicate this thesis to the friends of my spirit, my brothers and sisters, who are always supportive for me when life's challenges get me down.

Furthermore, I dedicate this thesis to those who make my life worth living, and who hold my heart for a lifetime, my daughter Eleen and my son Yousef

You, all, are a great support for me, and I feel fortunate to have you by my side.

## ACKNOWLEDGMENT

First and foremost, I have to express my deepest gratitude to the supervisor I worked with, **Dr. Tendai Charlies**, for all the insights he brought as well as the continuous support and patience he gave me during my Master's program. During my academic research, Dr. Tendai's vast knowledge and vast experience have been a great encouragement to me.

Furthermore, a special thanks to my friend Lina and her husband, Fuad Najeeb Alkhasawneh, for the great effort they have made during this time. Supporting me during this difficult time has helped me not to give up, and to always proceed ahead toward my goals.

It would be my pleasure to express my sincere gratitude to the principal of the school I worked at, Mrs. Lutfiah Barakeh. Since she approved all my research assignments at the school, I was able to conduct them successfully. I really appreciate your constructive support.

Intense gratitude goes to my friends, especially for Mrs Muna , Areej, Mais ,Amal and Yasmine for being beside me all the time, thank you for the positive energy you gave during the study time.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

English is a fundamental widely spoken worldwide language; hence, it has become mandatory for everyone, regardless of age, career, or social class, to study it. Universities and other institutions of higher learning also use English as their academic language (Ahmad, 2016). It is commonly believed that English is becoming a more broadly used language and that one can engage in a variety of social activities through it. Since language is more than just a means of expression, it aids in the formation of relationships and the understanding of how to interact in various social contexts depending on sociolinguistic circumstances (Amira, 2019). English is essential for a nation's effective participation in the global economy because it gives people access to essential knowledge, skills, and employment opportunities and makes it possible for organizations to establish and maintain worldwide ties (Ahmad, 2016). English is also considered the fourth most common native language in the world, mainly because it is the official language with the greatest number of speakers. Even in countries where it is not the primary spoken language, it is the main language used in international affairs. The majority of tourism authorities and other government officials who interact with the public in many nations know English, making it without a doubt the language of international trade, commerce, tourism and numerous further industries (Setiyadi, 2020).

The importance of the English language in today's society is well acknowledged. As a result, there is a growing need for more people to learn it. Additionally, there are a variety of elements that contribute to that language becoming dominant and significant; some consider it as their window to the outside world because they may use it to communicate with people in other nations because to its widespread use. Others consider English language to be a source

of information because they think they can use it to check on recent studies and read books from other nations. It is also acknowledged that the English language is becoming a useful tool for communication, engagement in international business, and gathering information about events throughout the world (Tantawy, 2020). Moreover, for greater educational and employment prospects, English is widely recognized as a ticket to the world community. Thus, the importance of the English language in uniting all peoples and cultures is unquestionable. In almost all nations where it is not the national tongue, English is regarded as a second language. In addition, the basic goal of learning any language is to acquire simple language for everyday conversation.

In accordance with Ahmad's study (2016), the adaptability, productivity, utility, and universality of the English language make it necessary to learn it. Sharing thoughts, feelings, and opinions with others is communication. This could be of intellectual, interpersonal, verbal, or written variety. To make engagement meaningful and to be understood, two-way communication procedures inspire, inform, propose, warn, order, change behavior, and establish better connections. In response to globalization, English has become the worldwide language of academic communication during the previous few decades. This has resulted in a widespread phenomenon in which academic courses are taught using English as the medium of instruction in non-English speaking countries (EMI). As a result, English-medium instruction (EMI) is a growing educational trend, especially among institutions of higher Education (Oraif & Alrashed, 2022).

Teachers are viewed as key players in the teaching-learning process, and it is presumed that they are responsible individuals who play significant roles in the educational system. In other words, teachers have traditionally been seen as responsible people who may act and behave in

accordance with social norms, theories, and their personal beliefs (Abou-Assali, 2013). It might be difficult for teachers to teach English to non-native speakers. In other words, teaching English includes more than just a class lectured, it is also a process incorporates several activities, and it is the teacher's job to figure out when and how to integrate students in the learning environment. EFL teachers are motivated to give their students the information necessary to be somewhat proficient in the target language (Setiyadi, 2020).

Anxiety related to learning a foreign language is a special type of anxiety all its own. The importance of emotional variables has long been acknowledged in the context of foreign language education. Among these elements, foreign language anxiety is thought to have a negative effect on proficiency and learning of foreign languages. A hazy fear or attitude of trepidation is how anxiety is typically defined. Those emotions include self-doubt, unease, concern, and apprehension. Numerous studies have consistently shown a link between students' proficiency in learning a language and their anxiety about speaking a foreign language (Botes et al., 2020). Foreign language anxiety is the fear that students or teachers may experience when learning or teaching a foreign language. Anxiety about learning a second or foreign language is a widespread, incapacitating emotion that has a variety of effects on students and teachers (Alrashidi, 2022).

In more details, the difficulties experienced by foreign language teachers are frequently mentioned by academics. Whether a teacher is inexperienced or seasoned, worry can manifest at various levels. Foreign language teaching anxiety is a term used to describe the uneasy feelings and situations that arise in target language classrooms. Teachers are anticipated to be fluent in the target language. While speaking the target language, non-native language teachers

may encounter unpleasant situations because acquiring a language is a lifelong endeavor (Alrashidi, 2022).

This research paper will look at the status of Foreign Language Teaching anxiety among EMI and EFL Arab Teachers.

### **1.1.1 Background**

The UAE is a country where communications are conducted exclusively in Arabic, but English is the country's main lingua franca. UAE has made major efforts to hire professionals and experts from outside who possess the required knowledge, capabilities, experience, and skills in an effort to stay up with economic and social advances. The UAE has worked to ensure innovative advancements and improvements by employing foreign labor in the public and private sectors. To do this, the government has encouraged relationships and links with numerous foreign businesses, groups, and academic institutions (Abou-Assali, 2013). The future development of the UAE centers on its residents being well-educated and holding degrees from reputable higher education institutions due to the profound changes in the Arab world and the rest of the world. Therefore, UAE residents must acquire a wide range of skills, competencies, and current knowledge to keep up with the demanding and novel demands of the twenty-first century (Dorsey, 2018).

English has been connected to development and modernity, and it is now being offered as a need for growth. According to a new policy that prioritizes its usage in elementary and secondary schools, it plays an active part in the highly competitive worldwide market. As a result, Arabic, the native language of the Emiratis, will not be promoted as a medium of communication in the classroom. Instead, the adoption of "content and language integrated

learning" (CLIL) was defined as one new policy that should assist the promotion of English as a medium of instruction. Using English in math and science classrooms is one component of this transition (Lababidi, 2016). As Tantawy (2020) study stated, and because English dominates the worldwide market, the UAE has no alternative but to train its workforce in English in order to function in the global economy. This has resulted in English becoming a second or foreign language, as well as a language of academic study. It has also been seen as more of a tool than of a subject in educational institutions.

A solution to anxiety has been found in the UAE by hiring and assigning English-speaking teachers from countries such as Australia, Canada, the United States, and the United Kingdom to elementary and secondary schools. These teachers either have taught in the public schools themselves or have collaborated with other educators who speak Arabic ((This includes both male and female Emirati English language teachers)). Boosting English usage in schools and giving Emirati students direct access to native and near-native English speakers are the goals for this program (Lababidi, 2016). A major obstacle to the rollout of the EMI in the UAE has been the global market as well as ideological pressures. Such pressures have led to the policy being extended in various regions of the country, including elementary schools in Abu Dhabi, the country's capital. The cognitive abilities of students have been significantly impacted by this EMI application. With English serving as the primary language of instruction and communication in tertiary education, students with minimal exposure to English will lack the confidence to communicate in English (Tantawy, 2020).

There is a fundamental premise in the EMI literature about English language learners, as they perceive themselves as being at risk of falling behind in terms of their proficiency requirements. The literature identifies two major obstacles: the methods used and the

resources available. Additionally, it is suggested that the four EMI-related categories listed below represent the principal difficulties and challenges: Linguistics, cultural, structural, and identity-related (Abou-Assali, 2013). Linguistic obstacles are problems with a language that teachers and students run across while participating in EMI programs. The inherent linguistic difficulties in the variety of different degrees of language proficiency among English language learners are taken into consideration by instructors who employ EMI. These difficulties frequently result in subsequent difficulty facing non-native students who fail to grasp native lecturers' accented English. Additionally, they have trouble understanding lectures that are provided via EMI (Botes et al., 2022). Cultural differences further emphasize the disparity between the characteristics and objectives of learners inside and outside the country. For instance, the cultural barriers will be greatly impacted by the experience of the EMI instructor. For instance, a British teacher might discover that L2 university students are unaccustomed to this teaching approach because they tend to be passive learners and prefer a more traditional method of education (Abou-Assali, 2013). Uncertainty about cultures is another such issue. This happens in EMI programs when teaching English rather than the native tongue has an associated and apparent superiority. The challenge of EMI affecting culture is real; however, there is little evidence that it does so (Oraif & Alrashed, 2022). The lack of sufficient EMI programs and support staff, which are incapable of meeting the demands of a varied population, are structural problems in EMI classrooms that are related to overall coherence. According to research, EMI instructors may be reluctant to teach because they lack confidence or because there are no financial incentives for them to do so.

### **1.1.2 Statement of the problem**

As discussed in Abou-Assali (2013) study, the UAE Ministry of Education and Education Councils have developed their educational programs with a greater emphasis on educational objectives and results. The strategy plans to pay little attention to the emotions and feelings of the incoming non-native EFL teachers. In addition, there is a lack of information on how non-native EFL teachers handle the difficulties of the practicum experience, not to mention teaching mathematics and science using English as the medium of instruction, in addition to teaching English as a subject. In a recent study of Oraif & Alrashed (2022) concerning lack of confidence, linguistic difficulties may overlap. Administrators and prospective EMI teachers may have different opinions on this issue because little to no institutional support exists for achieving the distinguishing levels of expertise that are required to teach EMI courses. Finally, yet importantly, identity-related (institutional) difficulties are connected to how the stakeholders, teachers who teach in certain EMI programs, and students who are enrolled in them interpret the identity of those programs.

UAE implements strategies and policies to fulfill its vision and requirements with a major focus on the learners and a minor concern about the teachers' feelings while implementing strategies inside the classroom. Recently, the concern of EFL teaching anxiety became an area of interest for most academic research, but in developing countries like UAE, studies into academic involvement in teaching anxiety are still in an emergent stage in both EFL and EMI contexts.

### **1.1.3 Objective of the study**

The main objective of the study is to investigate teaching anxiety among the EFL and EMI Arab teachers in UAE. Hence, this study explores the level of Teaching anxiety among

teachers in addition to studying the variation between some demographic features and Teaching anxiety. Moreover, this study concerns the benefits and drawbacks of teaching anxiety on teachers.

## **1.2 Research questions**

For the purpose of this study, three main questions were postulated to answer as follows:

### **1.2.1 Research question (1):**

To what extent are Arab non-native EFL and EMI teachers in UAE affected by foreign language teaching anxiety?

A. What levels of foreign language teaching anxiety are experienced by the teacher participants?

B. What is the most predominant factor that directly causes foreign language teaching anxiety in the classroom atmosphere?

### **1.2.2 Research question (2):**

Does the teaching anxiety level of EFL and EMI teachers differ according to some demographic features (teaching subject, gender, teaching experience, degree of graduation, teaching level, school type and age)?

Accordingly, the following null hypotheses were formulated for the above-mentioned questions to be tested at the probability level of 0.05:

1. Null H0.1 There is no gender-specific difference in EFL and EMI teachers' teaching anxiety.

2. Null H0.2 There is no Teaching Subject-Specific difference in EFL and EMI teachers' teaching anxiety.

3. Null H0.3 There are no years of teaching experience-specific differences in EFL and EMI teachers' teaching anxiety.
4. Null H0.4 There is no degree of graduation-specific difference in EFL and EMI teachers' teaching anxiety.
5. Null H.05 There is no teaching level-specific difference in EFL and EMI teachers' teaching anxiety
6. Null H0.6 There is no school type-specific difference in EFL and EMI teachers' teaching anxiety.
7. Null H07 There is no degree of age-specific difference in EFL and EMI teachers' teaching anxiety.

#### 1.2.3 Research question (3):

What are the effects of teaching anxiety on EFL and EMI teachers positive or negative?

### **1.3 Significance of the Study:**

The concerns of foreign language teachers have recently been the subject of the attention of educators and scholars. As there are surprisingly few studies in the literature that focus on the anxiety experienced by non-native English teachers when teaching English, this study will hopefully fill that gap in the literature. As a result, it will contribute to the expansion of FLTA research in the UAE context, where there is a lack of studies on teaching anxiety in the UAE context. Identifying the levels of teaching anxiety will help educational institutions and policyholders to realize the status of FL and EMI teachers in the UAE teaching context. In terms of the classroom atmosphere, they can decide which policy has a positive impact on teachers to proceed with and which policy has a negative impact on them to amend or stop implementing.

Teachers will greatly benefit from the study's findings by making EFL classrooms less stressful. Through the use of the provided statistics, they will become more aware of the problem of teaching anxiety. Aside from that, they will have a better understanding and thus have control over the factors that cause teaching anxiety.

The following section reviews the literature regarding foreign language teaching anxiety and presents its theoretical framework. Specifically, it addresses and synthesizes theories and empirical studies about the constructs of teaching anxiety, foreign language teaching anxiety, and its impact on teachers. Moreover, the construct of the foreign language teaching anxiety scale and its relation to some demographic features are also explained.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Theoretical framework**

#### **2.1.1 The construct of Foreign Language Teaching Anxiety**

Anxiety can be defined as a state of uncertainty, trepidation, or concern over a situation. It is a typical and frequently beneficial emotion, but if it persists and gets out of control, it can hinder daily life and be a crippling condition. One can treat anxiety problems with counseling, medication, or a combination of the two. Mental illnesses such as anxiety disorders are one of the most prevalent (Carveth, 2021). Anxiety can also be defined as a normal human emotion characterized by feelings of worry, nervousness, or unease. It is a natural and frequently beneficial emotion. Yet, when a person experiences disproportionate levels of anxiety on a regular basis, it may develop into a medical disorder. Additionally, anxiety is a mental and physical condition that has a set of distinct emotional, bodily, cognitive, and behavioral symptoms. An adaptive response mobilizes the body to protect against, combat, or escape anxious stimuli. The stimulus could have been a previous external or internal trigger or antecedent. It can be difficult to pinpoint the precise causes of anxiety because so many different elements, including biological, psychological, social, and other influences, can affect it (Kráľová, 2016).

There are various types of anxiety, which are referred to as state anxiety and trait anxiety. In response to stress or danger, people often experience transient, situational anxiety known as state anxiety or situation anxiety. It refers to a temporary and specific type of anxiety that is triggered by a particular situation, event, or circumstance. For example, someone may experience situation anxiety before giving a speech, taking a test, or starting a new job. Unlike

trait anxiety, which is a more long-term personality characteristic, situation anxiety is a response to a specific situation that can vary from person to person and from situation to situation. Trait and state anxiety can both be affected by genetic and environmental causes, and they can both change over time because of therapy or major life events (Leal et al., 2017). Examples of situations that may trigger state anxiety include public speaking, taking a test, navigating a dangerous situation or teaching anxiety. While state anxiety can be uncomfortable, it can also be helpful in motivating a person to take action and handle the situation effectively. Teaching anxiety is a state type of anxiety, which means it is a transient and situational type of anxiety brought on by particular events or situations, like teaching or giving a presentation in front of people.

Facilitative anxiety and debilitative anxiety are two different types of anxiety that can affect an individual's performance. Facilitative anxiety is a type of anxiety that can be beneficial to an individual's performance. It is also known as "eustress" or "good stress" and it can motivate and energize an individual to perform at their best. For example, an athlete who experiences facilitative anxiety before a competition may feel a sense of excitement and energy that helps them perform at their best. Debilitative anxiety, on the other hand, is a type of anxiety that can be harmful to an individual's performance. It is also known as "distress" and it can interfere with an individual's ability to think and perform. For example, an athlete who experiences debilitative anxiety before a competition may feel nervous and unable to focus, which can negatively affect their performance (Tochahi & Sangani, 2015). Both types of anxiety are normal and natural experiences, but it is important to recognize the difference and to learn how to manage them. For example, facilitative anxiety can be channeled and directed in a positive way, while debilitative anxiety may need to be reduced. To manage debilitative

anxiety, it is important to develop techniques such as deep breathing, positive self-talk, visualization, and relaxation techniques. Additionally, seeking support from a therapist or counselor can be helpful in managing debilitating anxiety (Ninggar, 2020).

Anxiety related to studying or using a foreign language is referred to as foreign language anxiety. This form of anxiety can develop for a variety of causes, including the fear of making mistakes, of being evaluated by others, or of not being able to communicate successfully. Foreign language anxiety can affect people of all ages and ability levels and negatively affect language acquisition, resulting in diminished motivation and language proficiency. Foreign language anxiety can be managed and reduced through techniques including adopting a positive outlook toward the language, creating attainable goals, and asking for support from others (Leal et al., 2017). Foreign language anxiety is a specific type of state anxiety that occurs in individuals who are learning or using a foreign language. It is related to the process of acquiring and using a second or foreign language. It is characterized by feelings of nervousness, tension, and self-doubt in situations where the individual is required to speak, listen, read, or write in the foreign language. The major anxiety types include; Generalized Anxiety Disorder, Panic Disorder, Social Anxiety Disorder, Specific Phobias, Obsessive-Compulsive Disorder and foreign language anxiety (Amira, 2019). Foreign language anxiety can be caused by a variety of factors such as lack of confidence in language abilities, cultural and social factors, past negative experiences with language learning, and perfectionism. It is important to note that foreign language anxiety is a normal and common experience among language learners and can be mitigated with the help of a teacher or therapist (Alrashidi, 2022). Additionally, the subjective emotions of tension, apprehension, uneasiness, and worry are sometimes included in the definition of anxiety. It is also evident that any human being can

experience anxiety as a psychological symptom when they become uncomfortable in strange situations. Any specific circumstance a person encounters, such as a frightening one, might cause anxiety and unpleasant emotional responses. As a result, anxiety is a reaction to any form of stress or worry that allows one to maintain control over appliances (Amira, 2019).

When language teachers or instructors teach a foreign language to students, they may feel dread, uneasiness, or tension. This condition is referred to as teaching foreign language anxiety. This kind of anxiety can be brought on by a variety of things, including the worry of being judged by students or coworkers, the concern of not being able to manage the classroom, and the dread of not being able to communicate effectively. Any amount of experience in teaching a foreign language can cause teaching anxiety, which can have a negative effect on the teaching and learning process. Teachers and instructors can manage and lessen teaching foreign language anxiety by using techniques including thorough planning, asking for help from colleagues, and fostering a happy and supportive learning environment (Ninggar, 2020).

### **2.1.2 The construct of English as medium instruction (EMI)**

The idea of using English as the main language of instruction in educational settings where the students' first language is not English is known as English Medium Instruction (EMI). This design assumes that students can learn the subject topic and the target language (English) simultaneously. The premise underlying the use of English in the classroom is that all students, regardless of prior language skill, would be able to comprehend and use the language in an academic setting. It also encompasses the idea that using English in the classroom will give students better access to educational opportunities and resources as well as aid in the improvement of their English language abilities (Abou-Assali, 2013).

English as the Main Language of Instruction (EMI) can also be defined as the term used to describe the use of English as the primary language of instruction in educational settings, typically in non-English speaking nations. When teaching disciplines like science, math, and the humanities to pupils while utilizing English as their primary medium of instruction, this method is employed in higher education, secondary schools, and primary schools. Enhancing students' English language skills and preparing them for a more globally connected and multilingual workforce are the two main objectives of EMI (Rose et al., 2021). The use of EMI has gained popularity in recent years due to the growing importance of English as a global language, particularly in fields such as business and technology. This has led to an increased demand for individuals with strong English language skills, and many institutions have responded by incorporating EMI into their curriculum. In some cases, EMI is used in conjunction with other languages, such as the mother tongue or a regional language, to support students in their language development (Lasagabaster, 2016).

However, the implementation of EMI is not without challenges. One of the biggest challenges is the limited proficiency in English of many students, which can lead to difficulties in understanding lectures, participating in class discussions, and completing assignments. In order to support these students, many institutions have developed language support programs, such as language classes, tutoring, and writing centers, to help students develop their English language skills (Rose et al., 2021). Another challenge is the potential loss of cultural identity and heritage, as students are taught subjects using a language that is not their native language. This can lead to a disconnection from their cultural roots, and a loss of appreciation for their own language and culture. To mitigate this, it is important for institutions to include cultural

and language courses in their curriculum, as well as provide opportunities for students to engage in cultural activities and events (Abou-Assali, 2013).

In conclusion, the construct of English as Medium of Instruction (EMI) offers many benefits to students, including access to a wealth of knowledge and resources, and improved employment prospects. However, it is also important to recognize and address the challenges that come with EMI, including limited English proficiency among students, potential loss of cultural identity, and the need for teacher support and training. With the right support and resources in place, EMI can be an effective and valuable tool for promoting multilingualism and preparing students for a globalized world.

### **2.1.3 Theories that underline Teaching Anxiety**

There are several theories that underlie teaching anxiety. These theories attempt to explain the causes and effects of teaching anxiety and provide a framework for understanding and addressing the issue. One of the most well-known theories is the self-efficacy theory, which was developed by Albert Bandura. This theory suggests that individuals who believe in their ability to perform a task or achieve a goal are more likely to be successful than those who do not. In the context of teaching, self-efficacy refers to a teacher's belief in their ability to effectively teach and engage students. Teachers who lack self-efficacy may experience anxiety, as they may doubt their ability to effectively teach and engage students (Merc, 2015).

Another theory that underlies teaching anxiety is the social cognitive theory, which also developed by Albert Bandura. This theory suggests that individuals learn by observing and imitating the behavior of others. In the context of teaching, this theory suggests that teachers

who have observed and imitated effective teaching strategies and behaviors may be more likely to be successful than those who have not (Govindaraju, 2021).

Finally, the psychoanalytic theory of anxiety, developed by Sigmund Freud, suggests that anxiety arises from unconscious conflicts and fears that are repressed by the individual's mind. In the context of teaching, this theory suggests that teachers may experience anxiety as a result of unconscious conflicts and fears related to their teaching role, and that this anxiety may be related to past experiences or unresolved issues (Carveth, 2021). These ideas offer several viewpoints on the causes and effects of teaching anxiety, and they can be utilized to create understanding and coping mechanisms. It is crucial to remember that anxiety is a complicated and multifaceted emotion, and various things can both cause and maintain anxiety in teachers.

#### **2.1.4 Foreign language teaching anxiety scale (FLTAS)**

Anxiety over teaching foreign languages is known as FLTA. FLTA can result from a number of things, including a lack of confidence in one's language skills, a fear of making mistakes, or cultural barriers. FLTA can have a detrimental effect on language acquisition since it can cause a decline in motivation, lower class attendance, and a decline in language proficiency (Ipek, 2016). It is clear that a measurement tool must be created in order to examine the scale's elements and use it to gain a deeper knowledge of the connections between anxiety levels and prospective factors in a descriptive research environment. Thus, the FLTAS (Foreign language teaching anxiety scale) was created to close this gap by creating a scale to assess foreign language teaching anxiety among teachers (Aydin & Ustuk, 2020).

The construct of Foreign Language Teaching Anxiety Scale (FLTAS) refers to the concept or measurement tool used to assess anxiety levels in individuals who are learning or teaching a

foreign language. The scale is typically used to measure anxiety specifically related to language learning or teaching, rather than general anxiety. It is a tool that is used to measure the level of anxiety of foreign language learners and teachers, it may vary in format (paper-based or online) and it typically includes questions about feelings of nervousness, apprehension, and worry in relation to speaking, listening, reading, and writing in a foreign language. It is important to note that the construct of FLTAS is not meant to diagnose an anxiety disorder, but rather to measure anxiety related to language learning or teaching (DeVellis, 2016).

Regarding scale development in terms of FLTA, three earlier research will be mentioned. Ipek (2016) created a 26-item, five-factor scale in the second scale development study. To create the item pool for the scale, a qualitative investigation was conducted as the initial step. A preliminary scale with 42 items was built based on a diary research with 32 non-native EFL teachers. 241 in-service non-native EFL teachers received the scale's final iteration after the pilot test. Second, the qualitative information gathered helped to create a scale that can measure the stress associated with teaching foreign languages. The "Foreign Language Teaching Anxiety Scale" (FLTAS) had 26 items in its final form and was a five-point Likert-type scale.

It is vital to mention that Merc (2011) conducted research on pre-service EFL teachers' experiences and created a measure for his dissertation that he dubbed the Foreign Language Student-Teacher Anxiety Scale. His scale, though, was just for preservice teachers.

DeVellis (2016) investigated the question pool for the FLTAS which was made up of 45 items related to teaching anxiety, and were derived from the qualitative research's data. The

45 elements were developed to represent the FLTAS's goals. A Likert scale with a range of one to five (never=1, rarely=2, sometimes=3, often=4, always=5) was used for the response format of the items. The pilot version of the FLTAS consisted of these 45 Likert scale items.

In conclusion, this study was guided by a number of concerns that drew from the body of literature and earlier discussions on FLTA. There is a strong need to contextualize FLTA as a multidimensional construct that incorporates features of both the teacher as a language learner/user and the teacher as an instructor, even though the research mostly focuses on anxiety in a language-learning environment rather than a teaching context. Multiple aspects and viewpoints can be included in a measurement tool like FLTAS to help better comprehend the complex FLTA phenomena.

### **2.1.5 Factors that cause foreign language teaching anxiety**

Previous researches have demonstrated that lack of confidence, personal fears, supervisor evaluations, etc. can all contribute to teaching anxiety in the classroom, also teaching a specific language area, level, or class size might cause teachers to feel uncomfortable.

However, teachers' anxiety manifests itself in the classroom when they are carrying out their professional duties. Teacher's anxiety is mostly caused by a lack of confidence, ambiguity, and discomfort in the classroom. These factors can be outlined as follows (Aydin, 2016; Can, 2018):

- Self-perception of language proficiency

A self-perception is an idea, conviction, or mental representation because of how you perceive or comprehend something. One of the most important assumptions that affects someone's capacity is how they evaluate their own capacity to complete a task. Teachers

are more likely to act on an idea if they have the potential to do so, whereas they are less likely to do so if they have negative thoughts. It appears that teachers' perceptions about themselves have a significant impact on their performance. As a result, the mix of opinion, beliefs, and attitudes that reflect how EFL teachers view their English ability is known as self-perception, and considered as an important factor for causing anxiety among teachers.

- Teaching inexperience

Another significant and frequent cause of teaching anxiety among prospective EFL teachers may be a lack of prior teaching experience. In addition, teaching anxiety can arise from the lack of prior teaching activities. This is mainly caused by the start of the lesson, which makes teachers feel uncomfortable. This can be seen in worsen the learning environment and creating additional issues including anxiety, excitement, stress, and forgetfulness.

- Lack of students' interest

Most of the time, students lose interest and excitement in language learning as a result of unfavorable emotions including low self-esteem, excessive worry, a harsh and discouraging teacher, psychologically unsafe classroom environments, and most importantly, teachers' anxiety. The ability to increase students' motivation to learn, however, is not impossible. Teachers should encourage students' attention and take wise efforts toward boosting motivation by incorporating engaging activities into lessons, creating nurturing surroundings, and positively rewarding students.

- Difficulties in time management

Teachers work hard to provide students with an engaging learning environment. While a lot of time is spent planning the most effective lessons for students and without clear processes, a classroom can quickly become a time management nightmare for teachers. Hence, difficulties in time management can cause clear anxiety among teachers.

- Fear of negative evaluation

Throughout the teaching and learning processes, teachers struggle with their anxiety of receiving poor feedback and evaluation. Fear of being judged negatively stems from a concern about not being able to make a good impression in social situations. This fear can cause anxiety among English language teachers.

To sum up, the findings of (Amira, 2019) showed that teaching language skills and grammar along with inadequate class preparation are the main sources of anxiety among newly hired teachers, but lacking confidence and teaching productive skills are the key drivers of anxiety in the teaching class. Additionally, permanent teachers appeared to have significant levels of foreign language teaching anxiety more so than student teachers did. Moreover, according to (Kaewwichian & Jaturapitakkul, 2018) study, in the processes of teaching and learning, teachers' perceptions of themselves are crucial. Teachers' beliefs of themselves not only affect their behavior and decision-making, but also offer important information about various facets of education. Based on the proceedings, the conceptual framework of this study can be illustrated in the following section.

### **2.1.6 Sources of Foreign Language Teaching Anxiety Teachers**

Teachers frequently suffer teaching anxiety, which can appear in a variety of ways, including trepidation, self-doubt, and worry that they will not be able to instruct and engage students

effectively. These emotions can affect a teacher's motivation to keep teaching as well as their capacity to impart knowledge. We will look at the reasons that teaching anxiety occurs, how it affects students, and coping mechanisms in this post (Amira, 2019).

One of the main causes of teaching anxiety is lack of confidence in one's teaching abilities. This can stem from a lack of experience, a lack of training, or even a lack of support from colleagues or superiors. When a teacher feels uncertain about their ability to teach, they may become anxious about the possibility of not being able to effectively engage and instruct students. This anxiety can then lead to a cycle of negative thoughts and behaviors that further erodes their confidence (Aydin, 2016). Another common cause of teaching anxiety is fear of being assessed or evaluated by others. This can include fear of receiving negative feedback from colleagues, fear of being evaluated by superiors, or fear of being criticized by parents or students. These fears can lead to feelings of insecurity and a sense of vulnerability, which can contribute to anxiety (Can, 2018).

The effects of teaching anxiety can be significant and far-reaching. Anxiety can affect a teacher's ability to teach and can affect their motivation to continue teaching. When a teacher is anxious, they may have difficulty focusing on their teaching and may become easily distracted. This can make it difficult for them to effectively engage and instruct students. Additionally, anxiety can lead to feelings of stress and burnout, which can further erode a teacher's motivation to continue teaching.

Foreign language teaching anxiety is related to instructional duties when an anxious teacher's performance is compromised. Even brilliant and experienced teachers might have their performance and effectiveness in the classroom hindered by this type of anxiety. Moreover,

inefficient classroom management produces teaching anxiety, which can lead to concerns in the classroom such as being unable to think clearly, negatively engaging with students, having "too soft" or "too severe" interactions with students, and presenting questionable thoughts (Amira, 2019).

Pre-service teachers experience anxiety as other instructors do before beginning their teaching practicum. Anxiety among pre-service teachers is divided into three phases: before, during, and after the teaching hour. The first pre-service phase teachers' anxiety includes the possibility that using unique tactics in the first class will cause them to become anxious and incorrectly arrange the lesson. The contact between the teacher and the students, as well as time management in classrooms, serve as examples of the second stage. In the final phase, instructors continue to experience anxiety and consider their performance as well as the assessments and feedbacks made by their administrators, supervisors, and/or inspectors (Alrashidi, 2022). The connection between pre-service English as Foreign Language (EFL) teachers' anxiety levels and their self-efficacy attitudes toward teaching languages as studied, to gauge foreign language anxiety, Foreign Language Student Teaching Anxiety Scale was developed and used to demonstrate the moderate level of language teaching anxiety experienced by pre-service English teachers (Can, 2018).

Moreover, anxiety develops in future teachers when they must instruct in English. A number of factors can incite anxiety among pre-service teachers, including unexpected questions, teaching speaking, motivating students, managing classes, teaching students from English-speaking nations, observing teaching, and knowing the teaching culture. As explained by Can (2018), Observation, recording, supervision, using a new teaching technique, using the time effectively, being unfamiliar with students, first impressions, and pre-service teachers'

negative attitudes toward the class, a large class, anxiety about being a teacher are reasons for teaching practicum anxiety. It may also be brought on by worrying about not meeting the required objectives. As stated in Abou-Assali (2013) study, the greatest cause of anxiety for pre-service teachers may be derived from the multiple roles they play during their teaching experience as novice teachers and students. This dichotomy of responsibilities results in a worrying and unclear scenario. They must learn how to manage the additional duties that come with each function and how to adopt or adapt to different circumstances.

Moreover, Sources of foreign language teaching anxiety among experienced English teachers can include (Merc, 2011):

1. Burnout: Experienced teachers may feel overwhelmed and stressed from years of teaching, which can lead to burnout and anxiety.
2. Changing educational policies and standards: Changes in educational policies and standards can be a source of anxiety for experienced teachers, as they may need to adapt their teaching methods.
3. New technology or teaching methods: The integration of new technology or teaching methods can cause anxiety for experienced teachers who are not familiar with these changes.
4. Classroom management issues: Managing a class can still be a source of anxiety for experienced teachers, particularly if they are dealing with challenging students.
5. Performance evaluation: The fear of being evaluated or receiving negative feedback from superiors can also be a source of anxiety for experienced teachers.

6. Dealing with student diversity: Experienced teachers may feel anxious about effectively teaching a diverse group of students with different learning styles and backgrounds.
7. Time constraints: The pressure of limited time to cover a large amount of material can also cause anxiety for experienced teachers.

In conclusion, teaching anxiety is a common experience among teachers, whether experienced ones or pre-service teachers, and can manifest in a variety of ways. It can stem from a lack of confidence, fear of being judged or evaluated, or past negative experiences. The effects can be significant and far-reaching, affecting a teacher's ability to teach and motivation to continue teaching. To overcome teaching anxiety, it is recommended to be well-prepared, set realistic goals, use positive self-talk and visualization, as well as to seek support from colleagues or a professional counselor.

### **2.1.7 The effects of teaching anxiety on EFL and EMI teachers**

The process of educating someone is what prepares him or her to become civilized members of society. It serves as the dividing line between civilized and less civilized countries. No country can prosper until the goal of education is attained. The rate of education inside a nation determines its future. Additionally, countries develop, enhance, and transform their financial status into a sovereign one through the primary method (Kesen & Aydin, 2014). Moreover, there are individuals who impart knowledge and promote others' humanity and experiences. These teachers provide the country's education their very best efforts. They instruct students through discourse and instruction. When compared to other living things, vocal communication is what sets humans apart. It serves as a tool for the teachers to

accomplish their goals. The more efficiently students follow instructions, the more effectively a teacher can communicate (Lababidi, 2016).

Low performance and a variety of other variables can both be indicators of language anxiety. One of them is the exchanges between the teachers. The academic success of students will also be impacted by the teacher's own anxiety. The findings indicate a negative, moderate, and significant relationship between instructors' anxiety and their competence in teaching English as a second language (Abou-Assali, 2013). The influence of teaching anxiety on subject teachers who are compelled to teach in a language in which they are not completely fluent or competent, is something that needs to be better understood in circumstances As EMI becomes more common in content teaching. Their professional identity and self are also impacted, in addition to the quality, techniques, and processes of their instruction.

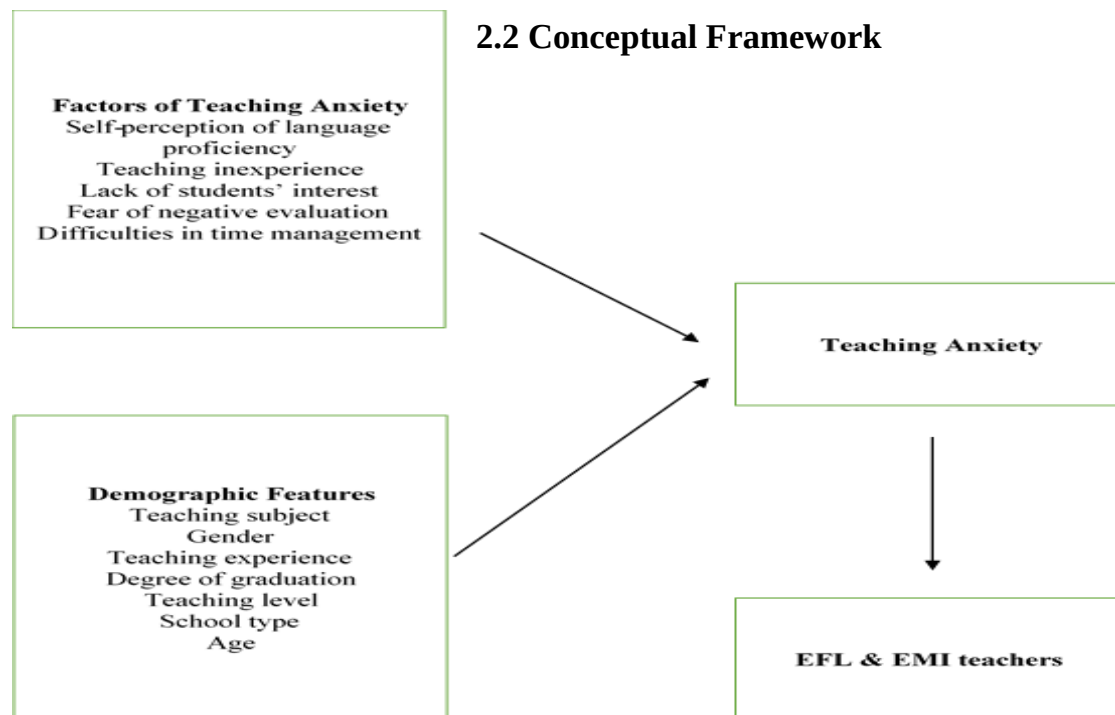


Figure 2. 1 Conceptual Framework of the study.

As can be seen from the conceptual framework, Demographic data along with other factors like: Self-perception of language proficiency, teaching inexperience, Lack of students' interest, Fear of negative evaluation and difficulties in time management that are defined earlier can have a direct impact on teaching anxiety. While Demographic data in this study can be viewed as Teaching subject, Gender, teaching experience, Degree of graduation, teaching level and school type.

Teaching Anxiety is a critical emotional state that might have a negative influence on learning and teaching. It can make teaching less successful. In a similar vein, it makes for unpleasant working conditions and professional circumstances; as a result, teaching could be an avoided activity. As a result, ineffective and improper teaching behaviors are produced. To put it another way, psychological theories states that teaching anxiety is considered as an ongoing process that is influenced and changed by experience and practice. In other words, anxious teachers might make students anxious and perform poorly. Because of teaching anxiety, a teacher can prefer to take charge, avoid trying out new teaching strategies, and become burned out (Aydin, 2021).

Anxiety is one of the most commonly studied emotive variables in the field of applied linguistics. According to Aydin and Ustuk (2020), positive teacher psychology is not solely beneficial for instructors, but teachers' well-being is also crucial to students. Moreover, teaching anxiety as can be seen in the conceptual framework have an impact on EFL and EMI teachers.

## **2.3 Related Studies**

### **2.3.1 Previous studies related to factors of teaching anxiety**

According to many researchers, teachers are the key change agents in the classroom. Almost all educational changes have placed a strong emphasis on effective teaching and learning procedures. Therefore, any calls for increasing the academic and accomplishment standards for students have resulted in plans and projects for the expansion and development of teachers' professional fields.

As a result, a lot of research in the literature have looked at teaching anxiety from distinct viewpoint. Additionally, researchers have looked into teachers' worries, stress, attitudes, and more recently, their sentiments and emotions, and their impact on teaching English as a foreign language, as well as English as a medium of instruction. The majority of related studies on this topic has focused on language anxiety experienced by foreign language students rather than that experienced by foreign language teachers. Nevertheless, the following are the most related previous studies to the research variables and questions.

As reported by (Merc, 2011) study, and with qualitative data collection techniques, this study sought to identify the causes of foreign language student teacher anxiety that Turkish EFL student teachers encountered during their teaching practicum. The study included 150 student instructors in the English Language Teaching Program at Anadolu University who were finishing up their practicum as part of their requirements for graduation. The causes of anxiety among foreign language student teachers can be attributed to six factors. These include the characteristics of the students and teachers, the classroom management, the teaching processes, being observed, and mentorship. A qualitative study (Abou-Assali, 2013) investigates the emotional experiences, difficulties, and coping mechanisms that EFL teachers

encountered throughout their practicum. Six male and ten female pre-service instructors made up the sample of 16. Focus groups, in-depth one-on-one semi-structured interviews, and critical reflection writing were all used as data collection techniques. The data analysis found that participants experienced a wide range of positive and negative feelings, most of which were related to their classroom practices, language competence, professional expertise, and the help they got throughout their practicum. Reformulating of the teaching education program and clarifying who is responsible for what (student teacher, college supervisor, school principal, and class mentor) during your practicum experience were indicated by challenges encountered that emerged within the same context. The majority of the other tactics were passive in response to the difficulties faced, whereas individuals used few positive, successful alternatives. The results also highlight that universities and training schools need to collaborate and coordinate better.

Another study (Kesen & Aydin, 2014), looked into the attitudes toward teaching as a profession held by a group of Turkish EFL (English as a Foreign Language) instructors. The results showed that experienced instructors had lower anxiety levels than less experienced instructors, It was also found that instructors' anxiety levels were highly correlated with their years of experience. The factors influencing the anxiety of new teachers can thus be examined, and possible solutions to reduce anxiety can be suggested.

While research has focused mainly on identifying anxiety among foreign language learners, its causes and consequences, and methods for reducing it among foreign language learners, anxiety among foreign language teachers has not received much attention. Accordingly, (Aydin, 2016) study aims to investigate the reasons behind foreign language pre-service teachers' anxiety in the context of teaching anxiety in English as a foreign language (EFL). An

essay paper, interviews, reflections, and a background questionnaire were used to gather qualitative information. The findings showed that FLTA occurs before, during, and after pre-service teachers' instructional activities. The study also discovered that the origins of FLTA include the instructors' personality, perceptions of low-level language competency, fear of a negative evaluation, teaching demotivation and motivation, inexperience in teaching, and technical concerns. It was advised that FLTA awareness concerns be incorporated in the curricula of pre- and in-service training programs.

In another study (Kaewwichian & Jaturapitakkul, 2018) that aimed to examine self-perception of English proficiency of Thai teachers, the investigation looked into the connection between the teachers' perceived English proficiency and their actual English proficiency. Thai instructors from 27 different lower secondary schools around Thailand participated in the survey as responders. This study's design was quantitative in nature. As a result, questionnaires served as the primary study tool. The CEFR framework served as the basis for the questionnaire's item design, which concentrated on descriptors of the A1 to B1 levels. The results indicated that Thai Lower Secondary EFL teachers had a favorable opinion of their level of English ability. Additionally, there was a slender correlation between participants' perceptions of their own abilities and their CEFR levels of English competence.

As part of Can's (2018) study, a literature review was carried out to identify the gaps in the literature, and more definitions on FLTA were found to be inadequate for many other aspects of the concept itself. This study began by defining FLTA, a widely used concept that has recently emerged. Moreover, the study aimed to explore anxiety-provoking factors experienced by pre-service EFL teachers during their teaching practicum amid real classroom settings. Specifically, the study aimed to make a novel classification of anxiety-provoking

factors, namely FLTA sources. Twenty-five pre-service EFL teachers studying at Balikesir University's ELT department participated in this study. Several methods were used to gather qualitative data, including background questionnaires, interviews, reflections, and essays. In addition to cognitive, affective, and socio-cultural factors, the pre-service EFL teachers reported feelings of anxiety in real classroom settings when teaching English to young learners.

A recent study (Amira, 2019) starts a causal comparative study of anxiety in permanent secondary school teachers with one to four years of teaching experience and instructors completing their teaching practicum. Two research approaches are used: an interview with permanent teachers employed in various secondary schools in Biskra and a questionnaire created for ENS Constantine's student teachers. The findings showed that teaching language skills and grammar along with inadequate class preparation are the main sources of worry among newly hired instructors, but lacking confidence and teaching productive skills are the key drivers of anxiety in the teaching practicum. Additionally, permanent teachers appeared to have significant levels of foreign language teaching anxiety more so than student teachers did.

Whereas Alrashidi (2022) study aimed to investigate the causes of pre service non-native English as a foreign language (EFL) teachers' anxiety related to teaching foreign languages. During their teaching practicum, 14-pre service Saudi EFL teachers enrolled in a public university took part in this study. An extensive semi-structured interview served as the study's primary method of data collecting. The findings of the thematic analysis of the data identified five primary causes of anxiety: teaching topics that are new, fear of receiving a poor grade, lack of preparation and having a high-class size.

Oraif & Alrashed (2022) study examined how college students at Al-Imam University in Riyadh, Saudi Arabia, who are enrolled in general courses feel about the use of English as the language of instruction (EMI). The correlation between their past language test results and current reflections is investigated. A poll with 24 female participants revealed that they had a favorable opinion of employing EMI in their course, according to the results. The results of the participants' language evaluation tests and their present emotions, however, were not related.

### **2.3.2 Previous studies related to Demographic features**

Check & Okwo (2012) study evaluated the elements that contribute to anxiety and the effects of gender, qualification, experience, cultural background, school location, and size on teachers' perceptions of stress. It also examined the factors generating stress. A sample of 986 instructors were chosen for the study from a population of 5482 using the Ex post-facto research methodology. An online survey with 19 items was used to get the data. To respond to the study question and test the hypothesis at a probability threshold of 0.05, mean and multiple regression analysis were performed. Results showed a number of significant stress-producing elements. These factors did not affect how stress was perceived.

Hestand (2018) discussed the most frequent cause for behavioral referrals and to determine the impact of teacher gender, age, experience, and school environment on the reasons for behavioral referrals to the school's intervention team or the Individual Education Plan (IEP) team. It also looked at instructors' self-efficacy and contrasted their perspectives of teaching general education students with behavior issues with those of teaching kids with emotional disturbances (ED). Compared to dealing with kids with ED, teachers' self-efficacy was noticeably higher with general education students.

While another study (Aydin, 2021) aimed to analyze the variables associated with teaching anxiety in terms of its causes and consequences and to provide an overview of the most recent research on the topic. By listing the journals, finding the research papers, filtering, evaluating, and examining the 108 papers that were reviewed for the study. The study found that teaching anxiety levels and affective states were not clearly correlated, but that teaching anxiety levels and demographic factors were. Another finding revealed that education, material expertise, and teaching successfully lower teaching anxiety levels. The findings also demonstrated that teaching anxiety was significantly influenced by the traits of teachers and students, instructional methodologies, time and classroom management, planning, school climate, and technological use.

Triastuti & Herawati (2022) study examined gender, age, occupation, place of residence, and anxiety relation to one another in the context of the education system during the coronavirus disease 2019 (COVID-19) pandemic. The DASS 42 questionnaire, which was provided to 181 respondents, was employed in this study's descriptive-analytic cross-sectional design to assess anxiety. Purposive sampling was utilized as a sample technique, while the Chisquare test and multivariate analysis were used for data processing. With a p-value of 0.05 (OR = 0.341), there is a significant association between the nature of the job and the prevalence of anxiety. With p 0.05 (OR = 0.489), it was determined that there was a significant association between age and the prevalence of anxiety. Anxiety in the school setting during the COVID-19 pandemic was significantly correlated with the demographic parameters overall, with a p value 0.05 and R Square of 0.069. During the COVID-19 pandemic, there was a significant correlation between the demographic characteristics and the occurrence of anxiety in the community's educational environment, with p 0.05 being the cutoff.

When compared to more experienced instructors, Kesen and Aydn (2014) discovered that new instructors at a private institution in Turkey experienced less teaching anxiety. Additionally, Aslrasouli and Vahid (2014) investigated how gender influenced Iranian EFL teachers' levels of anxiety and discovered that gender was not a significant factor that may have affected teachers' anxiety.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

A study's methodology includes various parts, such as the design, the process for collecting data, the methodologies for analyzing data, and the procedures for specific treatment applied (Khalid, 2017). The research undertaken in this particular study is to investigate foreign language teaching anxiety (FLTA) in classrooms among Arab EFL and EMI teachers, which was the purpose of the current study in the UAE context. The methodology of the study is therefore presented in this chapter. Detailed descriptions of the research paradigm and design, the research sample, the data collection instrument, the data collection procedure, the data analysis procedure, validity and reliability, and ethical considerations are provided.

### **3.2 Research Design**

The research method is a way of thinking and acting that the researcher utilized to structure, examine, and communicate his or her ideas in order to arrive at plausible results and facts regarding the subject matter being studied. Epistemology refers to beliefs about knowledge and how it is formed. This is one of the philosophical assumptions, which academics use to select which techniques and methodologies to use (Crotty, 1998; Lather, 2006). The epistemology of a researcher affects all stages of the research process, including implicit assumptions regarding the nature of knowledge as well as the creation of hypotheses, research questions, and research methods (Pallas, 2001).

According to Kasonde-Ng'andu (2013), the research design is an outline, strategy, or system that a researcher uses to develop answers to research questions. It is essentially a framework for addressing a research subject through the use of methodologies and tactics. As a consequence, a concurrent transformative mixed method design was adopted in this investigation.

In mixed research, both qualitative and quantitative methods are used to collect, analyze, integrate, and draw conclusions from a single study or program of inquiry (Creswell, 2008), suggesting that researchers do not rely exclusively on conventional research methods (Whitehead & Schneider, 2013). The use of concurrent mixed methods research strategies depends on the simultaneous collection of both qualitative and quantitative data (Kroll & Neli, 2009). The Concurrent mixed method design involves the collection of qualitative and quantitative data simultaneously. The concurrent transformational design is one of its types. However, the transformational differs from other types by incorporating data in the interpretation phase, and its theoretical perspective influences its direction. Kumatongo, B. & Muzata, K. K. (2021).

Researchers generally agree that various paradigms can be used to explain and solve problems (Perera, 2018). Hence, pragmatism is the paradigm for this study which underpins the mixed method philosophical paradigm (Creswell & Creswell, 2018). Social scientists prefer pragmatism because it allows researchers to have a full grasp of the phenomena under investigation along with the flexibility inherent in this paradigm to pick the methodologies, strategies, and processes relevant to the objectives and aims of the study (Morgan, 2007).

The researcher employed a cross-sectional mixed-form survey, which may be conducted reasonably rapidly depending on sample size and study population availability. Its objective is to generalize results from a representative sample to a wider target population (Omair, 2015).

### **3.3 Sampling and context**

This study was carried out in the United Arab Emirates, a country in which English is studied and taught as a foreign language and there are schools that use English as a medium of instruction in math,

science, and technology. Teaching in the UAE is mostly carried out by non-native EFL and EMI instructors of various nationalities.

Kamangar F & Islami F, 2013 described sampling as selecting individuals from a population to represent a statistically representative sample. Hence, this study sample was limited to groups of teachers in Ajman, Sharjah, Abu Dhabi, and Umm Al Quwain. One hundred thirty-six Arab EFL (English teachers) and EMI (math, science, and ICT teachers) from three different school types (American, British, and MOE curriculum schools) in the UAE. Teachers ranged in age from 21 to over 60, and they all taught at various levels from foundation to secondary. All participants live in different emirates of the UAE. All of the participants' first language is Arabic, and they have varying levels of teaching experience and degrees. Figure 1 describes the setting.

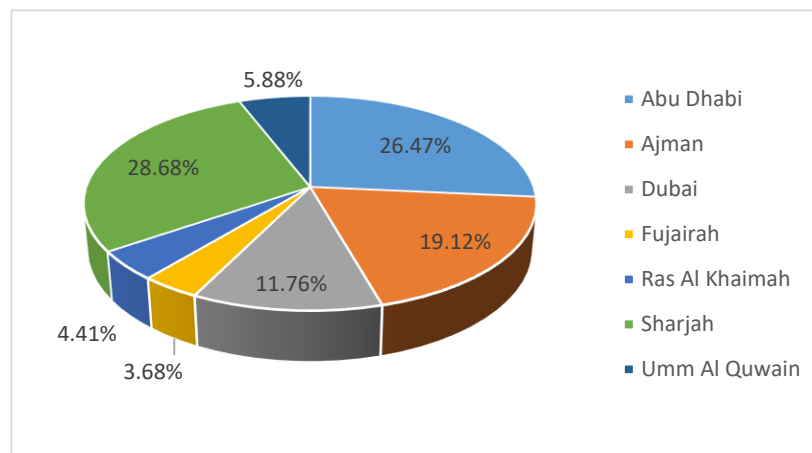


Figure3. 1 Study sample of the setting

The stratified random sampling strategy was followed in this research which is defined by simple random sampling but within predefined subgroups (Majid, U, 2018). The mixed-form questionnaire was electronically circulated to the teacher groups on social media, BUID Med

students (only the EMI and EFL teachers), and also circulated to the schools where the researcher worked.

### **3.3.1 Distribution of the sample as per the demographic data.**

The present study's sample size was 136 participants. Gender, age, teaching subject, teaching experience (number of years), degree of graduation, teaching level, and school type were the sociodemographic factors studied.

#### **A. Sample distribution based on gender.**

Figure 3.2 highlighted that women made up more than half of the study population (68.4%) and 31.6% were males. The unequal female-male ratio is consistent to some extent with the actual teacher population which is dominated by female teachers in UAE schools.

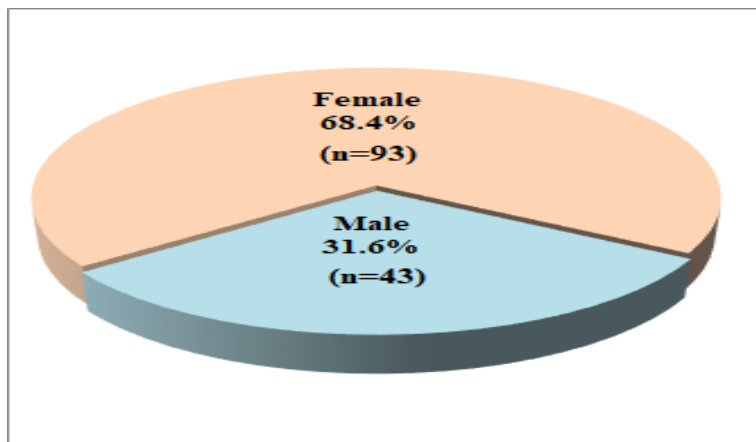


Figure3. 2 Sample distribution based on gender

#### **B. Sample distribution based on their age groups.**

Figure (3) illustrates the age groups of the participants. They are stated, in a descending order according to the percentage, as follows: 30 to 40 years (49.3%), 40 to 50 (22.1%), 21 to 30 (20.6%), 50 to 60 (6.6%), and above 60 years (1.5%).

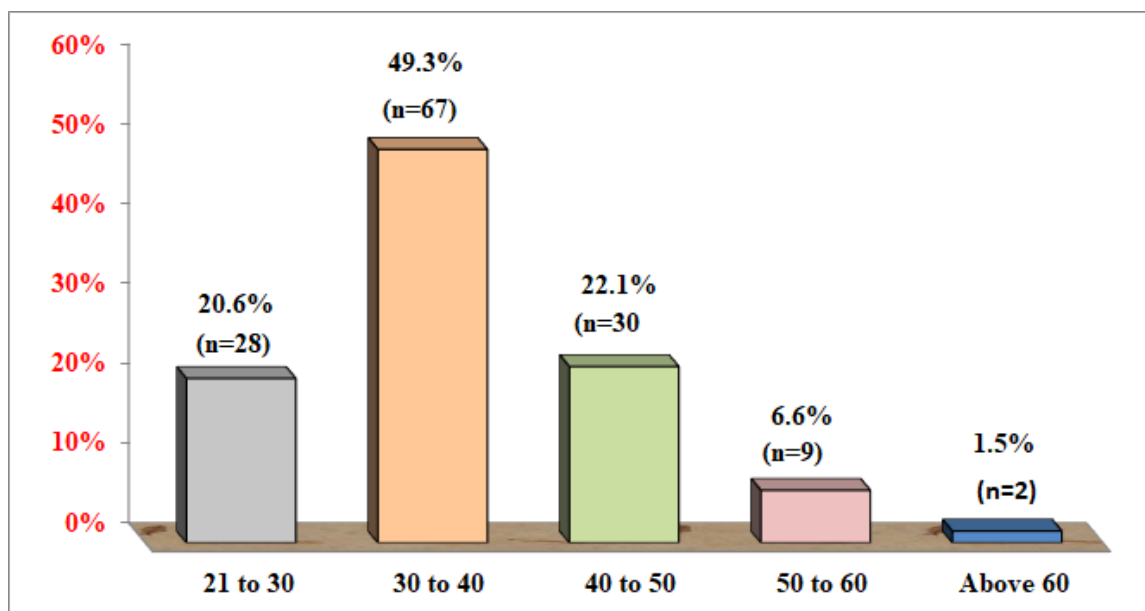


Figure3. 3 Sample distribution based on their age groups.

**C. Sample distribution based on their socio-demographic information related to teaching subject, teaching experience (number of years), degree of graduation, teaching level, and school type.**

Table 3.1 below points out that the highest percentage of the study population is for English teachers (44.9%). The science and ICT (information and communication Technology) teachers (using English as a medium of instruction) share the lowest percentage of 16.9% for each. The math teachers have the percentage of 21.3%, coming in the second place. In terms of number of years of teaching experience, the results reveal that the majority of the participants are experienced teachers with the percentage of 62.5% (with 6 years and above). In the second place, the beginners take the percentage of 23.5% (with 1 to 3 years). The transitioned teachers (with 4 to 5 years of experience) take the percentage of 14.0%. Regarding the degree of graduation, the majority of the participants hold the bachelor's degree (82.4%). Holders of the

doctoral degree take the lowest percentage of 0.7%. The remaining 16.9% goes to the holders of the master's degree. In light of the teaching level, the results display that the participants teaching the intermediate and secondary are equal in percentage (36.8%). The elementary stage teachers take the percentage of 22.1%. The lowest portion of participation belongs to the foundation stage with a percentage of 2.9%. Finally, the last section of the table illustrates that the study population for participants working in an American curriculum school and in a Ministry of Education curriculum school was nearly equal. They take the percentages of 47.9% and 44.9%, respectively. The rest of 8.1% of participants teach the British curriculum.

Table 3. 1 Sample distribution based on socio-demographic information.

| Socio-demographic characteristics         |                                                           | N  | %     |
|-------------------------------------------|-----------------------------------------------------------|----|-------|
| Teaching Subject:                         | English                                                   | 61 | 44.9% |
|                                           | Math (in English)                                         | 29 | 21.3% |
|                                           | Science (in English)                                      | 23 | 16.9% |
|                                           | ICT (information and communication Technology) in English | 23 | 16.9% |
| Teaching Experience<br>(number of years): | 1 year                                                    | 14 | 10.3% |
|                                           | 2 years                                                   | 7  | 5.1%  |
|                                           | 3 years                                                   | 11 | 8.1%  |
|                                           | 4 years                                                   | 11 | 8.1%  |
|                                           | 5 years                                                   | 8  | 5.9%  |
|                                           | 6 years                                                   | 13 | 9.6%  |
|                                           | 7 years                                                   | 5  | 3.7%  |

|                      |                                                  |     |       |
|----------------------|--------------------------------------------------|-----|-------|
|                      | 8 years                                          | 4   | 2.9%  |
|                      | 9 years                                          | 8   | 5.9%  |
|                      | 10 or more                                       | 55  | 40.4% |
| Degree of graduation | Bachelor's Degree                                | 112 | 82.4% |
|                      | Master's Degree                                  | 23  | 16.9% |
|                      | Doctorate Degree                                 | 1   | 0.7%  |
| Teaching level       | Foundation stage Pre KG, KG1, KG2                | 6   | 4.4%  |
|                      | Elementary or Primary level /Cycle1*Grade 1 to 4 | 30  | 22.1% |
|                      | Intermediate level/Cycle 2 * Grades 6 to 8       | 50  | 36.8% |
|                      | Secondary level/Cycle 3 Grades 9 to 12.          | 50  | 36.8% |
| School Type          | Ministry of Education Curriculum                 | 61  | 44.9% |
|                      | American Curriculum                              | 64  | 47.1% |
|                      | British Curriculum                               | 11  | 8.1%  |

### 3.4 Data Collection Instrument.

Because the study was conducted in a cross-sectional approach, a mixed-form survey with quantitative and qualitative components was used to collect data. The following two sub-sections explain the description and design of the research instrument.

#### 3.4.1 Mixed Form Survey:

Surveys, according to Avedian, (2014), are used to collect information that represents the attitudes, actions, views, and beliefs of the people that cannot be seen directly. It might be one

of the most successfully applied scientific tools for scientific research if implemented effectively (Dorneyei, 2007). Evans & Mathur (2005) reported the value of adopting an online survey is that its flexibility as it can be designed in a different format which provides question diversity, its speed, its time, and cost efficacy, as well as convenience in that they permit participants to engage on their own time. Furthermore, surveys are easy to follow up and analyze. However, like with many surveys, the issue of social desirability might be an issue affecting the survey's validity. The researcher, therefore, created the mixed-form questionnaire. A questionnaire is defined as a written set of questions that the researcher sends to the participant and requests that he or she fill out and send back. Questionnaires are commonly used to obtain information in a systematic manner, permitting results to be generalized to the full population when data is gathered from a representative sample of a designated group (Rattray & Jones, 2007).

### **3.4.2 The design of mixed form questionnaire:**

The questionnaire of FLTA was designed electronically and circulated to non-native (Arab) English and EMI teachers all over the UAE.

It consists of three parts as follows:

1. The first part contains demographic data to collect individual information about the respondents (teaching subject, gender, teaching experience, degree of graduation, teaching level, and school type). Demographic information helps readers and researchers to determine whether to generalize study results to and enables for evaluations among replications of investigations. It also includes information for study synthesis and secondary data analysis (Bein, 2009).

2. The second part contains the Foreign Language Teaching Anxiety Scale (FLTAS which considered as the main data collection tool for this study. The FLTAS was devised by Aydn and Uştuk (2020) to measure the foreign language teaching anxiety of teachers and the factors that cause the anxiety. It comprised of 27 items on a Likert scale ranging from one to five (never=1, rarely=2, sometimes=3, often=4, always=5), and early findings were presented. The scale was constructed over the course of a long study process that began with qualitative research on the underlying components of FLTA, as documented in Aydn (2016). Later, FLTAS was developed and piloted; as a result, it achieved a high level of reliability coefficient (0.95 in Cronbach's Alpha) and internal consistency in a five-factor solution in the preliminary investigation (Aydn & Uştuk, 2020). The Likert scale was developed by Rensis Likert in 1932, where the researcher can measure acceptance, frequency, importance, probability, and quality. Researchers can use it in their research since it does not continually ask for a yes or no answer, but rather for a level of opinion. Furthermore, it is possible to code the answers in order to obtain quantitative information. (McLeod, S. A. 2019).

The items in the scale are arranged as per the five factors of teaching anxiety as follows:

1. Self-perception of language proficiency (Questions from 1 to 12)
2. Teaching inexperience. (Questions from (13to 17)
3. Lack of students' interest. (Questions from (18to 21)
4. Fear of negative evaluation. (Questions from (22to 24)
5. Difficulties in time management. (Questions from (25 to 27)

In other words, the items were given in the order of the above-mentioned factors.

3. The third part contains an open-ended question. The capacity to elicit spontaneous replies and so eliminate bias that might result from offering responses to individuals, which can occur

with close-ended questions, is one of the benefits of open-ended questions (H. Benediktsson et al., 1992). On the other hand, open-ended questions have significant disadvantages over closed-ended questions, including the need for extensive coding and greater item non-response rates.

For this study, one open-ended question was incorporated to give respondents (Teachers) an opportunity to add the impact of anxiety on them. This question reads as follows:

1- Does the anxiety have positive or negative impacts on you? Explain in at least one sentence.

### **3.5 Data Collection Procedures**

Since the questionnaire was designed electronically, data was collected in one phase during the fall semester. The researcher herself assured the respondents' confidentiality and anonymity. The questionnaire was designed using Google forms and circulated all over the UAE for EFL and EMI teachers using teacher groups on the social media. The researcher included the consent letter in the first page of the questionnaire informing the participants of the purpose and the importance of the study. A check box type of question was used in the consent letter to enable the participants to move to the next step and start answering the questionnaire. Hence, choosing (I agree to participate) box was an indication of their approval of the consent letter and their approval for being part of this investigation study. The time needed to complete the questionnaire was 20 minutes. After completing the questionnaire, the participants submit it and the answers of the questionnaire go directly to the researcher's google form account. The researcher can see when surveys are received and track them until sufficient sample size is reached. The form was available for three weeks, and then the researcher stopped receiving the answers after having 136 submitted questionnaires to start analyzing the data.

## **3.6 Data Analysis Procedures**

### **3.6.1 Quantitative Data:**

To explore the first and second research questions, and test the proposed hypotheses, the statistical data collected from the survey analysis was done using Statistical Package for Social Science (SPSS). The data from the replies were exported to Excel because the survey was performed using Google Forms. The survey results were downloaded in Excel, imported into the SPSS system, and entered into tables to provide statistics for analysis. Visual representations of the data may be made by producing tables, making the analysis easier to interpret.

#### **3.6.1.1 Descriptive Statistics**

Descriptive statistics can encompass a wide range of indicators, allowing a researcher to describe and analyze the given dataset features of a sample population. Generally, descriptive statistics can be divided into three categories: distribution (which examines the frequency of values), central tendency (which examines average values), and variability (which examines how spread out the values are). To find out the distribution of demographic characteristics of the study sample, descriptive statistics were conducted, including percentages and frequencies, as the most and least demographic characteristics of the study sample were clarified based on descriptive statistics. In addition, statistical figures and tables were used to represent the descriptive statistics of the demographic data of the study sample.

To answer the research question (the first part of the first question) "What levels of foreign language teaching anxiety are experienced by the teacher participants?", central tendency descriptive statistics were also relied upon for each Foreign Language Teaching Anxiety Scale, including (mean, standard error, and standard deviation). Depending on the mean, the

most agreed-upon paragraph was determined by the study sample, as well as the least agreed-upon paragraph by the study sample, and the mean was relied upon to determine the attitude towards each paragraph by the study sample. Then the weighted mean was calculated for all items of the scale to figure out the level of foreign language teaching anxiety in general. To answer the second part of the (first question) " What is the most predominant factor that directly causes foreign language teaching anxiety in the classroom atmosphere?" descriptive statistics (mean and standard deviation) were employed, as the mean determined the most scores for each factor constituting the FLTAS.

### **3.6.1.2 Inferential Statistics**

The process of sampling from a population and making inferences about a phenomenon population in that is at the heart of the scientific process. Statistical tests are necessary to be able to address the existence of relationships or differences between variables to test the hypothesis of the research. To answer the second question " Does the language anxiety level of EFL and EMI teachers differ according to some demographic features (gender, teaching subject, teaching experience, degree of graduation, teaching level, and school type)?" the t-test and ANOVA-test were implemented. The following paragraphs explain more.

#### **A. Anxiety and Gender**

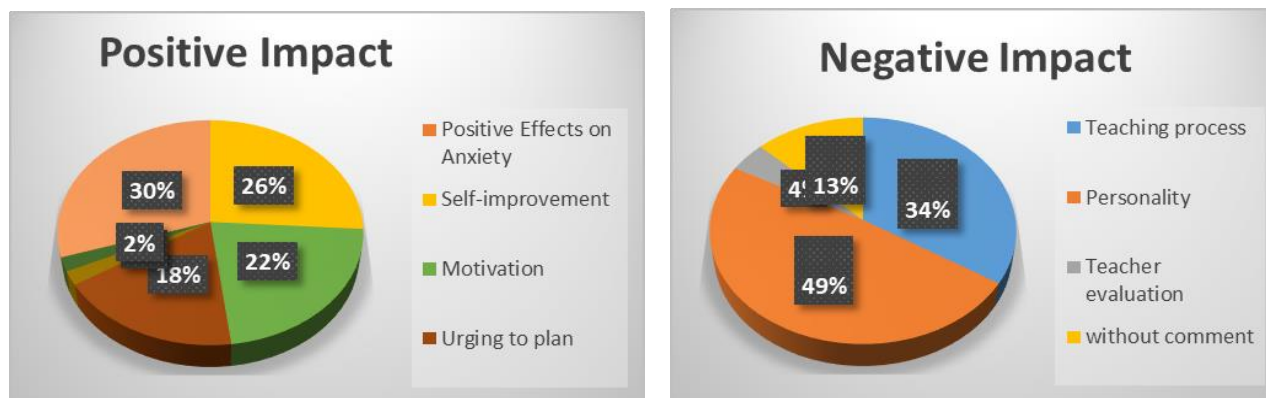
An independent samples t-test was used to examine the variation in means between genders and teaching anxiety factors. The variation between variables is determined according to the p-value, if the p-value is less than or equal 0.05, then the teaching anxiety differs according to the gender and the null hypothesis should be rejected. If the P-value is greater than 0.05, then the teaching anxiety does not differ according to gender and the null hypothesis should be accepted.

**B. Teaching subject, teaching experience, degree of graduation, teaching level, school type and age.** As they consist of more than two groups of variables, the one-way ANOVA is dependent on in this study to answer this question. In fact, analysis of variance (ANOVA) is a widely used statistical method to compare group means (Kao & Green, 2008). Furthermore, if this test is not significant, there is no evidence in the data to reject the null hypothesis, and hence no evidence to imply that the group means differ. Otherwise, post-hoc testing is used to identify sources of variation. The post-hoc analysis examines groups and identifies all pairs with significant differences. This hierarchical technique is based on the notion that if the omnibus test is significant, at least two statistically separate groups must exist, and vice versa (Tian et al. 2018).

### **3.6.2 Qualitative Data**

For the third question " What are the effects of teaching anxiety on EFL and EMI teachers, positive or negative?" Thematic analysis, one of the most common research techniques, was used to analyze the qualitative data from the open-ended question. Through thematic analysis, meaning patterns (themes) can be discovered, classified, and interpreted in data collections by focusing on their meaning across the collection. It allows researchers to see and comprehend shared or collective meanings and experiences (Braun & Clarke, 2012). Braun and Clark (2006) described six fundamental procedures for doing a theme analysis: 1) gather the data 2) interact with and become acquainted with the data 3) code the data extractions 4) classify the generated codes 5) visualize the themes 6) place the findings in context and convey them. Following the previous stages, the replies from teachers' data were extensively reviewed, keywords and phrases were highlighted, and codes were found, yielding 11 codes that were merged and linked together to generate prospective themes. The codes and themes are illustrated in the figure 3.4.

Figure3. 4 Themes and Codes of the Impact of teaching anxiety



### 3.7 Validity and Reliability

Validity is the degree to which an approach has been precisely measured in a quantitative study, according to Heale & Twycross (2015), whereas reliability, or the accuracy of the instrument, is the degree to which a research instrument consistently produces the same results when used in the same situation repeatedly. This study aims to measure Foreign Language Teaching Anxiety, and it used a scale developed by Aydın and Uştuk (2020), thus, it can be considered that both validity and reliability have already been achieved in this study, as this measure has been used for the same purpose of this study.

Table 3. 2Reliability coefficient for FLTAS

| Factors                           | Cronbach's Alpha | N of Items |
|-----------------------------------|------------------|------------|
| Foreign Language Teaching Anxiety | 969              | 27         |

The data revealed that the FLTAS's reliability level was adequate. In other words, the internal consistency for Cronbach's Alpha was reported to be 0.969, as shown in Table 3.2. Table 3.3 also shows the reliability ratings for each of the FLTAS factors.

Table 3. 3 Reliability coefficients of FLTAS factors

| <b>Factors</b>                                          | <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|---------------------------------------------------------|-------------------------|-------------------|
| <b>Self-perceptions of foreign language proficiency</b> | 0.949                   | 12                |
| <b>Teaching inexperience</b>                            | 0.920                   | 5                 |
| <b>Students' interest in classes</b>                    | 0.891                   | 4                 |
| <b>Fear of negative evaluation</b>                      | 0.820                   | 3                 |
| <b>Time management</b>                                  | 0.790                   | 3                 |

### 3.8 Ethical Consideration

Scientific ethical principles are communicated by research ethics. The fundamental assumptions and values of the research field are described in the Guidelines of Research Ethics. Similar to how societal morality influences individual morality (The Norwegian national research ethics committees, 2019). The guidelines for academic researchers' behavior are provided by research ethics. Compliance with ethical standards is necessary to protect the rights and dignity of study participants. To put it another way, it is critical to protect human participants in research studies by adhering to the correct ethical guidelines (Orb, Eisenhauer & Wynaden, 2001). The lengthy nature of the research process makes ethical questions particularly relevant in qualitative studies (Arifin, 2018). The research investigation was conducted with the following ethical considerations in mind:

1. Before the investigation started, the subjects gave their full consent.
2. The confidentiality of research participants was protected.
3. The research data's confidentiality was maintained to an appropriate level.

4. Participants in the research will remain anonymous, and this will be guaranteed.
5. Any misrepresentation or exaggeration of the research's goals and objectives will be avoided.

## CHAPTER 4: DATA ANALYSIS & FINDINGS

EFL and EMI teachers' anxiety about foreign language teaching is the purpose of this study. The result of the data analysis for this study is described in this chapter. This study analyses considered the answers on the research question.

### 4.1 Quantitative data analysis

#### 4.1.1 descriptive statistics for research question one with its two parts.

1. To what extent are non-native EFL and EMI teachers in UAE affected by foreign language teaching anxiety?

A. What levels of foreign language teaching anxiety are experienced by the teacher participants?

Table 4. 1 Descriptive Statistics for Teachers' responses to the scale items

| SN | Items                                                               | Mean | Std. Error | SD   | Mean % | Attitude |
|----|---------------------------------------------------------------------|------|------------|------|--------|----------|
| 1  | When I feel anxious in classes, I have difficulty in using English. | 2.57 | 0.103      | 1.2  | 64.34  | Rarely   |
| 2  | I feel embarrassed when some students speak English better than me. | 2.35 | 0.111      | 1.3  | 58.82  | Rarely   |
| 3  | I feel embarrassed because I am not good at English.                | 2.12 | 0.105      | 1.23 | 52.94  | Rarely   |
| 4  | It makes me nervous to use English in classes.                      | 1.75 | 0.097      | 1.13 | 43.75  | Never    |
| 5  | Unfamiliar topics in the textbook confuse me.                       | 2.39 | 0.105      | 1.22 | 59.74  | Rarely   |
| 6  | I feel embarrassed when I think that I                              | 2.28 | 0.113      | 1.31 | 56.99  | Rarely   |

|    |                                                                                     |      |       |      |       |           |
|----|-------------------------------------------------------------------------------------|------|-------|------|-------|-----------|
|    | am not good at English.                                                             |      |       |      |       |           |
| 7  | Pronunciation mistakes while I am speaking make me nervous.                         | 2.54 | 0.093 | 1.08 | 63.42 | Rarely    |
| 8  | Making mistakes while I am speaking makes me feel embarrassed.                      | 2.53 | 0.106 | 1.23 | 63.24 | Rarely    |
| 9  | I am bothered when I have difficulties in teaching the cultural content of English. | 2.42 | 0.105 | 1.23 | 60.48 | Rarely    |
| 10 | Unexpected questions from students put pressure on me.                              | 2.12 | 0.101 | 1.18 | 52.94 | Rarely    |
| 11 | I forget almost everything while I am teaching.                                     | 1.82 | 0.098 | 1.15 | 45.59 | Never     |
| 12 | I feel tense when I have difficulties in teaching grammar                           | 1.96 | 0.096 | 1.12 | 49.08 | Rarely    |
| 13 | I feel tense when I am in the classroom.                                            | 1.77 | 0.090 | 1.05 | 44.3  | Never     |
| 14 | I feel worried before entering the classroom.                                       | 1.79 | 0.098 | 1.14 | 44.85 | Never     |
| 15 | I feel anxious when I teach in the classroom.                                       | 1.79 | 0.092 | 1.08 | 44.67 | Never     |
| 16 | I think the lack of teaching experience makes me nervous.                           | 2.1  | 0.111 | 1.29 | 52.39 | Rarely    |
| 17 | I fear to make mistakes while I am teaching in the classroom.                       | 2.29 | 0.105 | 1.23 | 57.35 | Rarely    |
| 18 | I feel stressed when students do not participate in the activities.                 | 2.9  | 0.099 | 1.16 | 72.61 | Sometimes |
| 19 | I feel upset because my students are bad at learning the language.                  | 2.99 | 0.100 | 1.17 | 74.82 | Sometimes |
| 20 | I feel discouraged when students lose interest in the activities                    | 3.15 | 0.101 | 1.17 | 78.86 | Sometimes |
| 21 | I feel tense when students are not interested in activities.                        | 3.17 | 0.096 | 1.12 | 79.23 | Sometimes |

|    |                                                                  |      |       |      |       |           |
|----|------------------------------------------------------------------|------|-------|------|-------|-----------|
| 22 | My mentors' observations make me nervous.                        | 2.66 | 0.101 | 1.18 | 66.54 | Sometimes |
| 23 | I feel panicked when my mentor-teacher observes me.              | 2.51 | 0.107 | 1.25 | 62.68 | Rarely    |
| 24 | Students' negative comments about me make me nervous             | 2.35 | 0.106 | 1.23 | 58.82 | Rarely    |
| 25 | I feel panicked when I cannot finish the class on time.          | 2.62 | 0.098 | 1.15 | 65.44 | Sometimes |
| 26 | I am nervous when I finish the activities before the class ends. | 2.12 | 0.099 | 1.16 | 52.94 | Rarely    |
| 27 | I feel tense when I am not prepared for the class.               | 2.93 | 0.111 | 1.29 | 73.16 | Sometimes |

The distribution of the participants based on their responses to self-perceptions of foreign language proficiency items from 1 to 12 is pointed out in the table. This Part shows that the highest answer item according to their responses to self-perceptions of foreign language proficiency is number (1), " When I feel anxious in classes, I have difficulty in using English." with a weighted mean of 64.34%. The lowest paragraph is number (4)" It makes me nervous to use English in classes" with a weighted mean of 43.75%. Consequently, the weighted mean for the factor No.1 is 2.23, which means that the teachers rarely experience anxiety related to self-perceptions of foreign language proficiency.

The distribution of the participants according to their responses to teaching inexperience items from 13 to 17 is pointed out in the table. Their responses indicate that the highest answer item related to teaching inexperience is number (17)" *When* I fear to make mistakes while I am teaching in the classroom." with a weighted mean of 57.35%, while the lowest paragraph was number (13)" I feel tense when I am in the classroom (44.3) %". Consequently, the weighted

mean for factor No.2 is 1.95 which means that the teachers rarely experience anxiety related to teaching inexperience.

The distribution of the participants according to their responses to students' interest in class items from 18 to 21 is pointed out in the table. This part shows that the highest answer item according to their responses to students' interest in class is number (21)" I feel tense when students are not interested in activities." with a weighted mean of 79.23%, while the lowest paragraph was number (18)" I feel stressed when students do not participate in the activities. (72.61) %. Consequently, the weighted mean for the factor No.3 was 3.1 which means that the teachers sometimes experience anxiety related to teaching inexperience.

The distribution of the participants according to their responses to Fear of Negative Evaluation items from 22 to 24 is pointed out in the table. This Part showed that the highest answer item according to their responses to Fear of Negative Evaluation was number (22)" My mentors' observations make me nervous." with a weighted mean of 66.54%, While the lowest paragraph was number (24) Students' negative comments about me make me nervous (58.82) %. Consequently, the weighted mean for factor No. 4 was 2.5 which means that the teachers rarely experience anxiety related to fear of negative evaluation.

The distribution of the participants according to their responses to Time Management items from 25 to 27 is pointed out in the table. Their responses indicate that the highest answer item related to Time Management was number (27) "I feel tense when I am not prepared for the class", with a weighted mean of 73.16%. The lowest paragraph was number (26) "I am nervous when I finish the activities before the class ends", (52.94) %. Consequently, the

weighted mean for the factor No.5 was 2.6 which means that the teachers rarely experience anxiety related to Time Management.

Table 4. 2 Descriptive Statistics for Foreign Language Teaching Anxiety

|                | Anxiety | Valid N (listwise) |
|----------------|---------|--------------------|
| N              | 136     | 137                |
| Mean           | 2.3704  |                    |
| Std. Deviation | .88498  |                    |

This table shows that the weighted mean for all items in the scale is 2.37 which means that the teachers are rarely experience anxiety.

**B. What is the most predominant factor that directly causes foreign language teaching anxiety in the classroom atmosphere?**

Table 4. 3 Descriptive Statistics for Factors of the scale

|                                         | N(Valid) | Mean | Std. Deviation |
|-----------------------------------------|----------|------|----------------|
| Self-perception of language proficiency | 136      | 2.24 | 0.96           |
| Teaching inexperience.                  | 136      | 1.95 | 1.01           |
| lack of students' interest.             | 136      | 3.06 | 1.00           |
| fear of negative evaluation             | 136      | 2.51 | 1.05           |
| difficulties in time management.        | 136      | 2.55 | 1.01           |

As a result, lack of student interest (M=3.06) has the greatest impact on teaching anxiety and is the most predominant factor, whereas teaching inexperience (M=1.95) has the least impact on teaching anxiety.

#### 4.1.2 inferential statistics

The second question: Does the Teaching anxiety level of EFL and EMI teachers differ according to some demographic features (gender, teaching subject, teaching experience, degree of graduation, teaching level, and school type)?"

##### A. Teaching anxiety and gender

Null H1. There is no gender-specific difference in EFL and EMI teachers' teaching anxiety

Table 4. 4 Output of T-Test for Teaching Anxiety and Gender

| Factors                                  | Gender | N  | Mean  | SD    | F     | P-value       |
|------------------------------------------|--------|----|-------|-------|-------|---------------|
| <b>Foreign Language Teaching Anxiety</b> | Male   | 43 | 55.21 | 19.68 | 2.765 | <b>0.006*</b> |
|                                          | Female | 93 | 46.44 | 15.94 |       |               |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & t: independent t test.

The table displays the mean difference of the examined factors according to gender. The independent t-test revealed a statistically significant difference in the mean of the examined total factor, “the Foreign Language Teaching Anxiety”, across genders ( $P < 0.05$ ).

The variation between variables is determined according to the p-value shown in the above table. Since the p-value is less than ( $P < 0.05$ ), then the teaching anxiety differs according to gender and the null hypothesis is rejected. Particularly, men are slightly more anxious than women in EFL and EMI contexts.

##### b. Anxiety and Teaching Subject

Null H2. There is no teaching subject-specific difference in EFL and EMI teachers' teaching anxiety.

Table 4. 5 Output for One-way ANOVA Test for Teaching anxiety and Teaching subjects

| Factors                                  | Teaching Subject                                          | N   | Mean  | SD    | F     | P-value |
|------------------------------------------|-----------------------------------------------------------|-----|-------|-------|-------|---------|
| <b>Foreign Language Teaching Anxiety</b> | English                                                   | 61  | 46.73 | 17.75 | 1.719 | 0.166   |
|                                          | Math (in English)                                         | 29  | 47.4  | 13.28 |       |         |
|                                          | Science (in English)                                      | 23  | 51.55 | 16.54 |       |         |
|                                          | ICT (information and communication Technology) in English | 23  | 55.74 | 21.81 |       |         |
|                                          | Total                                                     | 136 | 49.21 | 17.62 |       |         |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displays descriptive data for the Factors under investigation in relation to the teaching subject. The one-way ANOVA test reveals a statistically insignificant difference in the mean of the investigated factors between teaching subjects ( $P > .05$ ). The variation level between variables is determined according to the p-value shown in the above table. Since the p-value is greater than 0.05 ( $P > .05$ ), there is no teaching subject-specific difference between the variables. Thus, the null hypothesis is accepted, and so the teaching anxiety does not differ according to the teaching subject.

### C. Anxiety and Teaching experience

Null H.3 There is no years of teaching experience-specific difference in EFL and EMI teachers' teaching anxiety.

Table 4. 6 Output for One-wat ANOVA Test for Teaching anxiety and Teaching experience

| Factors                                              | Teaching experience<br>(Number of years) | N   | Mean  | SD    | F     | P-<br>value   |
|------------------------------------------------------|------------------------------------------|-----|-------|-------|-------|---------------|
| <b>Foreign<br/>Language<br/>Teaching<br/>Anxiety</b> | 1 year                                   | 14  | 64.32 | 20.92 | 3.099 | <b>0.002*</b> |
|                                                      | 2 years                                  | 7   | 56.55 | 25.29 |       |               |
|                                                      | 3 years                                  | 11  | 44.19 | 12.5  |       |               |
|                                                      | 4 years                                  | 11  | 56.29 | 21.33 |       |               |
|                                                      | 5 years                                  | 8   | 54.96 | 20.45 |       |               |
|                                                      | 6 years                                  | 13  | 49.31 | 14.09 |       |               |
|                                                      | 7 years                                  | 5   | 50.89 | 8.02  |       |               |
|                                                      | 8 years                                  | 4   | 28.42 | 6.19  |       |               |
|                                                      | 9 years                                  | 8   | 48.83 | 18.98 |       |               |
|                                                      | 10 or more                               | 55  | 44.57 | 13.93 |       |               |
|                                                      | Total                                    | 136 | 49.21 | 17.62 |       |               |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displayed descriptive data for the factors under investigation in relation to the teaching experience (number of years). The one-way ANOVA test revealed a statistically significant difference in the mean of the investigated factors between years of teaching experience ( $P < 0.05$ ). The variation level between variables is determined according to the p-value shown in the above table. Since the p-value is less than 0.05 ( $P < 0.05$ ), the level of teaching anxiety differs according to the years of teaching experiences. Hence, the null hypothesis is rejected.

Table 4. 7 Output of Post hoc test for the years of teaching experience

| (I) Teaching experience<br>(Number of years) |            | Mean<br>Difference<br>(I-J) | Std. Error | Sig.         | 95% Confidence Interval |       |
|----------------------------------------------|------------|-----------------------------|------------|--------------|-------------------------|-------|
|                                              |            |                             |            |              | Lower                   | Upper |
| 1 years                                      | 2 years    | 7.77                        | 7.64       | 0.311        | -7.35                   | 22.89 |
|                                              | 3 years    | 20.14                       | 6.65       | <b>0.003</b> | 6.98                    | 33.29 |
|                                              | 4 years    | 8.03                        | 6.65       | 0.229        | -5.13                   | 21.19 |
|                                              | 5 years    | 9.37                        | 7.31       | 0.203        | -5.11                   | 23.84 |
|                                              | 6 years    | 15.01                       | 6.36       | <b>0.020</b> | 2.43                    | 27.59 |
|                                              | 7 years    | 13.43                       | 8.60       | 0.121        | -3.58                   | 30.45 |
|                                              | 8 years    | 35.91                       | 9.36       | <b>0.000</b> | 17.39                   | 54.42 |
|                                              | 9 years    | 15.49                       | 7.31       | <b>0.036</b> | 1.02                    | 29.96 |
|                                              | 10 or more | 19.75                       | 4.94       | <b>0.000</b> | 9.98                    | 29.53 |
| 2 years                                      | 3 years    | 12.36                       | 7.98       | 0.124        | -3.43                   | 28.15 |
|                                              | 4 years    | 0.26                        | 7.98       | 0.974        | -15.53                  | 16.05 |
|                                              | 5 years    | 1.59                        | 8.54       | 0.852        | -15.31                  | 18.50 |
|                                              | 6 years    | 7.24                        | 7.74       | 0.351        | -8.07                   | 22.55 |
|                                              | 7 years    | 5.66                        | 9.66       | 0.559        | -13.46                  | 24.78 |
|                                              | 8 years    | 28.14                       | 10.34      | <b>0.007</b> | 7.67                    | 48.61 |
|                                              | 9 years    | 7.72                        | 8.54       | 0.368        | -9.18                   | 24.62 |
|                                              | 10 or more | 11.98                       | 6.62       | 0.073        | -1.13                   | 25.09 |
| 3 years                                      | 4 years    | -12.10                      | 7.04       | 0.088        | -26.03                  | 1.82  |
|                                              | 5 years    | -10.77                      | 7.67       | 0.163        | -25.95                  | 4.40  |
|                                              | 6 years    | -5.12                       | 6.76       | 0.450        | -18.50                  | 8.25  |
|                                              | 7 years    | -6.71                       | 8.90       | 0.453        | -24.32                  | 10.91 |
|                                              | 8 years    | 15.77                       | 9.64       | 0.104        | -3.30                   | 34.84 |
|                                              | 9 years    | -4.65                       | 7.67       | 0.546        | -19.82                  | 10.53 |
|                                              | 10 or more | -0.38                       | 5.45       | 0.944        | -11.17                  | 10.40 |
| 4 years                                      | 5 years    | 1.33                        | 7.67       | 0.862        | -13.84                  | 16.51 |
|                                              | 6 years    | 6.98                        | 6.76       | 0.304        | -6.40                   | 20.36 |
|                                              | 7 years    | 5.40                        | 8.90       | 0.545        | -12.22                  | 23.01 |
|                                              | 8 years    | 27.87                       | 9.64       | <b>0.004</b> | 8.81                    | 46.94 |
|                                              | 9 years    | 7.46                        | 7.67       | 0.333        | -7.72                   | 22.63 |
|                                              | 10 or more | 11.72                       | 5.45       | <b>0.033</b> | 0.93                    | 22.51 |
| 5 years                                      | 6 years    | 5.65                        | 7.42       | 0.448        | -9.03                   | 20.32 |
|                                              | 7 years    | 4.06                        | 9.41       | 0.666        | -14.55                  | 22.68 |
|                                              | 8 years    | 26.54                       | 10.11      | <b>0.010</b> | 6.54                    | 46.54 |
|                                              | 9 years    | 6.13                        | 8.25       | 0.459        | -10.20                  | 22.45 |
|                                              | 10 or more | 10.39                       | 6.24       | 0.099        | -1.97                   | 22.74 |
| 6 years                                      | 7 years    | -1.58                       | 8.68       | 0.856        | -18.77                  | 15.61 |
|                                              | 8 years    | 20.90                       | 9.44       | <b>0.029</b> | 2.22                    | 39.57 |
|                                              | 9 years    | 0.48                        | 7.42       | 0.949        | -14.20                  | 15.15 |
|                                              | 10 or more | 4.74                        | 5.09       | 0.353        | -5.33                   | 14.81 |
| 7 years                                      | 8 years    | 22.48                       | 11.07      | <b>0.044</b> | 0.57                    | 44.38 |
|                                              | 9 years    | 2.06                        | 9.41       | 0.827        | -16.56                  | 20.68 |

|         |            |        |       |              |        |       |
|---------|------------|--------|-------|--------------|--------|-------|
|         | 10 or more | 6.32   | 7.71  | 0.414        | -8.93  | 21.58 |
| 8 years | 9 years    | -20.42 | 10.11 | <b>0.045</b> | -40.42 | -0.42 |
|         | 10 or more | -16.16 | 8.55  | 0.061        | -33.07 | 0.76  |
| 9 years | 10 or more | 4.26   | 6.24  | 0.496        | -8.10  | 16.62 |

\* $P \leq 0.05$ : significant,  $P > 0.05$ : not significant **SE**: standard error and **CI**: confidence interval;

In Table 4.7, the mean difference between the studied domains associated with teaching experience is shown. In the post hoc (LSD) test, 1 year was statistically less significant in anxiety than three years, six years, eight years, nine years, and ten years ( $P < 0.05$ ).

Based on the table, the average anxiety rating for those with four years of experience is lower than those with 10 years or more of experience ( $P < 0.05$ ). Anxiety averages were lower among 8 years compared to 2 years, 4 years, 5 years, 6 years, 7 years, and 9 years ( $P < 0.05$ ). Conversely, there was no statistically significant difference in the average of other years' studies regarding anxiety ( $P > 0.05$ )

#### 4. Anxiety and degree of graduation

Null H.4 There is no degree of graduation-specific difference in EFL and EMI teachers' teaching anxiety.

Table 4. 8 Output for One-way ANOVA Test for Teaching anxiety and Degree of graduation

| Factors                                              | Degree of graduation | N   | Mean  | SD    | F     | P-value |
|------------------------------------------------------|----------------------|-----|-------|-------|-------|---------|
| <b>Foreign<br/>Language<br/>Teaching<br/>Anxiety</b> | Bachelor's Degree    | 112 | 50.08 | 17.83 | 0.806 | 0.449   |
|                                                      | Master's Degree      | 23  | 44.95 | 16.7  |       |         |
|                                                      | Doctorate Degree     | 1   | 49.67 | -     |       |         |
|                                                      | Total                | 136 | 49.21 | 17.62 |       |         |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displays descriptive data for the factors under investigation in relation to the degree of graduation. The one-way ANOVA test revealed a statistically insignificant difference in the mean of the investigated factors between degree of graduation ( $P > .05$ ). The variation level between variables is determined according to the p-value shown in the above table. Since the p-value is greater than 0.05 ( $P > .05$ ), there is no degree of graduation-specific difference between the variables. Thus, the null hypothesis is accepted. then the teaching anxiety does not differ according to the degree of graduation.

## 5. Anxiety and the Teaching level

Null H.5 There is no Teaching Level -specific difference in EFL and EMI teachers' teaching anxiety.

Table 4. 9 Output for One-wat ANOVA Test for Teaching anxiety and Teaching level

| Factors                                              | Teaching level                                   | N   | Mean  | SD    | F     | P-value |
|------------------------------------------------------|--------------------------------------------------|-----|-------|-------|-------|---------|
| <b>Foreign<br/>Language<br/>Teaching<br/>Anxiety</b> | Foundation stage Pre KG, KG1, KG2                | 6   | 50.62 | 24.9  | 0.968 | 0.410   |
|                                                      | Elementary or Primary level /Cycle1*Grade 1 to 4 | 30  | 49.34 | 20.25 |       |         |
|                                                      | Intermediate level/Cycle 2 * Grades 6 to 8       | 50  | 52.07 | 15.97 |       |         |
|                                                      | Secondary level/Cycle 3 Grades 9 to 12.          | 50  | 46.11 | 16.61 |       |         |
|                                                      | Total                                            | 136 | 49.21 | 17.62 |       |         |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displayed descriptive data for the factors under investigation in relation to the teaching level. The one-way ANOVA test revealed a statistically insignificant difference in the mean of the investigated factors between teaching levels ( $P > .05$ ). The variation level

between variables is determined according to the p-value shown in the above table. Since the p-value is greater than ( $P > .05$ ), there is no teaching level -specific difference between the variables. Thus, the null hypothesis is accepted, and so the teaching anxiety does not differ according to the teaching level.

## 6. Teaching anxiety and school type

Null H.6 There is no School type-specific difference in EFL and EMI teachers' teaching anxiety.

Table 4. 10 Output for One-way ANOVA Test for Teaching anxiety and School type

| Factors                                  | School type                      | N   | Mean  | SD    | F     | P-value       |
|------------------------------------------|----------------------------------|-----|-------|-------|-------|---------------|
| <b>Foreign Language Teaching Anxiety</b> | Ministry of Education Curriculum | 61  | 52.85 | 18    | 8.653 | <b>0.001*</b> |
|                                          | American Curriculum              | 64  | 43.48 | 14.7  |       |               |
|                                          | British Curriculum               | 11  | 62.41 | 20.1  |       |               |
|                                          | Total                            | 136 | 49.21 | 17.62 |       |               |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displayed descriptive data for the Factors under investigation in relation to the School Type. The one-way ANOVA test revealed a statistically significant difference in the mean of the investigated factors between school type ( $P < 0.05$ ). The variation level between variables is determined according to the p-value shown in the above table. Since the p-value is less than 0.05 ( $P < 0.05$ ), the level of teaching anxiety differs according to school type. Hence, the null hypothesis is rejected.

Table 4. 11 Output of Post hoc test for School Types

| (I) School Type                  |                                  | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |       |
|----------------------------------|----------------------------------|-----------------------|------------|-------|-------------------------|-------|
|                                  |                                  |                       |            |       | Lower                   | Upper |
| Ministry of Education Curriculum | American Curriculum              | 9.36*                 | 2.99       | 0.002 | 3.46                    | 15.28 |
|                                  | British Curriculum               | -9.56                 | 5.47       | 0.083 | -20.38                  | 1.26  |
| American Curriculum              | Ministry of Education Curriculum | -9.36                 | 2.99       | 0.002 | -15.28                  | -3.46 |
|                                  | British Curriculum               | -18.92                | 5.45       | 0.001 | -29.71                  | -8.15 |
| British Curriculum               | Ministry of Education Curriculum | 9.56                  | 5.47       | 0.083 | -1.26                   | 20.38 |
|                                  | American Curriculum              | 18.92*                | 5.45       | 0.001 | 8.15                    | 29.71 |

\* $P \leq 0.05$ : Significant,  $P > 0.05$ : Not significant **SE**: standard error and **CI**: confidence interval;

Table 4.11 shows the mean difference of the examined domains according to the School Type. The Post Hoc (LSD) test revealed that the American Curriculum had a lower statistically significant level of anxiety than the Ministry of Education Curriculum and the British Curriculum ( $P < 0.05$ ). In contrast, there was no statistically significant difference in the average of other School Type studies when it came to Anxiety ( $P > 0.05$ ).

## 7. Anxiety and age

Null H.7 There is no Age -Specific difference in EFL AND EMI teachers' teaching anxiety.

Table 4. 12 Output for One-wat ANOVA Test for Teaching anxiety and Age

| <b>Domains</b>                                       | <b>Age</b>     | <b>N</b> | <b>Mean</b> | <b>SD</b> | <b>F</b> | <b>P-value</b> |
|------------------------------------------------------|----------------|----------|-------------|-----------|----------|----------------|
| <b>Foreign<br/>Language<br/>Teaching<br/>Anxiety</b> | 21 to 30 years | 28       | 58.1        | 17.66     | 2.607    | <b>0.039*</b>  |
|                                                      | 30 to 40 years | 67       | 46.86       | 17.63     |          |                |
|                                                      | 40 to 50 years | 30       | 45.57       | 15.89     |          |                |
|                                                      | 50 to 60 years | 9        | 52.1        | 17.93     |          |                |
|                                                      | Above 60 years | 2        | 45.03       | 1.74      |          |                |
|                                                      | Total          | 136      | 49.21       | 17.62     |          |                |

\*Significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; n: number of subjects; SD: standard deviation; & F: One-way ANOVA.

The table displayed descriptive data for the Factors under investigation in relation to the Age. The one-way ANOVA test revealed a statistically significant difference in the mean of the investigated Factors between Age ( $P < 0.05$ ). The variation level between variables is determined according to the p-value shown in the above table. Since the p-value is less than ( $P < 0.05$ ), it means that the level of teaching anxiety differs according to Age. Hence, the Null Hypothesis is rejected.

Table 4. 13 Output of the Post hoc test for age

| (I) Age  |          | Mean Difference (I-J) | Std. Error | Sig.  | 95% Confidence Interval |       |
|----------|----------|-----------------------|------------|-------|-------------------------|-------|
|          |          |                       |            |       | Lower                   | Upper |
| 21 to 30 | 30 to 40 | 11.23                 | 3.87       | 0.004 | 3.57                    | 18.90 |
|          | 40 to 50 | 12.53                 | 4.52       | 0.006 | 3.58                    | 21.48 |
|          | 50 to 60 | 6.00                  | 6.60       | 0.365 | -7.05                   | 19.05 |
|          | Above 60 | 13.07                 | 12.60      | 0.302 | -11.86                  | 37.99 |
| 30 to 40 | 21 to 30 | -11.23                | 3.87       | 0.004 | -18.90                  | -3.57 |
|          | 40 to 50 | 1.30                  | 3.78       | 0.732 | -6.18                   | 8.78  |
|          | 50 to 60 | -5.24                 | 6.11       | 0.393 | -17.33                  | 6.85  |
|          | Above 60 | 1.83                  | 12.35      | 0.882 | -22.61                  | 26.27 |
| 40 to 50 | 21 to 30 | -12.53                | 4.52       | 0.006 | -21.48                  | -3.58 |
|          | 30 to 40 | -1.30                 | 3.78       | 0.732 | -8.78                   | 6.18  |
|          | 50 to 60 | -6.54                 | 6.54       | 0.320 | -19.48                  | 6.41  |
|          | Above 60 | 0.53                  | 12.57      | 0.966 | -24.34                  | 25.40 |
| 50 to 60 | 21 to 30 | -6.00                 | 6.60       | 0.365 | -19.05                  | 7.05  |
|          | 30 to 40 | 5.24                  | 6.11       | 0.393 | -6.85                   | 17.33 |
|          | 40 to 50 | 6.54                  | 6.54       | 0.320 | -6.41                   | 19.48 |
|          | Above 60 | 7.07                  | 13.46      | 0.600 | -19.55                  | 33.69 |
| Above 60 | 21 to 30 | -13.07                | 12.60      | 0.302 | -37.99                  | 11.86 |
|          | 30 to 40 | -1.83                 | 12.35      | 0.882 | -26.27                  | 22.61 |
|          | 40 to 50 | -0.53                 | 12.57      | 0.966 | -25.40                  | 24.34 |
|          | 50 to 60 | -7.07                 | 13.46      | 0.600 | -33.69                  | 19.55 |

\* $P \leq 0.05$ : Significant,  $P > 0.05$ : Not significant **SE**: standard error and **CI**: confidence interval;

Table 4.13 shows the mean difference of the researched domains in relation to age. The post hoc (LSD) test revealed that the average of anxiety was less statistically significant among those who are 21 to 30 years old compared to those who are 30 to 40 and 40 to 50 years old ( $P < 0.05$ ). On the contrary, there was no statistically significant difference in the average of other age studies when it came to anxiety ( $P > 0.05$ ).

## 4.2 Qualitative data analysis

Research Question 3, Are the effects of teaching anxiety on EFL and EMI teachers positive or negative?

Table 4. 14 Thematic statistics for the effect of Teaching Anxiety on Teachers

| Positive or Negative effect                                                                  |                               | N  | %     |
|----------------------------------------------------------------------------------------------|-------------------------------|----|-------|
| Does the anxiety have positive or negative impacts on you? Explain in at least one sentence. | Positive impacts              | 50 | 36.8% |
|                                                                                              | Negative impacts              | 47 | 34.6% |
|                                                                                              | Positive and negative impacts | 20 | 14.7% |
|                                                                                              | Not impacts                   | 19 | 14.0% |

As data presented in table 4.14, teaching anxiety has a positive effect on 36.8% of the study population. While it has a negative effect on 34.6% of the participants. 14.7% of the participant consider anxiety has both effects positive and negative and 14.0% of participants stated that anxiety has no impact on them.

Table 4. 15 Descriptive statistics for positive effects of Anxiety

| Co de | Self-improvement | Motivation | Urging to plan | Creativity | urging self-control | without comment | Total |
|-------|------------------|------------|----------------|------------|---------------------|-----------------|-------|
| N     | 13               | 11         | 9              | 1          | 1                   | 15              | 50    |
| P%    | 26               | 22         | 18             | 2          | 2                   | 30.0            | 100   |

To elaborate, Table 4.15 shows the detailed comments related to the positive effects of anxiety as the highest percentage was without comment with a percentage of 30.0%. This is followed by self-improvement (26%), enhances motivation (22%), urges to plan (18%), enhances creativity and urges self-control with a percentage of (2.0%) receptively.

Table 4. 16 Descriptive statistics for negative effects of Anxiety

|    | Teaching process | Personality | Teacher evaluation | without comment | Total |
|----|------------------|-------------|--------------------|-----------------|-------|
| N  | 16               | 23          | 2                  | 6               | 47    |
| P% | 34               | 49          | 4.25               | 12.75           | 100   |

Regarding the negative effects of anxiety, analysis in Table 4.16 shows that personality comes at the top with a percentage of 49.0%. The effect on the teaching process comes in the second place with 34%. The lowest percentage of 4.25% goes to the teacher evaluation.

## **CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

Anxiety has always piqued the curiosity of researchers related to the study as well as the teaching of foreign languages. It is a distinct set of beliefs, feelings, and behaviors arising from the uniqueness of language learning that makes Horwitz, Horwitz, and Cope (1986) elucidate the multifaceted nature of foreign language anxiety. This definition highlights the fact that foreign language anxiety is a multi-dimensional phenomenon. After reviewing the findings of the study, this chapter presents the discussion, conclusion and recommendations for further studies.

### **5.2 Overview Study**

This study aims to investigate teaching anxiety among the EFL and EMI Arab teachers in UAE. To response to research questions, a transformational concurrent mixed method research is carried out. The study representative sample included one hundred thirty-six Arab EFL (English teachers) and EMI (math, science, and ICT teachers) from three different school types (American, British, and MOE curriculum schools) in the UAE. SPSS is used to analyze the study quantitative data. Thorough thematic and qualitative data analyses are also done.

### **5.3 Discussion of the Results**

#### **5.3.1 Discussion of the results of first question**

To what extent are Arab non-native EFL and EMI teachers in UAE affected by foreign language teaching anxiety?

The results indicated that the mean of overall anxiety is (2.37); which indicate teachers' participants rarely experience foreign language teaching anxiety. This finding matches the results of Aydın & Uştuk (2020), as they found a low level of foreign language teaching anxiety among 56 EFL teachers working in various countries. As well as, this result is consistent with the study of Hismanoglu (2013), as it found a low level of foreign language learning anxiety among of 132 teachers. On the other hand, this result is inconsistent with the findings of Öztürk (2016), as it revealed a moderate level of Foreign Language Teaching Anxiety among Non-native teachers of English in Turkey.

The results also indicated that the mean anxiety factors of foreign language teaching were between the rare and sometimes levels. More specifically, the mean anxiety factors were as follows: self-perception of language proficiency (2.23), teaching inexperience (1.95), lack of students' interest (3.1), fear of negative evaluation (2.5), and difficulties in time management (2.5). According to the results, it can be noted that the most factor causes FLTA is the lack of students' interest, and the lowest factor causes FLTA is teaching inexperience. This result is in line with the findings of Merc (2011)' study. As this study confirmed that, the students were one of key areas for anxiety among foreign language student teachers. Besides, this study supports the conclusion of (Aydin & Ustuk, 2020), as by using Foreign Language Teaching Anxiety Scale they found the low interest among learners was one of the most factors cause FLTA. On the contrary, this result differs from the findings of Aydin (2016)' study, which confirmed that among sample group of 60 instructors, teaching inexperience was one of the key Foreign Language Teaching Anxiety.

### **5.3.2 Discussion of the results of second question**

Does the teaching anxiety level of EFL and EMI teachers differ according to some demographic features (teaching subject, gender, teaching experience, degree of graduation, teaching level, school type and age)?

The results show that a statistically significant variance in the Foreign Language Teaching Anxiety according to the gender for the men, according to the years of experience for 1-year experience, according to the school type for British Curriculum, and according to the age. On the other hand, the results show that insignificant difference in the Foreign Language Teaching Anxiety according to the teaching subject, teaching levels, and degree of graduation. This result is congruent with the finding of Aydın and Uştuk (2020), who reported that there is a clear correlation between FLTA and gender, age, school type and level of education, years of teaching experience, as well as whether a person is a native or non-native English speaker. Contrarily, the analyses demonstrate that the graduation degree has no relation to the FLTA levels. This outcome is also aligned with the research of Hismanoglu (2013), it revealed that gender, age, and grade level were independent variables that significantly contributed to foreign language anxiety. Besides, this result is consistent with the study of Liu & Wu (2021), as they reported that gender and age significantly affected the foreign language anxiety level. On the other hand, this result is inconsistent with the study of Öztürk (2016), as it revealed that insignificant difference in the level of FLTA according to gender.

### **5.3.3 Discussion of the results of third question**

Are the effects of teaching anxiety on EFL and EMI teachers positive or negative?

The findings indicate that teaching anxiety has a positive impact on 36.8% of the study population including (self-improvement, motivation, urging to plan, creativity, urging and self-control). While it has a negative effect on 34.6% of the participants including (teaching process, personality, and teacher evaluation). 14.7% of the participant consider anxiety has both effects positive and negative and 14.0% of participants stated that anxiety has no impact on them. This finding is correspondent with Liu and Wu's findings (2021), as they indicated a several positive effect of anxiety on teachers such as anxiety can act as motivator and encourage them to perform better. However, in their study 24% of teachers' participants also confirm that foreign language teaching anxiety impact on them negatively including (which included insomnia, depression, decreased dedication to teaching, lowered motivation to work, nerves, bad temper, difficulty in focusing, and lowered confidence). Furthermore, this finding is aligned with Tum's research (2015) as they indicated that one of the most negative effects of foreign language teaching anxiety is negatively evaluated. This result is also with the findings of Can (2018) as it reported teaching anxiety affect negatively on teachers. Besides, this result is consistent with the findings of Al Majali (2020), as it indicated positive and negative effects of anxiety. The positive effect include motivation, while the negative effect includes lower the performance. The study's conclusions are likewise consistent with the findings presented by Fraschini and Park (2021), indicated a several negative effects of anxiety; the most important of it is the negative evaluation.

## **5.4 Conclusion**

Anxiety may be a crippling emotion and it affects both preservice and practicing teachers on a regular basis (Zeidner, 2007). Foreign Language Teaching Anxiety (FLTA) is one of research area that still has a discussion among researcher. FLTA described as the sensation, conviction,

and thought that one is unqualified to instruct in and practice a foreign language, as well as to perform the language acceptably with real pupils in a genuine teaching situation (Can, 2018). This study looked at the anxiety associated with foreign language teaching among Arab non-native EFL and EMI instructors in the UAE. The study collected and analyzed both quantitative and qualitative data. The descriptive data indicated that the instructors experienced a low level of foreign language teaching anxiety; they were seldom confronted with the problem of self-perception of language competency, teaching inexperience, fear of negative evaluation, and difficulties in time management. However, they were sometimes face lack of students' interest. This result indicates that a critical cause of FLTA is low motivation and interest among students, therefore teachers should investigate why this is happening, enhance understanding of behavior expectations, and work to guarantee that high expectations are met by students.

According to the study's findings, there is a statistically significant variation in the degree of foreign language teaching anxiety related to (gender, years of experience, school type, and age). This result indicates that teachers with less experience may have difficulty in teaching English, as they are less experienced in adjusting their teaching technique to students' demands and government requirements, in contrast to more experienced teachers who have more flexibility to do so. In other words, a teacher's experience tends to increase with age, and their research and English skills tend to improve with higher education.

The study's findings also revealed that participants believe that anxiety has both benefits and drawbacks impacts on individuals. This result is consistent with the opinion of psychologists, which considers that anxiety is a source of motivation and achievement, and anxiety is considered a prerequisite for developing the teacher's personality and pushing him to

continuously update the content of education (Al Majali, 2020). However, anxious teachers frequently receive worse ratings from students than non-anxious teachers, implying that anxiety has a negative impact on their efficacy of teaching (Sinclair & Ryan, 1987).

### **5.5 Limitations and Implications for Future Research**

Despite the fact that the results of this study produced a number of insightful conclusions, it had several limitations. Because this study was done in the United Arab Emirates, it is possible that its conclusions cannot be applied to other non-native environments. Results could be more generalized if there were further studies with a more international participant sample. Furthermore, more qualitative data, such as interviews, would have provided a richer conclusion than open-ended questions. Since interviews contribute to giving deep and comprehensive information about the subject and phenomena under study, they are regarded as one of the most essential scientific research techniques, and this will be reflected in the accuracy of the conclusions that will be reached. In other words, more qualitative data will contribute to a more in-depth understanding of foreign language teaching anxiety in the context of UAE. Notwithstanding these limitations, it is thought that this study is valuable since it provided insight into a pressing problem, made a distinctive contribution to the literature, and offered a number of recommendations and implications that may be applied to future research. In this regard, conducting other studies in a multinational context to show the foreign language teaching anxiety is valuable to generalize the results as much as possible. In addition, conducting studies to examine foreign language teaching anxiety relying more on qualitative data alongside quantitative data will help in reaching more accurate conclusions.

## 5.6 Recommendations

According to statistical results, the most prominent factor that causes foreign language teaching anxiety is the lack of students' interest. In this regard, if the students enjoy the learning activity, they will be more involved to increase their desire to continue. Therefore, teachers should devise ways and techniques to pique students' interest in their courses. On the other hand, although the findings suggested that participants were generally confident, enthusiastic, and unconcerned about foreign language teaching, more respondents privately admitted to feeling anxiety about foreign language teaching. The statistical results confirm that some demographic data (gender according to men, years of experience according to 1-year experience, school type according to British Curriculum, and age according to 21 to 30 years) are statistically significant for foreign language teaching anxiety. Therefore, anxiety over teaching foreign languages should be covered in teacher preparation programs at organizations that hire non-native English speakers; as these programs should include strategies for additional pedagogical training and assistance for instructors to comply with foreign language teaching. More specifically, these programs should target male teachers and those who are younger and have less experience in teaching, and direct the programs as well as for British curriculum to help improve proficiency in foreign language teaching and reduce anxiety related to it.

Other factors of teacher anxiety that can be subjects of future studies include supervision attendance and the effect of the scoring or the evaluation processes that can be carried out by supervisors. Presence of language proficient students or native speakers of the foreign language in the class might also be a source of teachers' anxiety due to self-confidence-related reasons. Finally, as language teaching activities include a number of skills: reading, writing,

speaking, listening and grammar, it is interesting to investigate whether teaching certain skills might cause anxiety.

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## **APPENDIX A FOREIGN LANGUAGE TEACHING ANXIETY QUESTIONNAIRE**

3/3/23, 1:52 AM

An investigation of Foreign Language Teaching Anxiety among EFL and EMI Teachers in UAE.

### **An investigation of Foreign Language Teaching Anxiety among EFL and EMI Teachers in UAE.**

\* Required

[https://docs.google.com/forms/d/1ldKG1swpg9-rUQFqsPduA-wKkXJppCC\\_QUNxbp85H8U/edit](https://docs.google.com/forms/d/1ldKG1swpg9-rUQFqsPduA-wKkXJppCC_QUNxbp85H8U/edit)

1/16

**1. Letter of Consent**

★ 0 points

Dear Teachers,

I am a postgraduate student undertaking MEd in the TESOL department at The British University in Dubai and I am conducting research for my Master's thesis. Here is a brief introduction to my thesis:

I am conducting a study on Foreign Language Teaching Anxiety in EFL (English as a Foreign Language) and EMI (English as a medium of Instruction) classrooms among Teachers in the UAE. As teachers have been observed to feel anxious during teaching. Teachers' feelings of worry, stress, and insufficiency when teaching the language will turn into chronic foreign language anxiety if these feelings become constant.

I would like to invite you to participate in my research study. The study will collect data from the filled survey from your side. All data will remain confidential. The name of the teacher will not be used in the study. Only the researcher will have access to data. Once all data is collected it will be saved securely.

Your responses are essential to the success of the study. The results of this study may have implications for improving your language teaching situation. Moreover, it will raise your awareness of the problem of teaching anxiety. Besides, you will have a better understanding of the factors that cause teaching anxiety.

Therefore, your input is very important. If you decide to take part, your participation will consist of completing a questionnaire (which should take approximately 20 minutes).

Your involvement is completely voluntary and all answers are confidential and anonymous. You are free to withdraw from the study at any time, even if you have already started.

Kindly note that your participation in filling out the questionnaire will be considered as a confirmation from your side to take a part in this study. If you would like to receive more information about the study, please contact me at 21001073@student.buid.ac.ae

Thank you,

Ruba Albirbary

Master of Education (TESOL Department)

The British University in Dubai.

*Check all that apply.*

☐ I agree to participate

**Part One: General Information**

2. **Name (optional):**

---

3. **Emirate \***

*Mark only one oval.*

- ☐ Abu Dhabi
- ☐ Dubai
- ☐ Sharjah
- ☐ Ajman
- ☐ Umm Al Quwain
- ☐ Ras Al Khaimah
- ☐ Fujairah

4. **Teaching Subject: \***

*Mark only one oval.*

- ☐ English
- ☐ Math (in English )
- ☐ Science (in English)
- ☐ ICT (Information Communication Technology ) in English

## 5. Teaching experience (Number of years): \*

*Mark only one oval.*

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ above 10 years

## 6. Degree of graduation \*

*Mark only one oval.*

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate Degree

## 7. Teaching level \*

*Mark only one oval.*

- ☐ Foundation stage Pre KG, KG1,KG2
- ☐ Elementary or Primary level /Cycle1 \*Grade 1 to 4
- ☐ Intermediate level/Cycle 2 \* Grades 6 to 8
- ☐ Secondary level/Cycle 3 Grades 9 to 12

## 8. School Type \*

*Mark only one oval.*

- ☐ Ministry of Education Curriculum
- ☐ American Curriculum
- ☐ British Curriculum

## 9. Age \*

*Mark only one oval.*

- ☐ 21-30
- ☐ 30-40
- ☐ 40-50
- ☐ 50-60
- ☐ more than 60

## 10. Gender \*

*Mark only one oval.*

- ☐ Male
- ☐ Female

## 11. First Language (Native Language ) \*

*Mark only one oval.*

- ☐ Arabic
- ☐ Other: \_\_\_\_\_

**Part Two: Foreign Language Teaching Anxiety Scale**

12. 1-When I feel anxious in classes, I have difficulty in using English. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

13. 2-I feel embarrassed when some students speak English better than me. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

14. 3-I feel embarrassed because I am not good at English. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

15. 4-It makes me nervous to use English in classes. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

16. 5-Unfamiliar topics in the textbook confuse me. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

17. 6. I feel embarrassed when I think that I am not good at English. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

18. 7. Pronunciation mistakes while I am speaking make me nervous. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

19. 8. Making mistakes while I am speaking makes me feel embarrassed. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

20. 9. I am bothered when I have difficulties in teaching the cultural content of English \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

21. 10. Unexpected questions from students put pressure on me. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

22. 11. I forget almost everything while I am teaching. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

23. 12. I feel tense when I have difficulties in teaching grammar \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

24. 13. I feel tense when I am in the classroom. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

25. 14. I feel worried before entering the classroom. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

26. 15. I feel anxious when I teach in the classroom. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

27. 16. I think the lack of teaching experience makes me nervous. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

28. 17. I fear to make mistakes while I am teaching in the classroom. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

29. 18. I feel stressed when students do not participate in the activities. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

30. 19. I feel upset because my students are bad at learning the language. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

31. 20. I feel discouraged when students lose interest in the activities \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

32. 21. I feel tense when students are not interested in activities. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

33. 21. My mentors' observations make me nervous. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

34. 23. I feel panicked when my mentor-teacher observes me. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

35. 24. Students' negative comments about me make me nervous \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

36. 25.I feel panicked when I cannot finish the class on time. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

37. 26.I am nervous when I finish the activities before the class ends. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

38. 27.I feel tense when I am not prepared for the class. \*

*Mark only one oval.*

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

3/3/23, 1:52 AM

An investigation of Foreign Language Teaching Anxiety among EFL and EMI Teachers in UAE.

39. Does the anxiety have positive or negative impacts on you? Explain in at least \* one sentence.

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An investigation of Foreign Language Teaching Anxiety among EFL and EMI Teachers in UAE.

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