



T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM

**THE RELATIONSHIP BETWEEN PRE-SERVICE EFL
TEACHERS' FOREIGN LANGUAGE SPEAKING ANXIETY
AND THEIR ATTITUDES TOWARDS THE TEACHING
PROFESSION**

Master's Thesis

Sevda AKIN

Supervisor
Assoc. Prof. Dr. Zerrin EREN

SAMSUN
2023

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.ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled ““**THE RELATIONSHIP BETWEEN PRE-SERVICE EFL TEACHERS’ FOREIGN LANGUAGE SPEAKING ANXIETY AND THEIR ATTITUDES TOWARDS THE TEACHING PROFESSION**”” prepared by **Sevda AKIN**, and supervised by **Assoc. Prof. Dr. Zerrin EREN**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 26.5.2023 .

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ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ YABANCI DİL KONUŞMA KAYGILARI İLE ÖĞRETMENLİK MESLEĞİNE YÖNELİK TUTUMLARI ARASINDAKİ İLİŞKİ

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İngiliz Dili Eğitimi Programı

Yüksek Lisans, Mayıs/2023

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Bu araştırmanın amacı, İngilizce öğretmen adaylarının yabancı dil konuşma kaygıları ile öğretmenlik mesleğine yönelik tutumları arasındaki ilişkiyi belirlemektir. Bu ilişkinin cinsiyet, sınıf düzeyi ve okunmakta olan üniversiteler değişkenleri açısından anlamlı bir fark gösterip göstermediğini ortaya çıkarmak da amaçlanmaktadır.

Nicel araştırma yönteminden faydalanılan bu araştırmanın katılımcılarını 2021 – 2022 eğitim öğretim yılı bahar döneminde OMÜ ve SCÜ İngilizce Öğretmenliği bölümü 3. ve 4. sınıf öğrencisi 137 öğretmen adayı oluşturmaktadır. Katılımcıların yabancı dil konuşma kaygılarını belirlemek amacıyla Horwitz, Horwitz, and Cope (1986) tarafından geliştirilip, Saltan (2003) tarafından Türkçe'ye uyarlanan “Yabancı Dil Konuşma Kaygısı Ölçeği” kullanılmıştır. İngilizce öğretmen adaylarının öğretmenlik mesleğine yönelik tutumlarını saptamak için Üstüner (2006) tarafından geliştirilen “Öğretmenlik Mesleğine Yönelik Tutum Ölçeği” kullanılmıştır.

Nicel veriler SPSS programı ile incelenmiştir. Katılımcıların yabancı dil konuşma kaygıları ile öğretmenlik mesleğine yönelik tutumları arasında negatif yönde zayıf bir korelasyon bulunmuştur. Erkek katılımcıların yabancı dil konuşma kaygıları ve öğretmenlik mesleğine yönelik tutumları arasında orta düzeyde negatif bir ilişki bulunurken, kadın katılımcılar için anlamlı bir farklılık bulunamamıştır. Ayrıca, 3. sınıf katılımcıların yabancı dil konuşma kaygıları ve öğretmenlik mesleğine yönelik tutumları arasında negatif yönde zayıf bir ilişki olduğu görülürken, 4. sınıf katılımcılar için bu hususta önemli bir ilişki saptanamamıştır. Buna ek olarak, OMÜ’de okuyan katılımcıların yabancı dil konuşma kaygıları ve öğretmenlik mesleğine yönelik tutumları arasında zayıf düzeyde negatif bir ilişki bulunurken, SCÜ’de okuyan katılımcılar için bu konuda bir ilişki bulunamamıştır. Katılımcıların düşük düzeyde yabancı dil konuşma kaygısına sahip oldukları gözlemlenmiş ve öğretmenlik mesleğine yönelik tutumlarının ‘çoğunlukla’ pozitif yönde olduğu belirtilmiştir.

İngilizce öğretmen adaylarının yabancı dil konuşma kaygı düzeylerini en aza indirebilmek için iş birliğine dayalı aktivitelerden faydalanılması ve hedef dil kullanımının artırılması önerilmektedir. Öğretmen yetiştirme programlarında İngilizce öğretmen adaylarının öğretmenlik mesleğine yönelik olumlu tutumlar geliştirebilecekleri öğrenme ve öğretme deneyimleri sağlanmalıdır.

Anahtar Sözcükler: İngilizce öğretmen adayları, kaygı, yabancı dil konuşma, tutum, öğretmenlik mesleği

ABSTRACT

THE RELATIONSHIP BETWEEN PRE-SERVICE EFL TEACHERS' FOREIGN LANGUAGE SPEAKING ANXIETY AND THEIR ATTITUDES TOWARDS THE TEACHING PROFESSION

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This study aims to determine the correlation between English teacher candidates' foreign language speaking anxiety and their attitudes towards the teaching profession. It is also aimed to find out whether this relationship shows a significant difference in terms of gender, years of study, and universities of the participants.

The quantitative research method was utilized and the participants were 137 3rd and 4th year students at the Department of ELT at OMU and SCU in the spring semester of the 2021-2022 academic year. The "FLCAS" developed by Horwitz, Horwitz, and Cope (1986) and later adapted into Turkish by Saltan (2003) was used to determine the foreign language speaking anxiety levels of teacher candidates. In order to reveal their attitudes towards the teaching profession, the "Attitude towards the Teaching Profession Scale" developed by Üstüner (2006) was used.

Quantitative data were analyzed with SPSS 26.0. A weak negative correlation was found between participants' foreign language speaking anxiety and their attitudes towards the teaching profession. While there was a moderately negative relationship between male participants' foreign language speaking anxiety and their attitudes towards the teaching profession, no significant difference was found for females. In addition, while there was a weak negative relationship between 3rd year teacher candidates' foreign language speaking anxiety and their attitudes towards the teaching profession, no significant relationship was found for the 4th year teacher candidates. On the other hand, a weak negative correlation was found between the foreign language speaking anxiety levels of the participants studying at OMU and their attitudes towards the teaching profession when the participants studying at SCU showed no significant correlation at all. It was also observed that the participants had a low level of foreign language speaking anxiety and their attitudes towards the teaching profession were *'mostly'* positive.

In order to minimize the foreign language speaking anxiety levels of teacher candidates, it is recommended to use collaborative activities and the use of the target language should be increased. Learning and teaching experiences should also be provided to teacher candidates in teacher training programs where they can develop positive attitudes towards their future profession.

Keywords: Pre-service EFL teachers, anxiety, foreign language speaking, attitude, teaching profession

ACKNOWLEDGEMENT

First of all, I would like to thank my thesis supervisor Assoc. Prof. Dr. Zerrin EREN for her never-ending support, invaluable guidance, and encouragement. Her expertise, patience, and optimistic attitude really encouraged me to complete this study.

I also would like to express my appreciation to the instructors at OMU and SCU who helped me a lot during the implementation of the questionnaires. I am so grateful to have met such people with sincere kindness.

I would like to express my biggest gratitude to my beloved mother, Selime AKIN, and my sister, Esra AKIN, with whom we overcome life's greatest challenges together side by side. I would also like to thank my dear friends and colleagues who encouraged me and believed in me during difficult times.

I owe my special thanks to my uncle, Kenan BULUT, who always reminded me of the importance of wisdom and self-development. His endless support and good pieces of advice brought me to these days.



Sevda AKIN

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SYMBOLS AND ABBREVIATIONS

CSU	: Cumhuriyet University
EFL	: English as a Foreign Language
ELT	: English Language Teaching
FLCAS	: Foreign Language Classroom Anxiety Scale
N	: Number
OMU	: Ondokuz Mayıs University
SD	: Standard Deviation
GPA	: Grade Points Average



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1. INTRODUCTION

1.1. Background of the study

Speaking is among important skills of foreign language learning and teaching. Besides, it is a crucial element for communicating in the target language. Many people consider speaking skill as the primary skill that can be used as a measurement tool to see how proficient a learner is in the target language. Therefore, this skill should be given much importance in the process of foreign language learning and teaching.

To be more competent users of a foreign language, learners should be provided with interaction and meaningful tasks in the classrooms, as the Communicative Language Teaching approach (CLT) suggests. However, there may be some factors that affect learners' success in communicating in the target language. Brown (1973) is the first to mention the role of affective filters in second language acquisition (SLA). He points out that an essential domain to be aware of in the process of SLA is the affective domain as a learner may fail because of an affective block (231-232). In addition, Krashen proposes his Affective Filter Hypothesis in 1982 and he states that there are some affective factors that influence the SLA process such as self-confidence, motivation, and anxiety. Similar to SLA, these affective factors may also have an influence in the process of foreign language learning. Among these affective factors, anxiety is very crucial since having a high degree of anxiety may result in poor proficiency in a foreign language. Anxiety can be described as a state of frustration, fear, self-doubt, apprehension, or worry arising from something threatening (Scovel, 1978:134). It is often expressed by the language learners that they are mostly intimidated by the speaking part of language learning because this is where they possess the greatest amount of anxiety. Horwitz, Horwitz, and Cope (1986), Marzec-Stawiarska (2015), Dolly Jesusita Young (1990) also point out that speaking is mentioned to be the most anxiety-provoking component of foreign and second language education.

To succeed in communicating in a foreign language, learners should be highly motivated, confident, and free from anxiety in a peaceful and non-judgmental learning environment. Only teachers who do not experience foreign language speaking anxiety can provide learners with this kind of environment. However, non-native EFL teachers may also have anxiety just like the inexperienced language learners if their feelings of inadequacy in the target language are frequent (Horwitz, 1996: 365). Therefore, it can

be understood that the language teachers may get anxious while teaching or performing a language skill they feel themselves inadequate.

The medium of teaching is English in English language teaching classrooms and the language teachers' efficient knowledge of pronunciation in English can make them speak comfortably in front of their learners and this eliminates their fear and anxiety (Gilakjani & Sabouri, 2016: 205). If an EFL teacher is not sure about his/her pronunciation, he/she may feel himself/herself inadequate while teaching English. In her paper published in 1996, Horwitz quotes a language teacher's concern as follows: "I worry that students will ask me how to say something I do not know in the target language" and "I always prepare and practise carefully whenever I want to say something to my class in the target language" (365). Thus, it can be understood that English language teachers may have some concerns upon their pronunciation. It becomes a burden for them to pronounce every word accurately since the EFL teachers should also be role models to their learners while communicating in the target language. To give an example, stress placed upon the syllable can change the meaning of the word in English. When the EFL teacher is teaching 'present' as a verb, the stress must be on the second syllable. When he/she is teaching 'present' as a noun, the stress must be on the first syllable. If an EFL teacher is not aware of how stress affects the meaning of the words, he/she may doubt himself/herself while speaking in the target language. These teachers may also be afraid of teaching fossilized errors to their learners due to their lack of accurate pronunciation. The EFL teachers who have poor pronunciation skills may refrain from using the target language and applying communicative activities in the classroom. As a result of that, they may develop foreign language speaking anxiety. To be able to make learners proficient users of language and provide them with a stress-free environment, teachers themselves need to have a reduced speaking anxiety as a role model first. If the EFL teacher is uncomfortable with his/her pronunciation and speaking skills, it is unusual to expect the learners to achieve communicating in the target language.

There are significant requirements for becoming an effective EFL teacher. Besides having a good control over the classroom or being able to apply different types of approaches and methods, an EFL teacher needs a sufficient foreign language speaking ability. If their level of speaking anxiety is too high, this may even hinder teaching. This anxiety may lead to the feeling of insufficiency in the above-mentioned

requirements of becoming an effective EFL teacher and eventually develop negative attitudes or thoughts towards the teaching profession. Meanwhile, the attitudes towards the teaching profession may also have an influence on teaching.

According to Semerci and Semerci (2004: 138), attitude is a state of an individual's directing his/her behaviors, thoughts, or emotions toward a person, object, or situation by being supportive of or against it. It is indubitable that every person has an attitude towards their profession that either motivates them to do better or disinclines them from their profession. It should not be forgotten that a person's success in a career mostly depends on his/her attitudes towards his/her profession. Thus, the person should first develop a positive attitude towards his/her profession to show the required actions in his/her profession as Yasan-Ak and Yılmaz-Yendi (2020: 111) suggest. For example, an EFL teacher with a negative attitude towards the teaching profession will not perform the requirements of being an effective teacher, she/he will not be prepared for her/his lessons and she/he will eventually start to feel inadequate for her/his job. This inadequacy may result in experiencing different kinds of anxiety, especially the speaking anxiety. Therefore, it can be inferred that foreign language speaking anxiety and the attitudes towards teaching profession can affect each other.

As language learners, pre-service EFL teachers are still improving their language skills and competency and they are building up on their teaching abilities and pedagogical knowledge (Tüm & Kunt, 2013: 395). There are some social expectations assigned to pre-service EFL teachers such as being experts of the target language and facilitating the language teaching process smoothly and flawlessly. However, as they take their practice teaching courses, pre-service EFL teachers gradually become aware that there will be some challenges and responsibilities in their future jobs. Tüfekçi-Can (2018: 581) states that the pre-service teachers who are relatively inexperienced often feel anxious when they enter in a foreign language classroom for the first time as a teacher. Furthermore, one of the reasons for pre-service teachers' anxiety may be the fact that they have to use the target language while teaching. Tüfekçi-Can (2018) mentions the same issue pointing out that most of the pre-service EFL teachers feel more anxious about making pronunciation mistakes while using the target language in the classroom (587). This may result in foreign language speaking anxiety in pre-service EFL teachers and they will avoid using the target language. This anxiety may

also lead to miserable learning and teaching experience in the classroom and eventually a change of attitudes towards the teaching profession at all. Accordingly, it is vital to investigate the relationship between the foreign language speaking anxiety of pre-service EFL teachers and their attitudes towards the teaching profession.

1.2. The Purpose of the Study

Some people and even learners believe that the speaking ability of an EFL teacher usually indicates his/her competence in the foreign language. However, EFL teachers may suffer from speaking anxiety, especially the non-native ones. The earlier it is noticed, the better the teacher gets. It is significant that some research must be done on pre-service teachers so that these pre-service teachers can be aware of their weaknesses and strengths in the foreign language that they will soon be teaching. Tüm and Kunt (2013: 385) emphasize that non-native language teachers are not few in number and it is absolutely possible that many pre-service teachers face some challenges in the language classrooms and should be guided by others. The purpose of this study is to investigate the relationship between pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards teaching profession. The study aims at finding out pre-service EFL teachers' level of foreign language speaking anxiety, and discuss the relationship between pre-service EFL teachers' foreign language speaking anxiety and also their attitudes towards teaching profession and finally, how this relationship differs according to some variables such as years of study, gender, and the universities of the participants.

1.3. The Significance of the Study

Many studies have been conducted on the speaking anxiety levels of students who are learning English as a foreign language and the potential causes of their speaking anxiety. Foreign language speaking anxiety has always been a very popular topic for researchers, and the studies measuring pre-service EFL teachers' speaking anxiety are frequently found in the literature. Pre-service EFL teachers' foreign language speaking anxiety and attitudes towards the teaching profession have been studied as separate subjects, but there is no study that examines the relationship between prospective English teachers' foreign language speaking anxiety and their attitudes towards teaching profession. When the literature is reviewed, it is clear that a similar study was applied for teachers in the Social Studies branch by Özdemir (2019), but the study was conducted on classroom speaking anxiety, not foreign

language speaking anxiety. She utilized two questionnaires to collect the quantitative data from the participants; “Speaking Anxiety Scale for Prospective Teachers” developed by Kinay and Özkan (2014) to determine the levels of participants’ speaking anxiety and “Attitude towards the Teaching Profession Scale” by Üstüner (2006) to find out the attitudes of the participants towards the teaching profession. This study differs from all other studies in terms of examining the relationship between pre-service EFL teachers’ foreign language speaking anxiety and their attitudes towards the teaching profession. Whether there is a relationship between pre-service EFL teachers’ foreign language speaking anxiety and their attitudes towards teaching profession will be useful in filling the gaps in the literature. It is expected that the results obtained from the research will contribute to the pre-service teachers' foreign language skills development and professional awareness in the future.

1.4. The Research Questions

The research questions are listed as:

1. What is the level of English teacher candidates’ foreign language speaking anxiety?
2. What attitudes do the English teacher candidates have towards the teaching profession?
3. Are there any relations between English teacher candidates’ foreign language speaking anxiety and their attitudes towards the teaching profession?
4. How does the relation between English teacher candidates’ foreign language speaking anxiety and their attitudes towards the teaching profession differ according to their years of study, gender, and universities?

1.5. Assumptions of the study

The assumptions of this study are:

1. The participants will honestly respond to Foreign Language Speaking Anxiety Scale (FLCAS) which was developed by Horwitz et al. (1986) and adapted into Turkish by Saltan (2003).
2. The participants will honestly respond to Attitude towards the Teaching Profession Scale developed by Üstüner (2016).
3. Both scales are appropriate for the purpose of the study.

1.6. The Scope of the study

The scope of the study is:

1. The study is limited to 137 prospective English teachers in English Language Teaching (ELT) Department of Ondokuz Mayıs University and Sivas Cumhuriyet University.
2. This study was conducted in the spring semester of 2021-2022 academic year.

1.7. Limitations of the Study

The limitations of the study are:

1. The participants in this study are only 3rd and 4th year students.
2. There are only two universities in this study: OMU and SCU.

1.7. Definition of the Terms

Speaking: According to Bailey (2005: 2), speaking is described as a productive aural/oral skill that involves conveying the meaning through producing verbal utterances in a systematic way.

Anxiety: It is defined by Samimy and Tabuse as “a feeling of being apprehensive, worried about and feared of what is to happen” (1992: 379). According to American Psychological Association (2015), anxiety is an emotion that indicates the feelings of tension and worry.

Foreign Language Anxiety: Apprehension and tension experienced by language learners.

Foreign Language Speaking Anxiety: A kind of shyness or uneasiness associated with communication in the foreign language.

Pre-service EFL Teachers: Students who study at English Language Teaching departments of different universities and they are trained to teach English as a foreign language at the end of their teaching program.

Teaching Profession: “an important job that requires deeper knowledge and wisdom about the subject content, and also many skills such as patience, guidance, and creativity.” (Ağçam & Babanoğlu, 2016: 21)

Attitude: “a tendency attributed to the individual that forms his ideas, feelings, and behaviors systematically about an object.” (Kağıtçıbaşı, 1999: 102)



2. LITERATURE REVIEW

2.1. Anxiety

Anxiety is one of the most prominent affective factors that learners experience in language learning. It can be described as a mental and physical stimulus that an individual often has difficulty in overcoming and it is also an unknown feeling of fear towards an unclear object. Since anxiety regarded as a complex psychological construct with many variables and it has a deep structure consisting of human behavior, many researchers and psychologists dealt with different aspects of anxiety throughout the years, so different definitions have come into being. For example, May (1977: 205) states that anxiety is the apprehension which indicates a threat to some value that the person cares for his existence. While Spielberger (1983: 15) defines anxiety as the subjective feeling of tension, apprehension, and uneasiness related to an arousal of the neural system, Daud, Ras, Novitri and Audia (2019: 414) emphasize that anxiety may be any kind of feeling associated with worry because of the uncertain result of a particular attempt. Thus, it can be understood that anxiety may be related to undesirable feelings such as frustration, worry, self-doubt, and uneasiness.

Anxiety can be aroused by many spontaneous situations regarding work, health, success, and also failure. It can create anxiety about the future in people and it possibly makes people's lives unbearable by causing obsession in the end. MacIntyre makes a detailed definition by adding that “anxiety may refer to a negative emotional state with feelings of unpleasant tension and a sense of pressure to remove the source of anxiety or escape the situation” (2017: 12). Therefore, it can be inferred that anxious people are usually intimidated by a sudden result of a situation in their lives and they think of how to get away from the anxiety-provoking situation. They believe they will be relieved when the anxiety-provoking situation is terminated.

Although many scholars and researchers attempted to define anxiety regarding different aspects, all of their definitions had something in common as they indicated that anxiety is in fact perceived as a negative feeling. Therefore, it can be concluded that anxiety includes some kinds of unfavorable feelings which can affect an individual emotionally and psychologically.

2.1.1. Types of Anxiety

Since anxiety is regarded as a multifaceted term, it is necessary to explain the types of anxiety for a deeper understanding. The researchers proposed three categories of anxiety.

Trait Anxiety: Some people are generally worried about a vast number of situations, and this is defined as having trait anxiety by the researchers. Trait anxiety does not change according to the type of conditions that an individual experiences; it remains stable (MacIntyre, 1999: 28) because it is associated with the characteristic features and the personality of an individual (Oteir & Al-Otaibi, 2019: 310; Bozok, 2018: 13). MacIntyre defines the individuals who have low trait anxiety as calm people with stable emotions whereas the individuals who have high trait anxiety are regarded as emotionally unstable and nervous (1999: 28). Thus, it can be inferred that individuals who have a high trait anxiety show changes in their moods and they get irritated by some situations whereas the individuals who have a low level of trait anxiety are more relaxed and concentrated.

State Anxiety: This kind of anxiety is not permanent like the trait anxiety. It is a changing anxiety and emotional response that emerges when an individual finds a particular situation as threatening (Spielberger, 1972: 5). Similarly, Brown (2007: 161) expresses that state anxiety may vary or change according to peculiar situations. Given the definitions above, it is possible to assert that state anxiety may occur in stressful situations such as taking a test or trying to finish a task or an assignment. It is also possible that the state anxiety diminishes or disappears as soon as the stressful situation is over.

Situation Specific Anxiety: Situation specific anxiety is often considered to be a subcategory of state anxiety. Chan and Wu (2004: 291) and Woodrow (2006: 310) also explain that it is a sort of anxiety triggered by a particular situation. Foreign language anxiety is also believed to be in this category. Such anxiety influences the process of language learning in a negative way (MacIntyre & Robert C. Gardner, 1991: 515). Learners may get anxious explicitly and feel overwhelmed when performing tasks in the foreign language such as carrying out classroom activities involving speaking or oral practice, and writing a composition in the target language.

Researchers and scholars have suggested another classification of anxiety as “facilitating” and “debilitating”.

Facilitating Anxiety: This kind of anxiety is considered to have a positive effect on language learning. According to Scovel (1978: 139), facilitating anxiety encourages learners to carry out the learning task. Learners with facilitating anxiety are expected to be willing to participate in any kind of learning activity. They are motivated to learn and perform well in the target language. They are competitive, and their enthusiasm in the language classroom usually leads them to success. Facilitating anxiety has a positive effect on learners’ performance in the target language, as Bekleyen (2004: 29) states that it helps learners perform better than they might. Kleinmann (1977: 105) also claims that facilitating anxiety motivates learners to use some language structures from which other learners usually refrain.

Debilitating Anxiety: In contrast with facilitating anxiety, debilitating anxiety is often explained as the avoidance of carrying out the learning task. This type of anxiety prevents learning the target language and makes it difficult to achieve (Boldan, 2019: 25). Scovel (1978: 139) defines learners with debilitating anxiety as the individuals who have negative feelings towards learning a language and they usually get away from performing the learning tasks. Debilitating anxiety often causes learners to participate less and use basic structures. Learners may later feel doubted or worried about their performance in the target language.

When their learners are anxious, EFL teachers must know whether it is facilitating or debilitating and to what extent they experience it since having too much or too little of any kind of anxiety may cause learners to refrain from language learning. Chastain (1975: 160) implies that some concern about a test is a positive sign while too much apprehension can cause negative results. Similarly, Brown (2007) suggests that optimal tension in the language learning process can be beneficial (163). Therefore, it can be understood that having a reasonable level of facilitating anxiety can lead learners to better competence and performance in the learning process.

2.2. Foreign Language Anxiety

Foreign language anxiety is among the important affective factors, and most learners seem to possess some level of it. Foreign language anxiety has become a popular and controversial subject among the researchers in recent years. Among the

first researchers who proposed foreign language anxiety, Horwitz et al. described it as a distinct complex consisting of perceptions, feelings and evaluations related to classroom learning arising from the uniqueness of the foreign language learning (1986: 128). This anxiety can take place in any part of the language learning process, especially when the student feels pressure or discomfort in learning a foreign language (Çölkesen, 2015: 18). According to Horwitz et al., learners may show their anxiety in foreign language classes through their “subjective feelings, symptoms, and behavioral responses such as apprehension, worry, difficulty in focusing, sweating, missing classes, or postponing homework” (1986: 127). It is obvious that all of these may have detrimental effects on foreign language learning.

With the help of their clinical trials with university-level students, Horwitz et al. (1986) developed a scale called FLCAS (Foreign Language Classroom Anxiety Scale) to find out the anxiety level of the learners. They investigated the relationship between the level of anxiety and language achievement. Their findings revealed that there was a negative relation between the level of anxiety and language achievement. Many studies have been carried out on foreign language anxiety after the study of Horwitz et al. (1986). The results from the following studies also showed that there was a negative relation between the level of foreign language anxiety and achievement (Awan, Azher, Anwar & Naz, 2010; Batumlu & Erden, 2007; Çakıcı, 2016; Horwitz, 2001; Khodadady & Khajavy, 2013; Onwegbuzie, Bailey & Daley: 1999; Oruç & Demirci, 2020). Foreign language anxiety has also been investigated in terms of its effects on basic language skills such as speaking, listening, writing, and reading.

As an essential part of learning, the learners should be able to communicate in the target language by using different forms and structures. Learners with low self-esteem or insufficient proficiency in the target language may fear communicating orally and worry that other learners or the teacher will criticize them negatively. This type of consideration may lead them to miss classes and neglect the whole language process. On the other hand, MacIntyre also suggests that learners may fool themselves and others by using anxiety as an excuse for not participating in the tasks or covering up their lack of study (1999: 24). Horwitz et al. (1986) defined three categories of foreign language anxiety as they are listed below:

Communication Apprehension: If the learner lacks the ability to maintain a conversation in the target language, he/she probably has communication apprehension.

Horwitz et al. (1986: 127) state that it is the difficulty and shyness associated with the feelings of fear or concern experienced while communicating with people. Moreover, Woodrow (2006: 309) suggests that anxiety while communicating in the target language can be debilitating and it may influence the learners' adjustment to the target environment and finally the accomplishments of their educational goals. Learners with communication apprehension are usually incapable of expressing themselves in the target language and cannot comprehend what other people say. It is possible that many learners suffer from communication apprehension because language classes mostly require learners to interact with people using the target language.

Test Anxiety: Test anxiety is related to the fear of failure in performance while having a test in the target language. According to Sarason (1978: 214), it is a tendency to worry about the consequences of insufficient performance in evaluative situations. Test anxiety may have a damaging effect on the learners' understanding of the language process (Öztürk, 2012: 25). Since it is a feeling of worry towards academic evaluation, learners with high test anxiety may perform poorly when they are exposed to written or oral tests consistently. In this respect, Horwitz et al. (1986: 128) states that oral tests may arouse both test and oral communication anxiety concurrently in susceptible language learners. The learners who have test anxiety may show some physical symptoms and behaviors while taking a test, such as sweaty hands, hand shaking, fast heart beating, forgetting the correct answer for the questions, and remembering the right answer after the test.

Fear of Negative Evaluation: It is a kind of fear related to language learning that most learners frequently experience. It is defined as worrying about social negative evaluations caused by an individual's need to make a positive social impression on other people by Brown (2007: 162). Learners who fear negative evaluation do not tend to involve in classroom activities, and they are mostly silent learners because they are afraid of making grammar or pronunciation mistakes. They hesitate to involve in the language learning process, especially in oral communication practices and activities similar to role-plays, because they think that the teacher and the other learners are superior to them in terms of their competence and performance in the target language. When a learner does not comprehend that making an error is a natural part of learning, this kind of anxiety may later result in avoiding the whole language-learning process.

2.3. Foreign Language Speaking Anxiety

Foreign language speaking anxiety has been an issue of interest since most of the learners' speaking anxieties are at alarming levels and this level of anxiety can affect oral communication unfavorably. MacIntyre and Gardner (1994: 284) define foreign language anxiety as stress and concern related to language learning and some basic language skills such as listening and speaking. From this definition, it can be inferred that anxiety of speaking a foreign language may be related to a kind of shyness or uneasiness related to communication in a foreign language. Learners say that they feel uncomfortable when they are asked to speak unprepared, such as being involved in a role-play activity or answering a question they do not know the answer to. On the other hand, learners report that they are more comfortable and enthusiastic when they deliver a prepared speech. Hammad and Ghali (2015: 60) state that the anxiety level of the learners increases when they do not prepare for what they are going to speak. Thus, when the learners make some preparations before the class meeting, they will have relatively reduced anxiety, and this will also help learners use different vocabulary and grammar items while speaking in the target language.

Learners usually say that speaking provokes more anxiety than other skills. Some factors contributing to foreign language speaking anxiety can be listed as low language proficiency, language learning difficulties, perfectionism, lack of self-confidence and self-trust, tension and shyness, fear of making errors, fear of being incomprehensible, fear of being ridiculous, teachers' negligence of oral skills and also making translations from the mother tongue (Hammad and Ghali, 2015). Learners with foreign language speaking anxiety also experience difficulty forming structures or pronouncing words correctly. They sometimes cannot grasp the meaning and have no idea what the teacher implies.

With feelings of uncomfortableness, shyness, and insecurity, EFL learners may have difficulty in sharing their opinions and involving in class debates and discussions (Oda & Khammat, 2013: 25). Similarly, Littlewood (1984: 59) suggests that if learners feel anxious or unsafe in an environment, they tend to form some psychological barriers for communication and later these barriers may turn into obstacles to the whole learning process. It can be said that when the physical aspects of traditional classrooms and the possibility of being criticized synchronously within the speaking period in the classroom are eliminated, learners may have reduced anxiety levels in speaking

English. According to Orakçı (2018: 12), To make learners perform better in the speaking activities and provide them with the opportunities to communicate in the classroom willingly, teachers need to create the most peaceful and non-threatening atmosphere and the most elaborated learning environment. It is important that the learners are also exposed to the target language through meaningful tasks that are within their language competence as much as possible because the insufficient practice in the target language can also be the primary source of learners' foreign language speaking anxiety.

2.4. Attitude

In daily life, individuals usually evaluate many things in their minds, such as people, events, objects, and notions, either favorably or unfavorably, and this is called having an attitude. Attitude is a concept related to social psychology and the renowned definition of attitude goes back as early as 1935 when Gordon Allport published *The Handbook of Social Psychology* (Crano & Pirislin, 2008; Eiser, 1987; Fishbein & Ajzen, 1975; Htang, 2017; Musa & Bichi, 2015; Petty, Wegener & Fabrigar, 1997; Schwarz & Bohner, 2001). Since then, various researchers have attempted to define attitude. To give an example, Eagly and Chaiken (1993: 1) define attitude as a psychological disposition that is expressed by evaluating a certain entity with some level of favor or disfavor.

Besides the definitions of attitudes, some other researchers such as Crano and Prislin (2006: 347) point out different characteristics of attitudes by suggesting that they reflect the evaluative integration of cognitions and affects towards an object. Similarly, Fishbein and Ajzen (1975) emphasize the fact that attitude is a learned tendency to approach a given object in a consistent positive or negative manner (6). Aksoy (2010: 198) also adds that attitudes are not similar to behaviors; however, they have an important role in shaping people's behaviors. Given the definitions by these researchers, it can be inferred that attitudes have some basic features. First, attitudes cannot arise in a minute; there should be multiple exposures to the attitude object. Attitudes are not pre-formed and innate; they are learned in time. There are some factors that affect the formation of attitudes in an individual's mind. To be able to develop an attitude towards an object or a situation, an individual does not need to experience this object or the situation directly. An individual can acquire his/her attitudes from their parents, their friends, the environment they live in, the technology,

or simply from the experiences of others. Besides, attitudes predispose actions as they have an influence on behavior. Üstüner (2006: 111) emphasizes some features of attitude by stating that they contain evaluation and cannot be observed directly but can be inferred from one's behavior. Thus, it can be said that attitudes can be the psychological reasons of an individual's behavior. Another feature of the attitudes is that they are consistent; they include stability regarding responses to specific attitude objects. Attitudes may be durable and an individual's attitudes cannot change easily. Attitudes can only change through continual persuasion. Lastly, attitudes consist of evaluations of favor and disfavor. Since attitudes are subjective evaluation experiences, different people may hold different attitudes towards an attitude object and their attitudes may be supportive of or against it.

There are three components of attitude and these are: cognitive, affective, and behavioral.

Cognitive Component: Cognitive attitudes are the abstract concepts in an individual's mind towards an object. They consist of ideas, beliefs and evaluations of the objects around (Andronachea, Bocoş, Bocoş & Macri, 2014: 629). Cognitive component can also be defined as the beliefs that enable the formation of judgements such as good-bad, favorable-unfavorable about an attitude object. To develop an attitude towards an object, an individual should be familiar with it first, she/he should have some ideas and thoughts about it. There is a slight possibility that the attitudes of an individual will change if that individual's perceived knowledge about the attitude object changes. For example, we may think of a person as bad, but when we spend some time with them, we can decide that they are good and thus our attitude towards that person may change in the opposite way.

Affective Component: This is the most important component as it makes the attitude persistent. It consists of an individual's evaluations and emotions about a particular object (Özdemir, 2019: 36). Affective attitudes are individual, relative and they may vary from person to person. An individual's affective attitudes can either be negative or positive. When the individual's evaluations of an object are positive, the individual will develop positive attitudes towards this object. However, when the evaluations are negative, the attitude will also be negative. Besides, the stronger the affective attitude gets, the more difficult it will be for an individual's general attitude to change.

Behavioral Component: It is the last component of attitude and it is an expression of an attitude by action and movement. Behavioral component involves an individual's acts toward an object. (Oskamp, 1977: 10). A person with a positive attitude towards an object is expected to exhibit some positive behaviors correspondingly. On the other hand, it can be concluded that people with negative attitudes towards an object will also act negatively. For example, one can think of a person as good and thus have positive evaluations and feelings towards him/her. It is also very likely that we will be nice to this person.

2.5. Attitude towards the Teaching Profession

Teachers are the individuals who contribute to the development and progress of education through their unique pedagogical and subject matter knowledge. However, being a knowledgeable teacher is not enough; teachers are not robots who constantly transmit information. They may not be aware of it, but they have some personal evaluations on their minds, either negative or positive, regarding many things, such as the subject they teach, the students, the classroom, and the profession itself. Their evaluations shape their teaching skills and strategies, choices of classroom activities, teaching techniques, and professional perspectives. In this way, they form some attitudes towards teaching in general. As mentioned previously, attitudes are also the evaluations that shape individuals' behaviors. Knowing one's attitudes towards a certain object also enables to predict how that individual will act towards that object (Üstüner, 2006: 111). From this definition, it can be concluded that the teachers with positive attitudes towards their profession will also show more positive behaviors and establish their duties accurately (Güneyli & Aslan, 2009: 314). Teachers' positive attitudes can be seen through their motivations to teach, the gestures and mimics they use, the way they approach their students, and their enjoyment and excitement towards teaching. Teachers with a positive attitude towards the teaching profession are also known to be dedicated to their jobs, think creatively, and adapt to educational changes. On the other hand, the teachers who do not have a positive attitude towards their profession will end up being tired of it and will not be successful. They will consider their profession as just a workload to be finished, and they will not enjoy any minute of it. Furthermore, it should be kept in mind that students are affected by their teachers' attitudes. Since learners usually see their teachers as their role-models, they tend to copy everything from their teachers. They are even influenced by their teachers'

personalities, habits, interests, feelings and emotions, and overall attitudes. Thus, teachers must possess a reasonable level of positive attitude towards their profession.

When they first get their degrees, most novice teachers may be unable to teach efficiently. Most novice English language teachers, similar to the novice teachers of other fields, may be unable to provide students with different language skills and maintain a peaceful classroom atmosphere, as it may seem very challenging. These challenging situations they face in the classroom may later lead them to feel inadequate in their profession, and they may get lost and eventually develop negative attitudes towards the teaching profession. Before they feel inadequate, it is vital that the teacher candidates are provided with an education program in which they can experience good and efficient learning and practicing experiences so that they can develop positive attitudes towards the job they will soon be professing. Additionally, it is important that the status of teachers in society should be improved so that some positive attitudes towards this profession can be enhanced by the pre-service teachers.

2.6. The Studies on Foreign Language Speaking Anxiety Carried out in Turkey

The possible sources and the strategies of how to overcome foreign language speaking anxiety have been phenomenon issues for the researchers. Debreli and Demirkan (2016) analyzed the levels of EFL students' foreign language speaking anxiety and its sources. They also investigated whether there was any relationship between the students' foreign language speaking anxiety and language proficiency level and also their gender. The data were collected from 196 Turkish and Turkish Cypriot learners through their answers to a Turkish version of FLCAS (Horwitz et al., 1986) translated by Un (2012), as well as the semi-structured interviews conducted with 10 students among the participants. The findings of the study showed that students possessed low levels of foreign language speaking anxiety in general. However, the students with a high level of language proficiency showed higher levels of foreign language speaking anxiety. There was no meaningful difference in students' gender and their foreign language speaking anxiety levels. In this study, the potential sources of foreign language anxiety were difficulty in articulating the sounds properly, being asked immediate questions, being unprepared, worrying about making mistakes, and not understanding the questions that the teacher asked.

Similarly, Çağatay (2015) examined foreign language anxiety of EFL students and its possible reasons and solutions. 147 Turkish students from the Middle East Technical University preparatory program participated in the study. 18 items from FLCAS developed by Horwitz et al. (1986) were utilized in the study. The findings from the study indicated that the students held a moderate level of foreign language speaking anxiety, and female learners were found to be highly anxious while speaking in the foreign language. The foreign language speaking anxiety of the students increased when interacting with a native speaker compared with their peers. The level of the students did not seem to affect foreign language speaking anxiety. Çağatay (2015) also listed some solutions for reducing foreign language speaking anxiety, such as encouraging students to involve in authentic contexts and communicating with both native and non-native speakers of English.

Some studies concerning the pre-service teachers' foreign language speaking anxiety were also encountered in the literature. Tüm and Kunt (2013) carried out a research on non-native teacher candidates' foreign language speaking anxiety. The participants were 131 junior and senior-year Turkish-speaking student teachers from foreign language education programs of two universities in Northern Cyprus. The quantitative data were collected through 18 items from FLCAS, and the qualitative data were collected by follow-up interviews with 28 student teachers. The findings of their research revealed that a high number of student teachers experienced affective states of foreign language anxiety. Besides, their foreign language speaking anxiety also affected their performance of the target language and their emotional states. The participants stated that their anxiety had an adverse effect on making use of the grammar rules and performing speaking activities. Student teachers were worried about not understanding what people said and were frightened by the rules they had to remember while speaking. Tüm and Kunt (2013) also found that the student teachers became increasingly aware of their responsibilities and the expectations that awaited them. As their awareness increased, their levels of foreign language speaking anxiety seemed to increase as well since they were about to become professional teachers. In order to reduce their foreign language anxiety, feelings of empathy, understanding, and cooperation were suggested to be fostered in the language learning environment. It was stated as important to normalize anxiety and remind student teachers that they were not the only ones having anxiety.

On the other hand, Yalçın and İnceçay (2013) conducted research to determine whether the usage of spontaneous speech activities helps reduce students' foreign language speaking anxiety. The participants consisted of twelve freshman-year Turkish students from the ELT department of a private university in Istanbul. Their ages ranged from 18 to 24. The participants had to take oral communication classes. A mixed-method design including both qualitative and quantitative data was used. Yalçın and İnceçay (2013) administered an adapted form of FLCAS (Horwitz et al., 1986) and Burgoon's Unwillingness to Communicate Scale (1976) to collect the quantitative data. Students were asked to reflect on spontaneous speech activities, and a focus group interview was implemented to collect the qualitative data. The research lasted 14 weeks, and during the research period, students were provided with games, role-plays, and debates in the classroom. The findings of their research showed that spontaneous speech activities played an essential role in reducing foreign language speaking anxiety. Learners stated that the spontaneous speech activities made them feel more successful in the target language and thus became less anxious when unprepared. Finally, learners mostly liked the "Taboo" game as a spontaneous speech activity.

The demographic variables should also be taken into account for a better understanding of the students' foreign language anxiety. Karataş, Alçı, Bademcioğlu, and Ergin (2016) aimed at identifying whether students' foreign language speaking anxiety shows meaningful differences according to their gender, language proficiency, receiving English preparatory class training, and the high school programs they graduated from. The participants were 320 male and 168 female English preparatory class students at Istanbul Technical University FLCAS developed by Horwitz et al. (1986) and later adapted in Turkish by Saltan (2003) was used to collect the data. The findings showed that female students experienced higher foreign language speaking anxiety than male students. Students who had English preparatory training showed lower levels of foreign language anxiety. However, the students' language levels and the kinds of schools they graduated from did not seem to have an effect on their foreign language speaking anxiety.

In her MA thesis, Çölkesen (2015) examined the level of non-native pre-service English teachers' foreign language speaking anxiety to find whether there is a statistically significant difference in the anxiety levels of the participants according to

gender, age, high schools that they graduated from, formal period of English education, period of teaching experience, former visits to countries where English is used, grade level, academic success, and the medium of instruction. 631 non-native English teacher candidates studying at ELT departments from two state universities in Ankara participated in the study. Foreign Language Classroom Anxiety Scale developed by Yoon (2012) was adapted in Turkish to gather the quantitative data. The results of the study indicated that the participants had foreign language speaking anxiety. The female participants held higher foreign language anxiety than the male participants. The participants with more extended English education or teaching experience periods, former visits to countries where English is used or English as a medium of instruction possessed lower levels of foreign language speaking anxiety. Besides, academically successful participants held lower levels of foreign language speaking anxiety.

The influence of having a native or non-native instructor on students' foreign language anxiety is a compelling issue that can be frequently found in the literature. Bozavlı and Gülmez (2012) investigated the effect of foreign language speaking anxiety of the learners in the native and non-native instructors' English classes. Two groups of students participated in the study. The first group included 38 students from the School of Civil Aviation at Erzincan University, and the second group included 52 students from the Tourism and Hotel Management Vocational School. The former group had a native English instructor, and the latter had a non-native English instructor. The participants received English classes for 22 hours a week. However, 38 students had six hours of speaking class, while 52 had four hours of speaking class a week. Both instructors followed a topic-based curriculum to provide students with professional speaking practices. The participants responded to a Turkish questionnaire adapted from the first section of Young's foreign language speaking anxiety scale (1990). The study revealed that the students who had a native instructor were more anxious about speaking English than those who had a non-native instructor. Students felt more confident about speaking English when they practised and prepared more. Anxious learners also found the behaviors of their teachers and peers more threatening. All students were eager to participate in the speaking activities if the topic interested them. However, they chose to volunteer to participate in the activities instead of being asked to. Finally, both groups desired to be corrected by the instructor.

Similar to this, Yentürk and Dağdeviren-Kırmızı (2020) conducted a study on the foreign language speaking anxiety of the learners studying in native and non-native instructors' classrooms. How the learners' anxiety in speaking a foreign language differed according to their gender, ages, and years of English learning was also investigated. The participants consisted of 469 EFL learners at the English preparatory program at three universities in Ankara. 247 of the participants were males and 222 were them females studying at different departments. Their ages ranged from 17 and 38. 30 items of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986) was utilized in this study. According to the results, it was revealed that the participants in native instructor's classroom showed a higher level of foreign language speaking anxiety. There was not a statistically meaningful difference in the participants' foreign language speaking anxiety in terms of their gender and ages. However, the participants who had more years of English learning experience held lower levels of anxiety in speaking a foreign language. It was also stated that the participants in native instructor's classroom felt more worried when they forgot the things they already knew, they thought that the others were better speakers, and they were more overwhelmed by the rules they had to learn to perform in the foreign language. The participants studying at the native instructor's classroom were also more worried about failure in speaking the foreign language and they felt that they became frustrated when they did not understand everything word by word.

A study focusing on the relationship between language proficiency and foreign language speaking anxiety was carried out by Balemir (2009). In his MA thesis, he examined the reasons of foreign language speaking anxiety and the correlation between the level of proficiency and foreign language anxiety of university students. The participants comprised 234 students from different departments at Hacettepe University. For the quantitative and qualitative data, a proficiency test including 55 multiple questions, Foreign Language Speaking Anxiety Scale (FLSAS) developed by Huang (2004), and interviews were employed. At the end of the study, the participants were found to have a moderate level of foreign language speaking anxiety, and they also had average and high levels of proficiency in English. It was also stated that female participants possessed a little higher foreign language speaking anxiety when compared with male participants of the study. However, there was no remarkable difference in the levels of participants' foreign language speaking anxiety related to

their proficiency levels. All participants from different levels of language proficiency seemed to have similar levels of foreign language speaking anxiety. According to the results of the interviews, some sources of the participants' foreign language speaking anxiety were suggested: being tested in oral activities, attending a speaking class, having difficulty in answering the questions, not being able to express themselves, comparing their skills with others, giving the wrong answers to the questions.

An up-to-date argument is the influence of gender on foreign language speaking anxiety. Öztürk and Gürbüz (2012) examined the effect of gender on foreign language speaking anxiety and learner motivation. The participants were 383 pre-intermediate Turkish students in Afyon Kocatepe University English preparatory program whose ages differed from 17 to 22. 225 of the participants were female, and 158 of them were male. Two questionnaires, The Motivation and Attitude Questionnaire (Dörnyei, 1990) and a Turkish version of the Foreign Language Classroom Anxiety Scale (Saltan, 2003) were administered, and also 19 students were interviewed to obtain the data. The results of the study showed that female students had more anxiety in speaking a foreign language than their male peers did. Also, female students showed a higher level of motivation. The results of this study indicate that gender may play a remarkable role in foreign language speaking anxiety.

2.7. The Studies on Foreign Language Speaking Anxiety Carried out in Foreign Context

Among the first researchers in the field, Horwitz et al. (1986) investigated learners' foreign language anxiety. The participants were 75 students from four beginner-level Spanish classes. The researchers developed a scale titled "Foreign Language Classroom Anxiety Scale (FLCAS)" to carry out the study. According to the results, a significant level of anxiety was experienced by the students. They determined many reasons behind students' foreign language speaking anxiety. These reasons were listed as: speaking without proper preparation, being doubtful of themselves while speaking, considering the other students as superiors to themselves, worrying about not being able to keep up with the language class, being intimidated by the speaking classes, and being overwhelmed by the rules to be kept in mind while speaking. Students also showed unwillingness to participate voluntarily. They were scared of being humiliated and corrected by the teacher too often.

To be able to find out the influence of gender in foreign language speaking anxiety, Hwa and Peck (2017) conducted a study on the 3rd year undergraduate students. 149 female and 88 male students studying at arts and science-based programs at a Malaysian university participated to the study. All the participants were taking English Language Proficiency class. The quantitative data were collected with the help of a scale which was in fact modified from FLCAS (Horwitz, Horwitz, and Cope, 1986). Being inspired by FLCAS, the researchers developed a 5-point Likert-type scale consisting of 32 items. The results showed that the participants held a moderate level of foreign language speaking anxiety. However, the female participants displayed a higher level of foreign language speaking anxiety when compared to their male peers. Fear of being negatively evaluated by others and experiencing psychological anxiety in language classrooms were listed among the major factors that affected female participants' speaking anxiety in English.

Another study conducted in the Malaysian context was by Miskam and Saidalvi (2019). The researchers tried to find out the level of foreign language speaking anxiety among 42 undergraduate learners studying at one of the universities in Malaysia. The participants were asked to respond to a questionnaire titled Foreign Language Speaking Anxiety Scale that was originally developed by Huang (2004) and later adapted from Balemir (2009). It was a 5-point Likert-type scale including 28 items. The quantitative data displayed that the participants had a moderate level of foreign language speaking anxiety. When the subcategories of anxiety (communication apprehension, fear of negative evaluation, and test anxiety) were taken into consideration as the factors that contribute to the participants' speaking anxiety in a foreign language, it was seen that communication apprehension had the highest score among the participants.

Many studies provided some potential reasons and sources of EFL university students' foreign language speaking anxiety and some strategies to cope with it. Alnahidh and Altalhab (2020) aimed to determine the EFL university students' level of foreign language speaking anxiety and the potential reasons behind it. The participants were 85 first-year female Saudi EFL students at King Saud University. The participants were expected to respond to an Arabic questionnaire adapted from two different questionnaires developed by Horwitz et al. (1986) and Young (1990). Six students who had the highest foreign language speaking anxiety, depending the

findings derived from the questionnaire, were interviewed for a deeper understanding. At the end of the study, the EFL university students were found to have a moderate level of foreign language speaking anxiety. The results showed that the reasons for students' having foreign language speaking anxiety were their forced participation in the language tasks, their lack of oral practice and grammatical and vocabulary knowledge. Students showed a high level of foreign language speaking anxiety when they were asked to give an oral presentation in the classroom. Besides, it was seen that the negative attitudes of teachers also affected students' language learning process.

Similar to this study, Sadighi and Dastpak (2017) analyzed the reasons of Iranian EFL learners' foreign language speaking anxiety. The participants were 154 EFL learners from some English Language Institutes in Shiraz, and their ages ranged from 18 to 30. FLCAS developed by Horwitz et al. (1986) was utilized in the study to collect the quantitative data. According to the results obtained from the questionnaire, "fear of making mistakes", "fear of negative assessment", and "limited vocabulary knowledge" were the main sources of foreign language speaking anxiety. To minimize foreign language speaking anxiety, some recommendations such as using English outside the classroom, making use of technology and English websites, using short stories to develop vocabulary, raising awareness towards foreign cultures, and encouraging learners to interact with foreign languages and cultures were stated by the researcher.

Another study by He (2017) focused on coping strategies for foreign language-speaking anxiety. A questionnaire was distributed to 302 university students majoring at different fields and 30 teachers from two different universities in China. 30 students and three teachers were interviewed to collect the qualitative data. The results showed that teachers' beliefs about language teaching and the teaching methods used in the classroom were the main reasons contributing to foreign language speaking anxiety. At the end of the study, He (2017) came up with 32 strategies to help reduce students' foreign language speaking anxiety. Some of these strategies were being humorous, having a patient teacher, working in pairs or small groups, having a friendly and supportive classroom environment, and using the cultural and social aspects of the language in the classroom. For four months, these strategies were implemented persistently in the classrooms. The results showed that the consistent implementation of these strategies had great effects on reducing students' foreign language anxiety.

The studies examining the foreign language-speaking anxieties of the students from different levels of language proficiency were also frequently found in the literature. Tsiplakides and Keremida (2009) conducted a study on foreign language speaking anxiety to provide teachers with some strategies to reduce the level of the learners' foreign language speaking anxiety. The participants of the study were fifteen 3rd year students of a lower secondary school in Greece, aged from 13-14 years. Their level of foreign language proficiency was intermediate. Quantitative data collection tools such as semi-structured interview, group discussion, and direct observation were employed in the study. The participants had English lessons three times a week each of which lasted 45 minutes. The results of the study showed that six of the participants were experiencing foreign language speaking anxiety due to two reasons; fear of being negatively evaluated by their peers and their perception of low ability in the foreign language. Tsiplakides and Keremida (2009) also proposed some strategies such as assigning project works, establishing a learning community and a collaborative atmosphere, positive teacher-student relations, direct verbal praise, indirect correction, respect for self-worth protection to improve students' foreign language speaking anxiety in classrooms.

On the other hand, Marzec-Stawiarska (2015) investigated foreign language speaking anxiety of advanced level students. The study also attempted to identify how their self-evaluation of speaking skills is associated with speaking anxiety, what components of speaking skills are causing stress for them, which elements of classroom learning causes foreign language speaking anxiety, what reactions they show when they are speaking in the foreign language. The participants were 54 MA students in EFL teaching program at a university in Poland. The participants' ages ranged from 23 to 49. They were asked to respond to a questionnaire consisting of 15 items which was also developed by the researcher. According to the results of the study, participants confirmed that they have foreign language speaking anxiety and they possessed stress and worry while speaking. Only just a few of the participants found their speaking skills adequate and they were afraid of communicating with native speakers. More than half of the participants worried about their fluency, vocabulary choice, pronunciation, and context while speaking. The participants expressed that they were mostly stressed by their peers, making errors or being called on to speak in the classroom.

A study focusing on the pre-service EFL teachers' foreign language speaking anxiety was administered by Hammad and Ghali (2015). They examined Palestinian pre-service EFL teachers' foreign language speaking anxiety and its sources. The participants included 279 4th year students of ELT departments from three universities in Gaza. All participants responded to the closed-question questionnaire, 61 students replied to an open-ended question questionnaire, and the interviews were conducted with 6 instructors for a deeper understanding. Their study revealed that the pre-service EFL teachers had high foreign language speaking anxiety. The potential sources of students' foreign language speaking anxiety were their inability to use only English in the classroom, their fear of being corrected and interrupted by the teachers and their desire to be perfect while speaking in the target language. Besides, not having a student-centered and encouraging classroom was also among the sources of students' foreign language speaking anxiety. It was suggested that the students take deep breaths to relax before speaking.

There has always been an endless dispute about whether the students' foreign language speaking anxiety affects their speaking achievement. Al-Khotaba, Alkhataba, Abdul-Hamid, and Bashir (2019) carried out a research on the relationship between the foreign language speaking anxiety and the speaking achievement. They worked with 100 preparatory class learners studying English. The results of their research indicated that there was a negative correlation between foreign language speaking anxiety and achievement in speaking. The students who held a high level of foreign language speaking anxiety also held a low level of achievement in speaking. Some types of anxieties associated with beliefs about language learning, classroom procedures, and testing were also presented in the study.

2.8. The Studies on Attitude towards the Teaching Profession Carried out in Turkey

While investigating the attitudes towards the teaching profession, the demographic variables of the participants should be taken into consideration. The researchers carried out many studies on the attitudes towards the teaching profession related to the participants' demographic variables to be able to come up with further information in the field. Bademcioğlu, Karataş, and Alçı (2014) researched teacher candidates' attitudes towards the teaching profession and how this attitude differs according to their gender, fields and programs they graduated from, and whether they

practiced teaching English before. The participants consisted of 180 female and 36 male prospective teachers studying in Pedagogical Formation program. The Attitude towards the Teaching Profession developed by Erkuş, Sanlı, Bağlı, and Güven (2000) was utilized in the study to collect the quantitative data. The results of the study indicated that the teacher candidates showed a positive attitude towards the teaching profession. Besides, it was concluded that the teaching experiences of teacher candidates had a remarkable effect on their attitudes towards the teaching profession. The participants who had practised teaching before showed higher positive attitudes towards the teaching profession than those who did not. However, the variables of gender and the fields that the teacher candidates graduated from did not play a significant role on their attitudes towards the teaching profession.

Similar to this study, Yasan-Ak & Yılmaz-Yendi (2020) also analyzed the teacher candidates' attitudes towards the teaching profession and the effects of variables such as gender, GPA, age, department, motives for choosing the teaching profession, and the level of mother and father education. 344 undergraduate students attending five different departments of the Faculty of Education at METU participated in the study. 282 of the participants were females and 62 of them were males. Attitude Scale towards Teaching Profession developed by Üstüner (2006) was administered to the participants. The participants showed a positive attitude towards the teaching profession in general. The attitudes of pre-service teachers differed significantly regarding their gender, GPAs, department, and motives for choosing the teaching profession. Female pre-service teachers were found to have a higher positive attitude towards the teaching profession. Besides, participants with higher GPA showed a slightly higher positive attitude. However, the variables of age and the level of mother and father education did not show any significant difference regarding the teacher candidates' attitudes towards the teaching profession.

Another study by Yıldırım (2012) investigated whether teacher candidates' attitudes towards the teaching profession differ in relation to the variables of age, gender, type of education program, and type of high school they graduated from. The participants included 176 students, 143 females and 33 males, from Guidance and Psychological Counseling, Elementary Mathematics, English Language Teaching, and Preschool Education programs at Maltepe University. The Attitude towards the Teaching Profession Scale developed by Üstüner (2006) was applied to the

participants. The results showed that female participants had a higher positive attitude towards the teaching profession when compared with male participants. There was no significant difference related to the other variables of the study.

In addition, Tok (2012) examined the attitudes of prospective teachers towards their future profession in terms of some variables such as their gender, mode of education (normal education or evening education), the type of high schools they graduated from (Anatolian Teacher High Schools or the other high schools), their desires to become teachers, their voluntary preferences of the department, and their satisfaction with the university and the administration of the faculty. The participants comprised 177 4th year students majoring in the Classroom Teaching program at Pamukkale University. Of the participants, 93 were males and 84 were females and the age average was 22. The participants responded to some personal questions and the Attitude Scale towards the Teaching profession developed by Aşkar and Erden (1987) was applied to them. The results showed that the participants' attitudes towards their future profession were not well-developed. There was not a significant difference in participants' attitudes towards their profession in terms of their gender, mode of education, and types of the high schools they graduated from, and their satisfaction with the university and the faculty administration. However, it was seen that the participants who had more desires to perform the teaching profession showed higher levels of attitudes towards the teaching profession. Moreover, the participants stated that they were not eager to show any efforts to develop themselves for their future profession although majority of them chose this department willingly and desired to perform this profession.

On the other hand, Güneşli and Aslan (2009) also carried out a research on the attitudes of teacher candidates towards the teaching profession in terms of their gender, years of study, socio-economic levels, their reasons for selecting the profession, what kind of obstacles they may encounter when they start the profession, and whether the education they received is qualified. 117 teacher candidates from different years of study who are studying Turkish Language Teaching at the Faculty of Education at Near East University participated in the research. The participants were expected to respond to the Attitudes Towards Teaching Profession Scale developed by Çetin (2006) and they answered some open-ended questions to obtain more detailed information. The findings of the research indicated that the teacher candidates had a

positive attitude towards the teacher profession in general. However, the female teacher candidates had a higher level of positive attitude towards the teaching profession. There was no statistically significant difference in terms of the variables of years of study and socio-economic levels of the participants. It was concluded from the qualitative data that the participants selected their departments because they loved it, they were mostly afraid of not being assigned to a public school after they graduated, and they were uncertain about the quality of the education they received in high school.

Not only the attitude towards the teaching profession but also being ready to perform the profession is an important issue. Özcan (2020) aimed to determine the prospective teachers' attitudes and readiness levels towards the teaching profession in terms of some variables: gender, years of study, having a teacher relative, willingness to study at the department, and belief in being a good teacher. 387 prospective teachers, 261 females and 112 males, studying at the Faculty of Education from different departments at a state university in Turkey, participated in the study. Attitude towards the Teaching Profession Scale (Üstüner, 2006), consisting of 34 items and Readiness towards the Teaching Profession scale (Yıldırım & Köklükaya, 2017), consisting of 30 items, were administered to collect the quantitative data from the participants. The findings of the study revealed that there was a moderate and positive relationship between prospective teachers' attitudes and readiness levels towards the teaching profession. In terms of gender and years of study variables, female prospective teachers and sophomore year prospective teachers were found to have higher positive levels of readiness and attitudes towards the teaching profession. Besides, the participants who had a teacher relative and chose to study at their departments willingly held higher positive levels of readiness and attitudes towards the teaching profession.

The relationship between pre-service teachers' attitudes towards the teaching profession and their self- efficacy beliefs is a very valuable and commonly studied topic among the researchers. Kaleli (2020) examined the attitudes of pre-service music teachers' attitudes towards the teaching profession and their self-efficacy beliefs related to gender and academic achievement variables. The participants consisted of 362 students who study music education at the Education Faculties of Necmettin Erbakan University, Gazi University, and Niğde Ömer Halisdemir University. The qualitative data were gathered through the Attitude Scale towards Teaching Profession

(Kahramanoğlu et al., 2018) including 12 items and Teacher Self-Efficacy Belief Scale (Sünbül and Arslan, 2006) which included 10 items. A strong positive relation was found between the pre-service teachers' attitudes towards the teaching profession and their self-efficacy beliefs. The female students' self-efficacy beliefs and their attitudes towards the teaching profession were slightly higher than the male students. Students with higher academic success held a higher positive level of self-efficacy and attitude towards the teaching profession.

Similarly, Ataş-Akdemir (2018) conducted a research on the relationship between pre-service teachers' self-efficacy beliefs and their attitudes towards their future profession. The participants included 312 student teachers majoring at different departments at the Faculty of Education at Ağrı İbrahim Çeçen University. The study was conducted in the fall semester of 2017-2018 academic year. The quantitative data were collected through the questionnaires. Teacher Self-efficacy Beliefs Scale (TSEBS) that was originally developed by Dellinger et al. (2008) and later adopted into Turkish by Taşkın and Hacıömeroğlu (2010) was utilized in this study to measure the participants' self-efficacy beliefs. In addition to this, Attitudes towards the Teaching Profession Scale by Üstüner (2006) was used to be able to find out the participants' attitudes towards the teaching profession. The results showed that the pre-service teachers had a high level of self-efficacy belief and their attitudes towards their future profession were mostly positive. Moreover, it was concluded from the results that there was a positive moderate correlation between pre-service teachers' self-efficacy beliefs and their attitudes towards the teaching profession. As their self-efficacy beliefs increased, their positive attitudes towards the teaching profession also got higher.

A study on the relationship between speaking anxiety and the attitudes towards teaching profession was administered by Özdemir (2019). In her master's thesis, she analyzed the relation between the teacher candidates' attitudes towards the teaching profession and their speaking anxiety levels in terms of some variables: gender, year of study, and their choices of selecting teaching profession willingly or unwillingly. 258 teacher candidates majoring in Social Studies at Niğde Ömer Halisdemir University participated to the study. The participants were asked to respond to Speaking Scale for Teacher Candidates (Kınay & Özkan, 2014) and Attitude Scale towards Teaching Profession (Üstüner,2006). The results of the study indicated that

the teacher candidates' attitudes towards the teaching profession were positive, and they often had speaking anxiety. There was a positive correlation between their attitudes towards the teaching profession and levels of speaking anxiety. However, the male participants were found to have higher levels of speaking anxiety when compared with the female participants. When the participants' attitudes towards the teaching profession were examined, it was seen that the female participants possessed higher levels of positive attitudes when compared with the male participants. The participants who selected the teaching profession willingly showed higher levels of positive attitudes towards the teaching profession as well as higher levels of speaking anxiety. There was no significant difference in their speaking anxiety levels or attitudes towards the teaching profession in terms of their years of study.

The studies aiming at identifying the in-service teachers' attitudes towards the teaching profession can also be found in the literature. Ağçam and Babanoğlu (2016) investigated whether the attitudes of EFL teachers differ statistically across the level of educational institutions where they are working. A 5-point Likert-type questionnaire including 30 items was developed by the researchers. The participants were 60 EFL teachers working at state primary schools, secondary schools, and institutions of higher education in Turkey. The results received from the study showed no significant difference in their attitude towards the teaching profession as the majority of the participants had a positive attitude. All of the participants agreed that teaching was a challenging job. However, they stated that they liked their profession in spite of all the problems they faced during the process. It was also understood from the results that the efforts of teachers were not appreciated by the administration which should be taken into consideration because it may later lead to a negative attitude towards the teaching profession.

2.9. The Studies on Attitudes towards the Teaching Profession in Foreign Context

Many foreign researchers and scholars analyzed the pre-service attitudes towards the teaching profession. Alkhateeb (2013) investigated pre-service teachers' attitudes towards the teaching profession. 334 pre-service teachers, 295 females and 39 males, who enrolled in Primary Education Program at the College of Education at Qatar University participated to the study. Their ages ranged from 18 to 36 and they were freshman and senior year students. The participants were expected to respond to

the Attitude towards the Teaching Profession Scale developed by Üstüner (2006) and some demographic questions related to their ages, gender, GPA, and years of study. According to the results of the study, the participants held a positive attitude towards the teaching profession and their attitudes also affected their academic achievements in the department.

Similarly, Htang (2017) conducted a research on prospective teachers' attitudes towards the teaching profession. The participants comprised of 380 students who enrolled at 4th year of the Education program at a university in Myanmar during 2016 – 2017 academic year. 146 of the participants were males and 234 of them were females and their ages ranged between 20 -25. An Attitude Scale towards the Teaching Profession including 30 items was developed by the researcher. The scale also had five subscales each of which focused on different issues about the teaching profession. These subscales intended to measure the participants' choice of career, development of attitudes, commitment to the profession, professional pride and expectation. According to the responses of the participants, it was found out that their attitudes towards the teaching profession were moderately positive. However, the female participants showed a higher level of positive attitude towards the teaching profession. The participants also stated that they chose the teaching profession because it was an available job for them and it was a noble and popular job in society. Thanks to their practice courses they realized that they loved the children and the job itself. The pedagogical and academic knowledge that they received during their practice courses were useful for them and this helped them get fond of their future profession. The participants' attitudes were mostly positive during their practice courses and they felt committed to their profession. Nevertheless, the participants did not want to work in remote areas and it was not their childhood dream to become teachers.

On the other hand, Musa and Bichi (2015) also investigated the attitudes of prospective teachers towards the teaching profession. In their study, the influence of field of study (science or non-science), gender, and the level of study on the attitudes towards the teaching profession was also analyzed. The participants were 220 prospective teachers, 116 males and 104 females, from 10 different departments at the Faculty of Education of Northwest University. The researchers developed a 5-point Likert type scale including 15 items called Professional Attitude Scale for Prospective Teachers. The results of the study showed that the prospective teachers had an average

level of positive attitude towards the teaching profession. A significant difference related to gender was found in the study. Female prospective teachers held more favorable attitudes towards the teaching profession when compared with prospective male teachers. However, there was no significant difference in their attitudes towards the teaching profession associated with their level of study or field of study.

In addition, Win and Nwe (2020) conducted a study on prospective teachers' attitudes towards their future profession in relation to their gender and subject streams (arts, science, and arts-science). The participants included 210 1st year students at Sagaing University of Education in 2018-2019 academic year. 105 of the participants were males and 105 of them were females. The researchers developed a new 5-point Likert-type attitude scale consisting of 27 items and 5 subcategories. According to the quantitative data, the participants' attitudes towards their future job were at satisfactory levels. There was no statistically meaningful difference in the participants' attitudes towards their future jobs in terms of their gender. However, the participants whose subject stream was arts showed a higher level of attitudes towards the teaching profession when compared to the other subject streams. Among the participants, the ones whose subject stream was arts-science were found to have the lowest level of attitudes towards their future profession.

Another study by Chakraborty and Mondal (2014) examined pre-service teachers' attitudes towards the teaching profession and how their attitudes change according to their gender (male, female), category (general, reserved), religion (minority, non-minority), demography (rural, urban), field of study (arts, science), and academic qualification (graduate, post-graduate). 1032 pre-service teachers in teacher education program in 2013 – 2014 academic year participated to the study. 682 of the participants were males and 350 of them were females. Professional Attitude Scale for Pre-Service Teachers including 75 items were constructed by the researchers. The results revealed that the participants held an average attitude towards their future profession in general. It was also stated that the attitudes did not differ according to the participants' gender, religion, category, locale, and field of study. However, there was a statistically significant difference between the participants academic qualification and their attitudes towards the teaching profession. The participants who had a post-graduate degree showed higher levels of attitudes towards their future profession.

The prospective EFL teachers' attitudes towards their future profession were a topic that aroused curiosity for the researchers. Masadeh (2022) analyzed Saudi prospective EFL teachers' attitudes towards their future profession. The participants included only 42 male students who studied in the 4th year at the ELT Department at Najran University. The participants also enrolled in Practice Teaching course. These 42 participants were asked to respond to an Attitude Scale toward the Teaching Profession which was developed by Htang (2017). It was a 5-point Likert-type questionnaire including 30 items. According to the participants' responses, it was concluded that they showed a positive attitude towards their future profession. The participants also stated that they hoped to be able to use all the pedagogical and academic knowledge they gained from their courses when they become English teachers. They also believed that they would be efficient teachers when they had a professional commitment. They still had faith in their future profession as they pointed out how noble, prestigious, and unique the teaching profession was.

Similarly, Sharbain and Tan (2012) examined the relationship between the pre-service teachers' competencies and their attitudes towards the teaching profession. 41 ELT pre-service teachers from four universities in Gaza participated to the study. The quantitative data were gathered with the adapted and translated version of the Attitude towards Teaching Profession Scale which was originally developed by Üstüner (2006). The qualitative data related to pre-service competencies were collected with the observation cards from 82 teaching sessions before and after a three-month pre-service teacher training program. The results indicated that the pre-service teachers' competencies and their level of attitudes towards the teaching profession had a strong correlation. Besides, their competencies and attitudes towards the teaching profession improved correspondingly.

A study identifying the relationship between the attitudes of pre-service teachers towards the teaching profession and the cognitive, affective and behavioral components of attitude was conducted by Andronache, Bocoş, Bocoş, and Macri (2014). The participants consisted of 82 students receiving master's education in Science Education. They were not yet employed as a teacher. However, they were thinking of teaching as a career in the future. An attitude towards teaching profession scale including 34 items evaluating the three components of the attitude was utilized in the study. According to the results, the participants had a positive attitude towards

the teaching profession. There was also a positive correlation between the cognitive and the affective components of attitude, meaning that their beliefs and thoughts about the teaching profession affected their emotions towards the teaching profession. However, no correlation was found between the other components of attitude.

The studies that were carried out on in-service teachers' attitudes towards the teaching profession were also frequently found in the literature. Trivedi (2012) analyzed the attitudes of teachers, who teach at different school levels (primary, secondary, higher secondary, and college), towards the teaching profession. The participants included 117 teachers from different school levels in Bhavnagar city. A 5-point Likert-type Attitude Scale by Thampan (1987) consisting of 24 items was applied to the participants. Teachers from all school levels had a positive attitude towards the teaching profession. However, the secondary school teachers' attitudes towards the teaching profession were found to be more constant and reliable when compared with the teachers of other school levels.

Another study by Eleje, Metu, Ezenwosu, and Ifeme (2002) aimed at identifying secondary school teachers' attitudes towards the teaching profession. The participants included 55 secondary school teachers, 23 males and 32 females, from rural and urban areas of Anambra state, Nigeria. The researchers developed a 20-item questionnaire titled Attitude towards Teaching as a Career and distributed it to the secondary school teachers. According to the results, majority of the participants had a positive attitude towards the teaching profession. Besides, female participants possessed more positive attitudes towards the teaching profession when compared with male participants. The secondary school teachers who work in urban areas possessed more positive attitudes towards the teaching profession when compared with the ones who work in rural areas.

3. METHODOLOGY

3.1. Research Design

In order to carry out the study successfully and in an unbiased way, quantitative research method is used. The aim of quantitative research is to obtain information that is as far away from subjectivity and bias as possible, that can explain the cause-effect relationship and that can be generalized from the study sample to the study population (Gall, Borg & Gall, 2003: 289). In quantitative research methods, the data can be collected in many ways such as the structured interviews, questionnaires, attitude inventories, and standardized tests of performance (Scott & Usher, 2011: 77-78). Of the mentioned methods, questionnaires were administered in this study since the questionnaires are utilized in a vast number of research for collecting information that can provide numerical data and they are often easy to analyze (Cohen, Manion & Morrison, 2000: 245).

3.2. Participants

In this study, the participants include 137 3rd and 4th year students from the ELT departments of two state universities in Turkey; Ondokuz Mayıs University and Sivas Cumhuriyet University. The questionnaires were distributed to all 243 3rd and 4th year students from the ELT department of two universities in the 2021-2022 spring semester, but only 137 of them voluntarily returned and responded to the questionnaires, which is more than half of the total number of 3rd and 4th year students from the ELT department of two universities.

Of the participants, 100 of them were female students and only 37 of them were male students. Since the study is about pre-service EFL teachers, the 3rd and 4th year students were purposefully selected for the study because they are closer to becoming teachers and also the 4th year students are taking Practice Teaching courses. It can be seen that 72 of the participants are 4th year students and 65 of them are the 3rd year students. 80 participants from OMU and 57 participants from SCU attended the study.

Table 3.1. Gender Distribution of the Participants

Gender	N	Percentage (%)
Female	100	73%

Male	37	27%
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Table 3.2. Distributions of Participants according to Their Years of Study

Grade	Frequency	Percentage (%)
3 rd year	65	47.4
4 th year	72	52.6

Table 3.3. Distribution of Universities of the Participants

University	Frequency	Percentage (%)
Sivas Cumhuriyet University	57	41.6
Ondokuz Mayıs University	80	58.4

3.3. Setting

Both Ondokuz Mayıs University and Cumhuriyet University have ELT departments in which the medium of instruction is not 100% English. The students take the national university placement exams to be enrolled at these universities. When the university placement exam results of 3rd year students are examined, while the score of the student who is placed in the ELT department of OMU with the lowest score in 2019 is 410,600 and his/her success rating is 12.249, the score of the student who is placed in SCU in the same year for the same department is 386,344 and his/her success rating is 18,296. As for the university placement exam results of 4th year students, while the score of the student who is placed in the ELT department of OMU with the lowest score in 2018 is 398,558 and his/her success rating is 12,000, the score of the student who is placed in SCU in the same year for the same department is 370,165 and his/her success rating is 18,300 according to the information received from Numerical Information on Placement Results (OSYM, 2018; 2019). Therefore, it can be concluded that OMU and CSU may have different student groups regarding their success levels in the national placement exam.

The questionnaires were distributed to 137 3rd and 4th year students, who are also the non-native pre-service EFL teachers, via Google Forms in 2021-2022 spring semester.

3.4. Data Collection Instruments

The quantitative data were obtained via questionnaires. This study's data collection instruments included personal questions, the Foreign Language Speaking Anxiety Scale, and the Attitude towards the Teaching Profession Scale. All of the questionnaires were applied in Turkish to avoid any misunderstanding.

3.4.1. Personal Questions

Before responding to the questionnaires, the participants were asked personal questions about their gender, years of study, and universities. Participants chose from the given options according to their situations.

3.4.2. Foreign Language Speaking Anxiety Scale (FLCAS)

Foreign Language Speaking Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986) to measure foreign language classroom anxiety in general was utilized in this study to measure the foreign language speaking anxiety level of the pre-service EFL teachers. This questionnaire was scored on 5-point Likert Scale ranging from "Strongly Agree" (5), "Agree" (4), "Not Sure" (3), "Disagree" (2), and "Strongly Disagree" (1). The internal consistency of FLCAS measured by Cronbach's Alpha was found to be .93, having a high standard of reliability. The FLCAS was widely used and it originally had 33 items that were not all related to foreign language speaking anxiety. Later on, to use this questionnaire with the studies conducted on speaking anxiety, Saltan (2003) adapted it to Turkish in her master's thesis. Saltan (2003) gathered 18 items from FLCAS which were directly related to speaking anxiety and used the items partly in her study to find out the speaking anxiety level of students. The internal consistency of her adapted questionnaire was calculated as .89 by Cronbach's Alpha. Likewise, Öztürk (2012) implemented this adapted version of 18 items from FLCAS in his study with tiny changes on it. In the end, the internal consistency of the questionnaire was .91 in his study showing that 18 items had in fact a high reliability.

In this study, the researcher obtained the necessary permissions from Saltan (2003) and decided to use the adapted Turkish version of FLCAS. This questionnaire was used to see whether the pre-service EFL teachers experienced foreign language speaking anxiety and to what extent they experienced it. In our study, the internal consistency of the questionnaire was measured by Cronbach's Alpha as .956. Thus, it was concluded that the questionnaire had a high reliability.

Table 3.4. Reliability coefficient of FLCAS

	Cronbach's Alpha
Foreign Language Classroom Anxiety Scale (18 items)	.956

The total score of the questionnaire ranged from 18 to 90. Deriving from this, the participants who scored:

- Less than 54 had a low level of foreign language speaking anxiety
- Between 54 – 72 had a moderate level of foreign language speaking anxiety
- More than 72 had a high level of foreign language speaking anxiety

3.4.3. Attitude Towards Teaching Profession Scale

The Attitude Towards Teaching Profession Scale developed by Üstüner (2006) was utilized in this study to determine pre-service EFL teachers' attitudes towards the teaching profession. The questionnaire consists of 34 items in total, 24 of them are positive and 10 of them are negative statements. It was originally found to have .93 internal consistency by Cronbach's Alpha. In our study, the internal consistency of the questionnaire was measured as .959 by Cronbach's Alpha, indicating that the questionnaire has high reliability.

Table 3.5. Reliability coefficient of Attitude towards Teaching Profession Scale

	Cronbach's Alpha
Attitude Towards Teaching Profession Scale (34 items)	.959

Attitude Towards Teaching Profession Scale was scored on 5-point Likert Scale ranging from “Totally Agree” (5), “Mostly Agree” (4), “Moderately Agree” (3), “Partially Agree” (2), “Strongly Disagree” (1). The reverse score values of negative statements were entered as (1=5, 2=4, 3=3, 4=2, 5=1). In this questionnaire, the participants’ answers were coded as Strongly Disagree ($1.00 < X \leq 1.80$), Partially Agree ($1.81 < X \leq 2.60$), Moderately Agree ($2.61 < X \leq 3.40$), Mostly Agree ($3.41 < X \leq 4.20$), Strongly Agree ($4.21 < X \leq 5.00$). The total score of the questionnaire ranged from 42 to 169.

3.5. Data Collection Procedures

After deciding on the instruments, the researcher administered the questionnaires to 137 pre-service EFL teachers from the ELT departments of OMU and CSU in 2021-2022 spring semester. The researcher met with the instructors from the ELT departments and prepared a program to implement the questionnaires. With the help of the supervisor and some other instructors, students were informed about the questionnaires at the beginning of their classes, and a link was shared with them to answer the questionnaires on Google Forms. The researcher made the necessary explanations about the purpose of the research to the participants and each implementation was carried out in approximately 5 minutes.

3.6. Data Analysis

The quantitative data were gathered and Statistical Package for Social Sciences (SPSS) version 26.0 was used to analyze these data. Students’ scores for negative statements were adjusted by code reversing before the analysis. To be able to analyze the quantitative data received from the questionnaires, the researcher utilized descriptive statistics (percentage, mean, frequency, and standard deviation). Additionally, inferential statistics (The Pearson product-moments correlation coefficient) were administered to find the correlations between the variables of the study.

4. FINDINGS AND DISCUSSION

4.1. Analysis of the Normality Distribution of the Data

In Table 4.1., the normality distribution of the scales that are used in the study is given.

Table 4.1. Normality test result of scale scores and sub-dimension scores

	Kolmogorov Smirnov		
	Statistics	Df	Sig.
FLCAS	0.075	137	0.056
Attitudes towards the Teaching Profession Scale	0.058	137	0.200

The Independent t test is used to examine the relationship between quantitative variables in the two groups. The results of the Kolmogorov test show that FLCAS and Attitude towards the Teaching Profession Scale have a normal distribution.

4.2. Analysis of the Research Question 1 - What is the level of pre-service EFL teachers' foreign language speaking anxiety?

The first question of the study attempted to reveal the foreign language speaking anxiety level of the participants. A total score of more than 72 showed that the participants had a high level of foreign language speaking anxiety; a total score ranging from 54 to 72 presented a moderate level of foreign language speaking anxiety, and a total score less than 54 presented a low level of foreign language anxiety. The mean scores of FLCAS were calculated by using descriptive statistics (min=1.0, max.=5.0, mean=2.85, and s.d.=0,93). When the total score of FLCAS was computed through descriptive statistics, it was found to be (min=18, max.=90, mean=51.30, and s.d.=16,77). According to the results of the analysis, the participants had a low level of anxiety in general. (Table 4.2.)

Table 4.2. The mean scores of the participants' foreign language speaking anxiety

	N	Min.	Max.	Mean.	S.D.
FLCAS (mean)	137	1.00	5.00	2.85	0.93
FLCAS (total)	137	18.00	90.00	51.30	16.77

The frequencies and the percentages of low, moderate, and high levels of the participants were also computed through descriptive analysis. As stated in Table 4.3., of the 137 participants, 74 (54%) were found to have a low level of foreign language speaking anxiety, 47 (34.3%) moderate level of foreign language speaking anxiety, and 16 (11.7%) high level of foreign language speaking anxiety. It can be concluded that more than half of the participants had a low level of foreign language speaking anxiety.

Table 4.3. Percentages and frequencies of participants' foreign language speaking anxiety

Anxiety Levels	Frequencies	Percentages (%)
Low Level of Foreign Language Speaking Anxiety	74	54.0 %
Moderate Level of Foreign Language Speaking Anxiety	47	34.3 %
High Level of Foreign Language Speaking Anxiety	16	11.7 %

In table 4.4., the mean scores and the standard deviations of the FCLAS items were given.

Table 4.4. The mean scores of FLCAS items

FLCAS (18 items)	Mean	S.D.
1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.	2.74	1.10
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum.	3.20	1.18

3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman heyecandan ölüyorum.	3.20	1.26
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	2.55	1.30
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.	3.20	1.27
6. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.	2.90	1.24
7. İngilizce'yi anadili İngilizce olan insanların yanında kullanırken rahatsız olurum.	2.53	1.18
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	2.74	1.24
9. İngilizce derslerinde konuşurken kendime güvenmiyorum.	2.80	1.19
10. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.	3.03	1.31
11. İngilizce derslerinde sıra bana geldiğinde kalbimin hızlı hızlı attığını hissediyorum.	3.30	1.18
12. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.	2.67	1.32
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.	2.95	1.24
14. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.	2.99	1.21
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.	2.63	1.21
16. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.	2.25	1.17
17. İngilizce konuşacağım zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.	2.52	1.31
18. İngilizce öğretmenim cevabımı önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.	3.09	1.26
Total	2.85	0.93

In this study, the reasons why the teacher candidates hold a low level of foreign language speaking anxiety may be due to the fact that they have been already training to become English language teachers and they have more opportunities to practice English than the other students. However, it is seen that the teacher candidates still fear about some situations while speaking in the target language since some specific items display higher mean scores in the questionnaire. As the Table 4.4. illustrates, the items with the highest mean scores are the 11th, 3rd, and the 2nd items in the questionnaire. The item with the highest mean score of all is “I can feel my heart pounding when I am going to be called on in English classes.” (mean = 3.30). This item points that the teacher candidates do not feel themselves courageous or prepared when the teacher asks them some questions spontaneously. The item that has the second highest mean score is “I tremble when I know that I am going to be called on in English classes.” (mean = 3.20). This item shows that the teacher candidates get frightened and concerned when the teacher calls names for an immediate answer to a question or participation to an activity. The last item with the highest mean score is “I am afraid

of making mistakes in English classes.’’ (mean = 3.20). This item also illustrates how the teacher candidates are disturbed by their thoughts of making errors while speaking in the target language. It can be inferred from these items indicates the English teacher candidates’ physical reactions to anxiety-provoking situations in the classroom and that the common reason for these reactions is ‘making mistakes’.

The results of the first research question showed that the EFL teacher candidates had a low level of foreign language speaking anxiety in general. This result is congruent with Çölkesen’s (2015) study. However, some other contradictory conclusions on the foreign language speaking anxiety of the English teacher candidates can be found when the literature is reviewed. There are many studies that show a moderate level of foreign language speaking anxiety among English teacher candidates (Aksu, 2018; Boldan, 2019; Bozok, 2018). On the other hand, it is also possible to find several studies that show a high level of foreign language speaking anxiety among English teacher candidates (Tüm and Kunt, 2013; Hammad and Ghali, 2015; Marzec-Stawiarska, 2015). These related studies indicate that English teacher candidates experience speaking anxiety in a foreign language and the levels of their speaking anxiety may differ.

Since a considerable number of teacher candidates still appear to be suffering from a moderate (34.3%) or a high (11.7%) level of speaking anxiety in the target language, it is vital to scrutinise some practicable solutions to reduce the teacher candidates’ speaking anxiety levels. As anxiety is a complicated term and it is related to some other features such as the teacher candidates’ characteristics, their competence in the target language, their cultural background, and the classroom environment, it is hard to set certain solutions to diminish the anxiety of the teacher candidates while speaking in the target language. However, to be able to minimize the speaking anxiety in language classrooms, the teachers may first identify the sources of the teacher candidates’ foreign language speaking anxiety and later come up with different possible solutions. It is important that the teachers have an understanding of the possible anxiety sources in a language classroom and they should know the ways to cope with it systematically. The teachers themselves should be the models for the English teacher candidates; they should not be strict tutors but they should be facilitators and the supporters of these teacher candidates through their teacher education programs. It is accepted that the characteristics of a teacher play an

important role on learners. When the teacher has some humor, the teacher candidates may become less anxious while performing in a language class. The teacher's being humorous is found to be a very effective strategy to cope with the learners' foreign language speaking anxiety (He, 2017: 168). This kind of characteristic of a teacher may motivate the teacher candidates to participate more in the speaking activities and they may have reduced levels of anxiety as a result of their desire to involve in the classroom activities. The caring and supporting attitudes of teachers and a more secure, small, and learner-centered classrooms may help the teacher candidates feel less anxious while speaking in the target language. The teacher candidates should also be provided with constant exposure of the target language in the language classroom with the help of different resources such as the TV, radio, magazines, online platforms, and the native speakers. Besides, the implementation of some group or pair work activities instead of oral presentations, drama techniques, some tasks that the teacher candidates can use their imagination, talking with peers, and games that are not competitive may help the teacher candidates feel safer and accepted in a classroom environment. The feelings of cooperation and collaboration rather than competition and judgement should be fostered for a better language learning and practice teaching.

There is a general thought in society about foreign language teachers and the teacher candidates that they should be advanced in speaking in the target language since they have the expertise and the necessary knowledge of the target language. As a result of this thought, it is possible that the teacher candidates may develop perfectionist tendencies; they may set higher criterions for their performance in speaking in the target language and they may worry about their grammar or pronunciation mistakes and other people's evaluations and opinions about themselves. Moreover, the learning process may also become as a miserable experience for them. The teachers should have accomplishable expectations from the teacher candidates knowing that they are still in the process of learning. It should be kept in mind that the teacher candidates do not need to have a native-like fluency and accuracy or they do not have to construct complex forms while speaking in the target language; sometimes using simple and accurate words and sentences can be more efficient and comprehensible. It should also be reminded to the teacher candidates that making mistake is a natural part of the learning process and they are not alone.

The teacher candidates may try some techniques to reduce their foreign language speaking anxiety. Relaxation techniques such as mindfulness meditation and breathing exercises can be tried before speaking in the classrooms (Syeda & Andrews, 2015: 32). In He's (2017) study, most of the language learners agreed that doing relaxation techniques really helped reduce foreign language speaking anxiety. Besides, positive self-talk can also be useful for minimizing foreign language speaking anxiety. In Shadinger, Katsion, Myllykangas, and Case's (2019) study, the participants stated that having a positive self-talk right before they speak helped them build their confidence.

If the English teacher candidates need more help to be able to manage their speaking anxiety, they should be encouraged to discuss their anxiety with their teachers or with a professional counselor. The teacher or the counselor and the teacher candidates may meet up regularly to talk about the teacher candidates' language learning process and their concerns about this process so that the teacher or the counselor can challenge the teacher candidates' incorrect thoughts and beliefs about language learning.

4.3. Analysis of the Research Question 2 - What attitudes do the pre-service EFL teachers have towards the teaching profession?

The second research question presented the descriptive statistics of the participants' attitudes towards the teaching profession. In the Attitude towards Teaching Profession Scale, the answers were coded as Strongly Disagree ($1.00 < X \leq 1.80$), Partially Agree ($1.81 < X \leq 2.60$), Moderately Agree ($2.61 < X \leq 3.40$), Mostly Agree ($3.41 < X \leq 4.20$), and Strongly Agree ($4.21 < X \leq 5.00$). The reverse score values of negative statements (2, 5, 6, 7, 8, 15, 20, 21, 30, 32) were coded as (1=5, 2=4, 3=3, 4=2, 5=1). The mean scores of the Attitude towards the Teaching Profession Scale were computed through descriptive statistics as (min=1.24, max.=4.97, mean=3.81, and s.d.=0,75). The descriptive statistics of the total scores of the Attitude towards the Teaching Profession Scale were found to be (min=42, max.=169, mean=129.62, and s.d.=25,41). When the Table 4.5. was analyzed, it was seen that the mean score of the Attitude towards the Teaching Profession Scale was between $3.41 < X \leq 4.20$. The pre-service English teachers' attitudes towards the teaching profession were "mostly" positive.

Table 4.5. The mean scores of the participants' attitudes towards the teaching profession

	N	Min.	Max.	Mean	S.D.
Attitude towards the Teaching Profession (mean)	137	1.24	4.97	3.81	0.93
Attitude towards the Teaching Profession (total)	137	42.00	169.00	129.62	25.41

In table 4.6., the mean scores of the Attitude towards the Teaching Profession Scale items were given.

Table 4.6. The mean scores of the Attitude towards the Teaching Profession Scale items

Attitude towards Teaching Profession Scale	Mean	S.D.
1. Öğretmen olma düşüncesi bile bana cazip geliyor.	3.58	1.20
2. Öğretmenlik mesleği bana sıkıcı geliyor.	3.96	1.23
3. Öğretmen olmayı kendime yakıştıyorum.	3.92	1.11
4. Tekrar bir meslek tercihinde bulunmam söz konusu olsa yine öğretmenliği seçerdim.	3.09	1.43
5. Öğretmenliğin bana göre bir meslek olmadığını düşünüyorum.	3.91	1.34
6. Öğretmenliğin yaşam tarzıma uygun olmadığını düşünüyorum.	4.01	1.28
7. Öğretmenliğin kişiliğime uygun olmadığını düşünüyorum.	4.10	1.18
8. Öğretmenlik mesleğini seçtiğime pişman oluyorum.	4.15	1.13
9. Öğretmenlikte başarılı olacağıma inanıyorum.	4.01	0.92
10. Öğretmenlik mesleğiyle ilgili olan bu bölümü seçmiş olmaktan hoşnutum.	3.69	1.07
11. Öğretmenlik mesleğinde karşılaşıcağım zorlukları aşabileceğime inanıyorum.	3.91	0.95
12. Zor şartlar altında dahi öğretmenlik yapmak isterim.	3.15	1.24
13. Öğretmenlik mesleğinin gereklilikleri konusunda kendime güveniyorum.	3.79	0.98
14. Öğretmenliğe ilişkin özel bir yeteneğim olduğu kanısındayım.	3.33	1.27
15. Öğretmenliğin bana uygun bir meslek olmadığını düşünüyorum.	3.94	1.32
16. Öğretmenliğin bir şeyler üretip yaratmam için bana fırsatlar vereceğini düşünüyorum.	3.82	1.10
17. Öğretmenliği profesyonel bir biçimde yürütebileceğime inanıyorum.	3.89	0.96
18. İnsanlara bilmedikleri bir şeyleri öğretecek olma düşüncesi beni mutlu ediyor.	4.23	0.85
19. Öğretmenlik yapan insanlara sempati duyarım.	3.93	1.06
20. Öğretmen olacağıma düşünmek beni korkutuyor.	3.99	1.35
21. Bir meslek tercih etme durumunda olanlara öğretmenliği tavsiye etmem.	4.04	1.21
22. Öğretmen olduğumda yapabileceğim çok şey olduğunu düşünüyorum.	3.72	1.14
23. Öğretmenliğin çalışma koşulları bana çekici geliyor.	3.61	1.12
24. Öğretmenlik meslek bilgisi derslerinde başarılı olmayı önemserim.	3.96	1.00
25. Öğretmenlik yapan kişilerle sohbet etmekten hoşlanırım.	3.98	0.96
26. Eğitim, öğrenme, öğretme ve öğretmenlik konularında tartışır, konuşurum.	3.85	1.14
27. Bilgili ve yeterli bir öğretmen olacağıma düşünüyorum.	3.93	0.91
28. Öğretmenliğin toplumda bana saygınlık kazandıracığına inanıyorum.	3.41	1.35
29. Halen okumakta olduğum öğretmenlik programını bilerek ve isteyerek seçtim.	4.05	1.05

30. Öğretmenlik mesleğinin bana sıkıntılar yaşatmasından endişe duyuyorum.	3.43	1.35
31. Öğretmenlik yaparak vereceğim eğitim aracılığıyla insanların yaşamına yön vermeyi gurur verici buluyorum.	4.22	0.88
32. Eğitim, öğrenme, öğretme, öğretmenlik konularında konuşmaktan hoşlanmam.	4.15	1.30
33. Öğretmen olduğumda çevre tarafından bana yeterli değer verileceğine inanıyorum.	3.19	1.24
34. Öğretmenlik mesleğinin devamlılığı bana güven veriyor.	3.67	1.09
Total	3.81	0.93

As the Table 4.6. illustrates, the items that have the highest mean scores are the 18th, 31st, 32nd, and 8th items in the questionnaire. The item with the highest mean score is “The thought of teaching people something they do not know makes me happy” (mean= 4.23). This item shows that the teacher candidates like the idea of enlightening people about the things they do not know. The item with the second highest mean score is “it is honorable to guide people’s lives by working as a teacher.” (mean = 4.22). This item indicates that the teacher candidates think that they are proud of becoming teachers since they will be leaders who will have an impact on people’s lives. The third item that has the highest mean score is “I like talking about and discussing the issues of education, learning, teaching, and the teaching profession.” (mean = 4.15). This item illustrates that the participants sympathize with having discussions over education, learning, teaching, and the teaching profession. The last item with the highest mean score is “I do not regret to have chosen the teaching profession.” (mean = 4.15). This item also shows that the participants are not regretful of their choices of becoming teachers. It can be inferred that these items indicate English teacher candidates’ passions for education, teaching, and guiding, and also their fulfilling choice of teaching as a career.

Teachers and teacher candidates are often regarded as competent when they have deep knowledge, different skills, and also positive feelings to perform the teaching profession more effectively. In the present study, the attitudes of English teacher candidates towards their prospective profession are found to be mostly positive. Masadeh (2022) and Bademcioğlu, Karataş, and Alçı (2014) conducted studies on the English teacher candidates’ attitudes towards the teaching profession by using different scales and the results of these studies were also congruent with the present study. The positive attitudes of English teacher candidates can be related to their dedication to teaching and their enjoyment of the profession. Therefore, it can be inferred that the English teacher candidates will be more ambitious and willing to

profess their job and they will do what it takes to make their learners more competent individuals in life. Because of their highly positive attitudes towards their future profession, English teacher candidates are also expected to be able to create different learning environments and have real and strong communication with their learners.

It should not be forgotten that teaching is a respectable profession and it should be respected by the teacher candidates themselves first. Teacher candidates should acknowledge that their profession is socially necessary and that the teaching profession should be promoted. The teacher candidates who think their profession is necessary will automatically exhibit positive attitudes towards their profession as they also know that they will help the creation of humankind as teachers. The continuity of these positive attitudes when they become teachers is also vital. In his study, Awan (2015: 106) states his concerns about the continuity of the positive attitude of teacher candidates claiming that it may decrease when the teacher candidates find themselves in a real classroom where they may experience a gap between their theoretical and practical knowledge. If the English teacher candidates lack positive attitudes towards their future profession, they may show a low level of job satisfaction and their professional perspectives will be diminished in time. To prevent this and to make the transition from being teacher candidates to becoming in-service teachers easier, the English teacher candidates' learning and teaching experiences should be organized so that they can develop adequate teaching skills and continual positive attitudes towards their future profession.

4.4. Analysis of the Research Question 3 - Are there any relations between pre-service EFL language teachers' foreign language speaking anxiety and their attitudes towards the teaching profession?

The third research question attempted to determine whether there was any relationship between the pre-service EFL teachers' foreign language anxiety and their attitudes towards the teaching profession. When Table 4.7. was examined, a significant difference was found between the pre-service teachers' foreign language speaking anxiety and their attitudes towards the teaching profession ($p\text{-value} < 0.05$).

Table 4.7. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship Between Pre-service EFL Teachers' Levels of Foreign Language Speaking Anxiety and Their Attitudes Towards the Teaching Profession

	Pre-service EFL teachers' foreign language speaking anxiety	Pre-service EFL teachers' attitudes towards the teaching profession
Pre-service EFL teachers' foreign language speaking anxiety	1	-.240**
Pre-service EFL teachers' attitudes towards the teaching profession	-.240**	1

** p -value<0.01

According to the results, a statistically significant weak correlation was found at the p -value<0.05 level (Correlation Coefficient =-0.240). The pre-service teachers' foreign language anxiety and their attitudes towards the teaching profession had a negative correlation. These two variables affected each other weakly.

It is understood from this result that as the English teacher candidates' levels of foreign language speaking anxiety decrease, their attitudes towards the teaching profession become more positive. The English teacher candidates who possess a low level of foreign language speaking anxiety can be interpreted as they are also ready to be dedicated to this job and wanting to be successful in their future profession. On the other hand, the results show that the negative relationship between the participants' foreign language speaking anxiety and their attitudes towards the teaching profession is weak. This may mean that the participants' attitudes towards the teaching profession may be positive however, there may still be some factors that slightly affect some of the participants' foreign language speaking anxiety. Among these factors, their fear of taking some risks and making mistakes while communicating in the target language can be suggested. According to Brown (2007: 160), most non-risk takers think that there will be some consequences if they make a mistake; they will look ridiculous in front of other people and be frustrated by the blank looks. As mentioned in chapter 1, some of English teacher candidates may worry that they will mispronounce so many words while teaching in the language classrooms and this will lead them to feel that they will not be withstanding role models for their students. In her study, İpek (2016) found out that non-native EFL teachers' concerns while speaking in the target language are mostly related to their fears of making mistakes. In the same study, İpek (2016:100)

also addressed a language teacher's fear of making mistakes in a language classroom by stating that "I realized that I have problems in pronouncing the noun and verb forms of some words and I went into the class a little worried". Thus, it can be inferred that the possibility of mispronouncing a word or making a grammar mistake may also provoke foreign language speaking anxiety among the English teacher candidates. These English teacher candidates may still have positive attitudes towards their future profession and value the teaching profession so much that they may even be afraid of not becoming effective EFL teachers in the future due to their slight concerns about their pronunciation skills.

However, in the literature, it could be seen that the result of this study was not compatible with Özdemir's (2019) study. She tried to examine the relationship between the Social Studies teacher candidates' levels of speaking anxiety and their attitudes towards the teaching profession. The results of her study showed that there was a positive relationship between the participants' levels of speaking anxiety and their attitudes towards the teaching profession. As the participants' speaking anxiety increased, their attitudes towards the teaching profession were also found to be more positive. The most important reason for this result could be the fact that the Social Studies teacher candidates' medium of teaching was already in Turkish. These Social Studies teacher candidates did not have the fear of mispronouncing words like the English language teachers and they did not carry the burden of being role models to their students by their speaking abilities.

4.5. Analysis of the Research Question 4 - How does the relation between pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession differ according to gender, years of study, and universities?

The fourth research question attempted to identify the relationship between pre-service EFL teachers' foreign language speaking anxiety levels and their attitudes towards the teaching profession based on some variables such as their gender, years of study, and universities.

4.5.1. The relationship between pre-service EFL teachers' foreign language anxiety and their attitudes towards the teaching profession according to their gender

4.5.1.1. Female Pre-service EFL teachers

When Table 4.8. was examined, no significant difference was found between the speaking anxiety of female pre-service EFL teachers and their attitudes towards the teaching profession (p-value>0.05).

Table 4.8. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship Between Female Pre-service EFL Teachers' Attitudes Towards the Teaching Profession and Their Levels of Foreign Language Speaking Anxiety

		Pre-service EFL Teachers' Attitudes towards the Teaching Profession
	Correlation Coefficient	-.127
Pre-service EFL teachers' foreign language speaking anxiety	N	100
	P-value	0.210

**p-value<0.01

According to the results, there was no statistically significant relationship at the p-value>0.05 level (Correlation Coefficient = -.127). It can be concluded that there was no relationship between female pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession.

It is obvious that society genderizes occupations. Professions such as teaching and nursing are still regarded as female-dominated (Arioğul & Can, 2010: 630). Patriarchal society regards teaching as a suitable job for women. Feminization of teaching is a cumulative issue and it is a social process. Not only in Turkey but also in many countries in the world, female predominance in teaching can be found (Drudy, 2008: 309). Yıldırım (2012) conducted a study with male and female teacher candidates and she found out that female teacher candidates had more positive attitudes towards their future profession. Yıldırım (2012) also suggested that male and female teachers may differ in teaching styles and capacities; female and male teachers may have different effects not only on the teaching profession but also on the learners (2353). According to Sabbe and Aelterman (2007: 526), female teachers used more

modern, unique, and student-centered approaches than their male colleagues. In their paper, it was also stated that when the students' perceptions of their teachers were taken into consideration, female teachers were more often held in higher regard than male teachers (526). Thus, most of the female tend to become teachers because of the good working conditions and their enthusiasm to teach children.

Furthermore, females are often claimed to be better language learners. Coştu (2011) conducted a study on male and female students studying at the English preparatory class and the results showed that the female students held a higher level of linguistic knowledge in English. In addition, it was seen that the female students' attitudes towards English learning and their motivations to learn English were higher than the males. Similarly, Kobayashi (2014) found out that Japanese female English language learners held a positive attitude towards English learning because of the status of English language as a feminized academic and professional choice. On the other hand, Hussain, Shahid, and Zaman (2011) investigated male and female students' anxiety in English classes and their attitudes towards English. It was found out that the female students showed less anxiety in English classes and they had more positive attitudes towards English when compared to their male peers. From these thoughts, it can be concluded that female English teacher candidates do not show a meaningful relationship between their foreign language speaking anxiety and their attitudes towards the teaching profession because they have more positive attitudes towards their future job and they are motivated language learners.

4.5.1.2. Male Pre-service EFL teachers

A significant difference was found between male pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession (p -value <0.05) (Table 4.9.).

Table 4.9. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship between Male Pre-service EFL Teachers' Attitudes Towards the Teaching Profession and Their Levels of Foreign Language Speaking Anxiety

Pre-service EFL teachers'
attitudes towards the teaching
profession

	Correlation Coefficient	-475
Pre-service EFL teachers' foreign language speaking anxiety	N	37
	P-value	0.003**

** p -value<0.01

According to the results, a significant negative relationship at a moderate level was found (p -value<0.05) (Correlation Coefficient = -.475). It was seen that as the foreign language speaking anxiety of male pre-service EFL teachers increased, their attitudes towards the teaching profession were negatively affected at a moderate level.

Teaching has always been thought of an alternative and easily accessible job. Since it is more likely for teachers to work under the assurance of the government, there has been a growing demand for the teaching profession by many people in recent years. Although they were expected to choose more challenging professions that require physical strength and superior intelligence, males began to choose teaching as a career as there was nearly no employment problem. In their study, Arıoğul and Can (2010) interviewed with nineteen male and three female teacher candidates studying at an ELT department and the results showed that nearly all the male teacher candidates were satisfied with their career choice and they were eager to become English language teachers. Their study also revealed that there was a changing view in the thoughts of the male teacher candidates' parents as they realized that English language teaching became a popular field as it had good employment opportunities.

According to Basow (1992: 58), males have a tendency to dominate verbally. In addition, many studies (Bozavlı & Gülmez, 2012; Çağatay, 2015; Huang, 2004; Öztürk, 2012; Öztürk & Gürbüz, 2012) demonstrate that male learners show a lower level of foreign language speaking anxiety when compared to their female peers. Huang (2004) conducted a study to find out the foreign language speaking anxiety of the Taiwanese 1st year students who are majoring in English and the results revealed that female students had more speaking anxiety in the foreign language. Moreover, it was suggested in the study that female students' foreign language speaking anxiety may be originated from their fear of negative evaluation as it was a cultural

characteristic of Taiwanese society. However, the results of above-mentioned studies contradict with the current study since nearly half of the male English teacher candidates who participated to the current study, sixteen of them, agreed that they have the fear of making mistakes (as shown in the item 2 in Table 4.4.) while speaking in the foreign language and this result may support the idea of the fear of negative evaluation in males. Males may start to favor the teaching profession and they may think of becoming EFL teachers as a logical move in their lives however, male teacher candidates may have the fear of being evaluated negatively as future language teachers since they expect to be respected by other people. In Thompson and Pleck's (1986) study, most of the male participants agreed that it was essential for a man to be respected and the best way for a man to get the respect of others is to get a job and do it well. Thus, it can be inferred that social status is an important issue for males and they feel the need for respect from others. In male English teacher candidates' case, it can be suggested that they may have the need for their students' respect and they may also fear being negatively evaluated by their students. They may assume that when they make mistakes in the classroom, they will be evaluated negatively and therefore, they will not gain the respect of their students. The fear of negative evaluation may be the reason for the fact that male English teacher candidates were negatively affected in terms of their speaking anxiety in the foreign language and their attitudes towards the teaching profession. However, further research may be carried out to find whether there is a relationship between gender, fear of negative evaluation, and foreign language speaking anxiety.

4.5.2. The relationship between pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession according to their years of study

4.4.2.1. 3rd year pre-service EFL teachers

A significant difference was found between the 3rd year pre-service EFL teachers' speaking anxiety and their attitudes towards the teaching profession (p -value <0.05).

Table 4.10. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship Between 3rd Year Pre-service EFL Teachers' Attitudes Towards the Teaching Profession and Their Levels of Foreign Language Speaking Anxiety

		Pre-service EFL teachers' attitudes towards the teaching profession
Pre-service EFL teachers' foreign language speaking anxiety	Correlation Coefficient	-.295
	N	65
	P-value	0.017*

* p -value <0.05

It was understood from Table 4.10. that a statistically significant weak correlation was found at the p -value <0.05 level (Correlation Coefficient = $-.295$). According to this result, as the foreign language speaking anxiety of the 3rd year teacher pre-service EFL teachers increases, their attitudes towards the teaching profession are negatively affected.

It can be inferred that there was a negative correlation between 3rd year pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession because they did not experience teaching in a real language classroom yet and they were not aware of what was expecting them in their future profession. Furthermore, their foreign language speaking practices were probably only limited to the activities in their language classrooms as learners and they did not have the chance to see how they would communicate in the target language if they practised teaching in a real classroom. Thus, it can be concluded that their eagerness for teaching is still not tested, they have not yet experienced the challenges that can occur in a real classroom (Masadeh, 2022: 337).

4.5.2.2. 4th year pre-service EFL teachers

According to the information in Table 4.11., no significant difference was found between the foreign language speaking anxiety of 4th year pre-service EFL teachers and their attitudes towards the teaching profession (p -value >0.05).

Table 4.11. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship Between 4th Year Pre-service EFL Teachers' Attitudes Towards Teaching Profession and Their Levels of Foreign Language Speaking Anxiety

	Pre-service EFL teachers' attitudes towards the teaching profession	
Pre-service EFL teachers' foreign language speaking anxiety	Correlation Coefficient	-.124
	N	72
	P-value	0.299

* p -value>0.05

According to Table 4.11., there was no statistically significant relationship at the p -value>0.05 level (Correlation Coefficient = -.124). Therefore, it can be said that no relationship was found between the 4th year pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession.

The fact that the 4th year English teacher candidates had some valuable teaching experiences in their practice teaching classes and they felt that they could use the target language successfully in spontaneous teaching environments may be the reasons behind these results. Htang (2017) analyzed the 4th year teacher candidates' attitudes towards the teaching profession. The 4th year teacher candidates in the study claimed that they received efficient pedagogical knowledge during their practice teaching courses and also, they became more dedicated to their jobs. Similarly, during their teaching experiences in the last year of the teaching program, the English teacher candidates in this study may be convinced that the teaching profession really suited them. Therefore, they developed positive attitudes towards the teaching profession as they came closer to becoming EFL teachers. It can be deduced that experiencing a real classroom atmosphere during the training courses may show English teacher candidates the reality of their actual work setting and they may like this. Thus, continual training is important to keep the English teacher candidates' attitudes positive.

4.5.3. The relationship between pre-service EFL teachers' foreign language speaking anxiety and their attitudes towards the teaching profession according to their universities

4.5.3.1. The Pre-service EFL teachers studying at Sivas Cumhuriyet University

As shown in Table 4.12., no significant difference was found between the foreign language speaking anxiety of pre-service EFL teachers studying at Sivas Cumhuriyet University and their attitudes towards the teaching profession ($p\text{-value}>0.05$).

Table 4.12. Pearson Moments Product Correlation Coefficient Results Calculated for the Relationship Between Attitudes Towards Teaching Profession and Foreign Language Speaking Anxiety Levels of Pre-service EFL Teachers Studying at Sivas Cumhuriyet University

		Pre-service EFL teachers' attitudes towards the teaching profession
Pre-service EFL teachers' foreign language speaking anxiety	Correlation Coefficient	-.138
	N	57
	P-value	0.307

* $p\text{-value}>0.05$

The score of the student who is placed in the ELT department of SCU with the lowest score in 2019 is 386,344 and his/her success rating is 18,296 and the score of the student who is placed in the ELT department of SCU in 2018 is 370,165 and his/her success rating is 18,300. To be able to enroll in the universities, the students have to take some national placement exams organized by ÖSYM (Student Selection and Placement Center) and there is a double-stage system including two sessions; TYT (Core Proficiency Test) and AYT (Field Proficiency Test). In the first session, all of the students take a national exam including 120 multiple-choice questions that assess students' knowledge of Math, Turkish, History, Geography, Chemistry, Biology, and Physics. In the second session, the students who want to major in ELT take an English AYT including 80 questions all of which are designed to assess the students' grammar, vocabulary, and reading knowledge. The placement tests in English requires enough knowledge about the language however, they offer no chance to demonstrate performance in the language as they are not designed to assess foreign language

speaking ability of the students. The quality of this English test has always been an issue since it has not been regarded as appropriate, accurate, and effective. To be able to make it a more accurate examination, it should be subdivided into written, oral, and aural tests. Moreover, there is no test to determine whether these students are suitable for the teaching job or whether they hold positive or negative attitudes towards it. Thus, it can be said that, by looking at the placement results, one cannot understand the reason why the students studying at SCU did not show any significant relationship between their speaking anxiety in foreign language and their attitudes towards their future profession. Further research is necessary to be able to understand why English teacher candidates studying at SCU do not show any relationship between their speaking anxiety and their attitudes towards their future profession.

4.5.3.2. Pre-service EFL teachers studying at Ondokuz Mayıs University

When Table 4.13. was analyzed, a significant difference was found between the foreign language speaking anxiety of pre-service EFL teachers studying at Ondokuz Mayıs University and their attitudes towards the teaching profession ($p\text{-value}<0.05$).

Table 4.13. Pearson Product Moments Correlation Coefficient Results Calculated for the Relationship Between Attitudes Towards the Teaching Profession and Foreign Language Speaking Anxiety Levels of Pre-service EFL Teachers Studying at Ondokuz Mayıs University

	Pre-service EFL teachers' attitudes towards the teaching profession	
Pre-service EFL teachers' foreign language speaking anxiety	Correlation Coefficient	-.325
	N	80
	P-value	0.003*

* $p\text{-value}<0.05$

Table 4.13. demonstrates a weak negative correlation at the level of $p\text{-value}<0.05$ (Correlation Coefficient = -.325). Thus, it can be stated that as the foreign language speaking anxiety of pre-service EFL teachers studying at Ondokuz Mayıs University increased, their attitudes towards the teaching profession were negatively affected.

The score of the student who is placed in the ELT department of OMU with the lowest score in 2019 is 410,600 and his/her success rating is 12.249 and the score of the student who is placed in the ELT department of OMU with the lowest score in 2018 is 398,558 and his/her success rating is 12,000. The students studying at an ELT department are expected to know the English language at a certain level since they are training to become the experts and professionals in English language. By looking at their placement test results, it can be assumed that these students studying at OMU may be academically successful in language learning and they know the language they are majoring at a certain level. As mentioned before, the English AYT only intends to assess the students' knowledge of grammar, vocabulary, and mainly reading. While getting ready for this exam, students may neglect the other three basic skills. However, when they are placed at an ELT department, students will need more productive skills since they will have to communicate and write in English language (Sayın & Aslan, 2016: 31). During high school years, students who trained for English AYT usually practise reading activities, advanced grammar and vocabulary learning, answering test-based questions, and taking general assessment tests. They ignore the other activities including speaking skill along with writing and listening. Therefore, it is possible to argue that these students have the potential to develop speaking anxiety while using English in their classes at the university due to the facts that they rarely practised this skill and they have never been assessed while speaking before. In Sayın and Aslan's (2016) study with the 1st year English teacher candidates, it was found out that the participants were skeptical of their performance in their classes at the university and they were mostly having difficulties in their classes because of their insufficient English skills although they performed well in the AYT. Many students stated that they did not feel themselves competent for their departments and they would like to be assessed by their speaking abilities in the AYT. From these perspectives, it can be guessed that the students studying at OMU may also be experiencing the same concerns and as a result, they may possess a level of speaking anxiety as they had little or no chance to improve their speaking skills during high school years. Despite of their lack of practice in language skills, they may still be enthusiastic about becoming efficient EFL teachers. These might be the reasons why they showed a negative relationship between their speaking anxiety in foreign language and their attitudes towards their future job.

5. CONCLUSION

The aim of this study was to find out whether there is a relationship between the English teacher candidates' speaking anxiety in the foreign language and their attitudes towards the teaching profession. To be able to find this relationship, the participants' speaking anxiety in the foreign language and their attitudes towards their future profession were examined separately. When the participants' speaking anxiety in the foreign language was analyzed, the findings indicated that the English teacher candidates held a low level of speaking anxiety in the foreign language. However, most of the English teacher candidates agreed that there were some situations that still provoked their foreign language speaking anxiety. These were "being called on in English classes" and "being afraid of making mistakes". It was understood from the results that the English teacher candidates also showed some physical reactions such as trembling and fast-beating hearts while they were experiencing foreign language speaking anxiety in the classroom. In order to become efficient English teachers in the future, it is important that they should overcome their speaking anxiety in the foreign language. The implementation of group work and pair work activities can be suggested for the English teacher candidates who have moderate or high levels of foreign language speaking anxiety so that they can feel more comfortable when working collaboratively.

When the attitudes of English teacher candidates towards the teaching profession were analyzed, the descriptive statistics showed that the English teacher candidates' attitudes towards the teaching profession were '*mostly*' positive. Most of the English teacher candidates also stated that they liked the idea of teaching new things to people and guiding people's lives. They were also eager to discuss the topics related to teaching and the teaching profession. The English teacher candidates were also found to be pleased with their choices of teaching profession as their future career.

The inferential statistics displayed that there was a weak negative correlation between the participants' foreign language speaking anxiety and their attitudes towards their future profession. This weak negative relationship may mean that some of the English teacher candidates have some slight concerns about their foreign language speaking anxiety however, they still possess positive attitudes towards their future profession. Some of the English teacher candidates may have the fear of making mistakes and they think that they will not be efficient for their students while

pronouncing words in their classrooms. These situations may be the reasons behind the weak relationship between the English teacher candidates' foreign language speaking anxiety and their attitudes towards the teaching profession.

The relationship between the participants' speaking anxiety in the foreign language and their attitudes towards their future profession was also investigated in terms of some variables such as their gender, years of study, and universities. When this relationship was investigated on the basis of the participants' gender, it was seen that there was no relationship between female English teacher candidates' speaking anxiety in the foreign language and their attitudes towards their future profession. The reason may be due to the fact that teaching was already seen as a female-dominated profession. As language learners, females held a positive attitude towards English and they were also more motivated to learn a language. When male English teacher candidates' speaking anxiety in the foreign language and their attitudes towards their future profession were examined, it was determined that male English teacher candidates' speaking anxiety in the foreign language and their attitudes towards their prospective profession had a negative relationship at a moderate level. This result showed that the male teacher candidates' opinions towards the teaching profession were changing and more males started to choose the teaching profession day by day since English teaching had nearly no employment problem and it was easier to work under the assurance of the government. However, it was possible that some of the male English teacher candidates were still affected by the thought of being evaluated negatively since getting respect from others was an important issue for them. Thus, further research on the relationship between gender, fear of negative evaluation, and foreign language speaking anxiety may contribute much to the related literature.

The academic years the teacher candidates attended played an important role in the relationship between the participants' levels of speaking anxiety in the foreign language and their attitudes towards their future profession. The results of the research question showed that there was a weak negative correlation between the 3rd year English teacher candidates' levels of foreign language anxiety and their attitudes towards the teaching profession. Since the 3rd year English teacher candidates did not experience a real classroom atmosphere yet and they did not take the practice teaching course, they must have showed a weak negative relationship between their speaking anxiety in the foreign language and their attitudes towards their future profession.

When the 4th year English teacher candidates' levels of speaking anxiety in the foreign language and their attitudes towards the teaching profession were examined, it was found out that there was no meaningful correlation at all. The reason behind this result may be the fact that the 4th year English teacher candidates were taking their practice courses and they may have found that the teaching profession really suited them.

The universities where the study was conducted also had an impact on the correlation between the participants' levels of speaking anxiety in the foreign language and their attitudes towards their future profession. A weak negative correlation was determined between the foreign language speaking anxiety levels of English teacher candidates studying at OMU and their attitudes towards the teaching profession. On the other hand, when the foreign language speaking anxiety of English teacher candidates studying at SCU and their attitudes towards their future profession were examined, it was found out that there was no significant correlation at all. When they prepared for the national placement exams to be enrolled in a university, most of the English teacher candidates may have neglected speaking skills since the placement exam does not assess their speaking performance. As they are not sure of their performance in the foreign language, the English teacher candidates studying at OMU may be experiencing a level of foreign language speaking anxiety and this may be the reason for the weak negative relationship between these English teacher candidates' speaking anxiety in the foreign language and their attitudes towards their future profession. For the English teacher candidates studying at SCU, further research is suggested since no relationship was found between the foreign language speaking anxiety of the participants studying at SCU and their attitudes towards the teaching profession.

This study was conducted in OMU and SCU with 137 3rd and 4th year English teacher candidates. Thus, it is very hard to generalize the findings to all of the English teacher candidates. More participants from different universities could change the whole findings and it might bring different aspects to this study. Moreover, only the questionnaires as quantitative data collection instruments were implemented in this study to have unbiased results. The questionnaires that are used in this study, Foreign Language Classroom Anxiety Scale and the Attitude towards the Teaching Profession Scale, are not developed especially for English teachers or English teacher candidates. Developing and implementing new questionnaires that directly address English

teachers or English teacher candidates may change the whole result of the study. To have more relevant and valid results, it is essential to develop foreign language speaking anxiety and attitudes towards the teaching profession scales that are designed for English teachers and English teacher candidates. Furthermore, the findings obtained from the quantitative data collection instruments can be very limited. Thus, adding some kinds of qualitative data collection instruments such as observation, semi-structured interviews, interviews, and focus groups may make the findings more detailed and understandable.

Foreign language speaking anxiety and the attitude towards the teaching profession are the issues mostly studied separately. However, there is no study that examines the relationship between foreign language speaking anxiety and attitude towards the teaching profession. This study might contribute to the literature in terms of its uniqueness that the results of this study may help guide the English teacher candidates to be aware of their levels of foreign language speaking anxiety and overcome it as well as inform them about their actual attitudes towards the teaching profession.

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APPENDICES

Appendix 1. Questionnaires

İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki

Ondokuz Mayıs Üniversitesi İngiliz Dili Eğitimi Programı / İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki Konulu Yüksek Lisans Tez Çalışması

Bu çalışma Ondokuz Mayıs Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi Sevda AKIN tarafından Doç. Dr. Zerrin EREN danışmanlığında yürütülen tez çalışmasının akademik araştırması kapsamında gerçekleştirilmektedir. Bu çalışma bilimsel amaçlarla yapılmaktadır. Çalışma süresince toplanan veriler anonim olarak değerlendirilecektir. Araştırmanın hiçbir aşamasında araştırmaya katılan bireylerin ismi kullanılmayacaktır.

Bu çalışmaya katılmak gönüllülük esasına dayanmaktadır. Araştırma 2 bölümden oluşmakta olup yabancı dil kaygı düzeyi ve öğretmenlik mesleğine yönelik tutumlarla ilgili sorular bulunmaktadır. Sizden beklenen; çoktan seçmeli ifadelerin bulunduğu çevrimiçi anketi doldurmanızdır. İfadelerin her biri için size en uygun olan katılım düzeyini işaretleyiniz. Sorulara samimi cevaplar vermeniz araştırmanın geçerliği ve güvenilirliği açısından önem arz etmektedir. Bu çalışmaya katılım ortalama olarak 5 dakika sürmektedir.

Çalışma hakkında daha fazla bilgi almak için adresinden iletişime geçebilirsiniz.

Sevda AKIN

Kişisel Bilgiler

1. Cinsiyetiniz:

Kadın Erkek

2. Üniversiteniz:

Ondokuz Mayıs Üniversitesi Cumhuriyet Üniversitesi

3. Sınıfınız:

3. Sınıf 4. Sınıf

1. İngilizce Konuşma Kaygısı Ölçeği (Saltan, 2003)

Lütfen katılıp katılmama durumunuza uygun olan seçeneği işaretleyiniz.

Kesinlikle	Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle	Katılıyorum
------------	--------------	--------------	------------	-------------	------------	-------------

1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.	()	()	()	()	()
2. İngilizce derslerinde konuşurken hata yapmaktan korkuyorum.	()	()	()	()	()
3. İngilizce derslerinde sıranın bana geleceğini bildiğim zaman heyecandan ölüyorum.	()	()	()	()	()
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.	()	()	()	()	()
5. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.	()	()	()	()	()
6. İngilizce dersinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.	()	()	()	()	()
7. İngilizce'yi anadili İngilizce olan insanların yanında kullanırken rahatsız olurum.	()	()	()	()	()
8. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.	()	()	()	()	()
9. İngilizce derslerinde konuşurken kendime güvenmiyorum.	()	()	()	()	()
10. İngilizce öğretmenim yaptığım her hatayı düzeltmeye çalışıyor.	()	()	()	()	()
11. İngilizce derslerinde sıra bana geldiğinde kalbimin hızlı hızlı attığını hissediyorum.	()	()	()	()	()
12. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.	()	()	()	()	()
13. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.	()	()	()	()	()
14. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.	()	()	()	()	()
15. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.	()	()	()	()	()

16. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.	()	()	()	()	()
17. İngilizce konuşacağım zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.	()	()	()	()	()
18. İngilizce öğretmenim cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.	()	()	()	()	()

2. Öğretmenlik Mesleğine Yönelik Tutum Ölçeği (Üstüner, 2006)

Lütfen katılıp katılmama durumunuza uygun olan seçeneği işaretleyiniz.

		Hiç Katılmıyorum	Katılmıyorum	Orta Düzeyde Katılıyorum	Kısmen Katılıyorum	Tamamen Katılıyorum
1	Öğretmen olma düşüncesi bile bana cazip geliyor.	()	()	()	()	()
2	Öğretmenlik mesleği bana sıkıcı geliyor.	()	()	()	()	()
3	Öğretmen olmayı kendime yakıştırmıyorum.	()	()	()	()	()
4	Tekrar bir meslek tercihinde bulunmam söz konusu olsa yine öğretmenliği seçerdim.	()	()	()	()	()
5	Öğretmenliğin bana göre bir meslek olmadığını düşünüyorum.	()	()	()	()	()
6	Öğretmenliğin yaşam tarzıma uygun olmadığını düşünüyorum.	()	()	()	()	()
7	Öğretmenliğin kişiliğime uygun olmadığını düşünüyorum.	()	()	()	()	()
8	Öğretmenlik mesleğini seçtiğime pişman oluyorum.	()	()	()	()	()
9	Öğretmenlikte başarılı olacağıma inanıyorum.	()	()	()	()	()
10	Öğretmenlik mesleğiyle ilgili olan bu bölümü seçmiş olmaktan hoşnutum.	()	()	()	()	()
11	Öğretmenlik mesleğinde karşılaştığım zorlukları aşabileceğime inanıyorum.	()	()	()	()	()
12	Zor şartlar altında dahi öğretmenlik yapmak isterim.	()	()	()	()	()
13	Öğretmenlik mesleğinin gereklilikleri konusunda kendime güveniyorum.	()	()	()	()	()

14	Öğretmenliğe ilişkin özel bir yeteneğim olduğu kanısındayım.	()	()	()	()	()
15	Öğretmenliğin bana uygun bir meslek olmadığını düşünüyorum.	()	()	()	()	()
16	Öğretmenliğin bir şeyler üretip yaratmam için bana fırsatlar vereceğini düşünüyorum.	()	()	()	()	()
17	Öğretmenliği profesyonel bir biçimde yürütebileceğime inanıyorum.	()	()	()	()	()
18	İnsanlara bilmedikleri bir şeyleri öğretecek olma düşüncesi beni mutlu ediyor.	()	()	()	()	()
19	Öğretmenlik yapan insanlara sempati duyarım.	()	()	()	()	()
20	Öğretmen olacağımı düşünmek beni korkutuyor.	()	()	()	()	()
21	Bir meslek tercih etme durumunda olanlara öğretmenliği tavsiye etmem.	()	()	()	()	()
22	Öğretmen olduğumda yapabileceğim çok şey olduğunu düşünüyorum.	()	()	()	()	()
23	Öğretmenliğin çalışma koşulları bana çekici geliyor.	()	()	()	()	()
24	Öğretmenlik meslek bilgisi derslerinde başarılı olmayı önemserim.	()	()	()	()	()
25	Öğretmenlik yapan kişilerle sohbet etmekten hoşlanırım.	()	()	()	()	()
26	Eğitim, öğrenme, öğretme ve öğretmenlik konularında tartışır, konuşurum.	()	()	()	()	()
27	Bilgili ve yeterli bir öğretmen olacağımı düşünüyorum.	()	()	()	()	()
28	Öğretmenliğin toplumda bana saygınlık kazandıracağına inanıyorum.	()	()	()	()	()
29	Halen okumakta olduğum öğretmenlik programını bilerek ve isteyerek seçtim.	()	()	()	()	()
30	Öğretmenlik mesleğinin bana sıkıntılar yaşatmasından endişe duyuyorum.	()	()	()	()	()
31	Öğretmenlik yaparak vereceğim eğitim aracılığıyla insanların yaşamına yön vermeyi gurur verici buluyorum.	()	()	()	()	()
32	Eğitim, öğrenme, öğretme, öğretmenlik konularında konuşmaktan hoşlanmam.	()	()	()	()	()
33	Öğretmen olduğumda çevre tarafından bana yeterli değer verileceğine inanıyorum.	()	()	()	()	()
34	Öğretmenlik mesleğinin devamlılığı bana güven veriyor.	()	()	()	()	()

Appendix 2. Permissions for the Usage of the Questionnaires

ÖLÇEK KULLANIMI İÇİN İZİN HAKKINDA Hazır Gelen Kutusu

Sevda Akın
Alıcı: sevda +

21.12 (24 dakika önce) ☆ ↶ ⋮

Sayın SALTAN,
Öndokuz Mayıs Üniversitesi'nde İngiliz Dili Eğitimi dalında lisansüstü öğrenciyim. Danışmanım Doç. Dr. Zerrin EREN ile yürüteceğim İngilizce Öğretmen Adaylarının Konuşma Kayıtları ile Öğretmenlik Mesleğine Yönelik Tutumları Anasındaki İlişki Başlıklı Yüksek Lisans tezinde Horvitz(1986)'den Türkiye'ye uyarladığınız Yabancı Dil Konuşma Kayıtları Ölçeğini kullanmak istiyorum.

Saygılarımla,
Sevda AKIN

Sevda Akın
Alıcı: sevda +

21.12 (21 dakika önce) ☆ ↶ ⋮

Sayın Akın,
Ölçeği kullanabilirsiniz.
İyi çalışmalar,
Öğr. Gör. Feyza Saltan

Alınan Sevda Akın +
...

ÖLÇEK KULLANIMI İÇİN İZİN HAKKINDA Hazır Gelen Kutusu

Sevda Akın
Alıcı: mehmet.ustuner +

9 Ağustos Pzt 19:36 (4 gün önce) ☆ ↶ ⋮

Sayın ÜSTÜNER,
Öndokuz Mayıs Üniversitesi'nde İngiliz Dil Eğitimi dalında lisansüstü öğrenciyim. Danışmanım Doç. Dr. Zerrin EREN ile yürüteceğim İngilizce Öğretmen Adaylarının Konuşma Kayıtları ile Öğretmenlik Mesleğine Yönelik Tutumları Anasındaki İlişki Başlıklı Yüksek Lisans tezinde geliştirdiğiniz Öğretmenlik Mesleğine Yönelik Tutum Ölçeğini kullanmak istiyorum.

Saygılarımla,
Sevda AKIN

MEHMET ÜSTÜNER
Alıcı: meh +

11 Ağustos Çar 11:47 (2 gün önce) ☆ ↶ ⋮

Sayın Sevda AKIN, belirsiz geçen ölçeği(öğretmenlik mesleğine yönelik tutum ölçeği) yapacağınız araştırmada kullanmanızda lardan bir sakınca görülmemektedir, kullanabilirsiniz. Hoşçakalın

Sevda Akın +
9 Ağu 2021 Pzt, 19:36 tarihinde günü yazdı

...

Mehmet ÜSTÜNER, Prof. Dr.
İnönü Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü,
Eğitim Yönetimi Anabilim Dalı Başkanı

About the Permission for the Usage of Foreign Language Speaking Anxiety Questionnaire



iletisi Gelen Kutusu



Sevdâ Akın

Alın: horwitz

29 Temmuz Per 03:00



Dear Horwitz,

I am a graduate student at Ondokuz Mayıs University in Turkey. I study English Language Teaching at the Institute of Educational Sciences. My supervisor's name is Assoc. Prof. Dr. Zerrin EREN. I'd like to use your Foreign Language Speaking Anxiety Questionnaire for my MA thesis.

My research is about "The relation between pre-service EFL teachers' speaking anxiety and their occupational self-efficacy perceptions". This study will be applied to senior year pre-service EFL teachers.

Thanks in advance,

Sevdâ AKIN



Horwitz, Elaine K.

Alın: ben

29 Temmuz Per 19:41



İngilizce > Türkçe > İletiyi çevir

[İngilizce için kapat](#)

Dear Sevdâ, You may use this questionnaire.

Good luck with your study.

EKH

Sent from my iPhone



Appendix 3. Ethics Committee Approval



ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
27.08.2021	08	2021/694

KARAR NO: 2021-694
Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Sevda AKIN' ın Doç. Dr. Zerrin EREN'in danışmanlığında " İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki" isimli yüksek lisans tezine ilişkin ölçek çalışmasını içeren 25066 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Sevda AKIN' ın Doç. Dr. Zerrin EREN'in danışmanlığında " İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki" isimli yüksek lisans tezine ilişkin ölçek çalışmasının kabulüne oy birliği ile karar verildi.

Appendix 4. Permission to Apply the Questionnaires at Ondokuz Mayıs University



T.C.
ONDOKUZ MAYIS ÜNİVERSİTESİ
Eğitim Fakültesi Dekanlığı

Sayı : E-98725097-100-191167
Konu : Anket (Ölçek) İzni (Sevda AKIN)

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 24.01.2022 tarihli ve E-72975315-044-187647 sayılı yazınız.

Müdürlüğünüz Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Sevda AKIN'ın, "İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki" konulu tez çalışmasına veri toplamak amacıyla hazırlanmış olduğu anket (ölçek) çalışmasını Fakültemiz Yabancı Diller Eğitimi Bölümü öğrencilerine uygulama talebi Dekanlığımızca uygundur.
Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Hamza ÇALIŞICI
Dekan

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : 8BGK-9881-06B3

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Fax No : 0362 457 60 78

İnternet Adresi : <http://www.omu.edu.tr/>

Bilgi İçin : Ayşe ÖZTÜRK

Memur

Telefon No:



Appendix 5. Permission to Apply the Questionnaires at Sivas Cumhuriyet University



T.C.
SİVAS CUMHURİYET ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-30182376-100-129329
Konu : Anket (Ölçek) Uygulama İzni (Sevda AKIN)

08.02.2022

DAĞITIM YERLERİNE

İlgi : Ondokuz Mayıs Üniversitesi'nin 24.01.2022 tarihli ve E-72975315-044-187632 sayılı yazısı.

Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı yüksek lisans öğrencisi Sevda AKIN'ın, Doç. Dr. Zerrin EREN danışmanlığında yürütmekte olduğu "İngilizce Öğretmen Adaylarının Yabancı Dil Konuşma Kaygıları ve Öğretmenlik Mesleğine Yönelik Tutumları Arasındaki İlişki" başlıklı tez çalışması kapsamında veri toplamak üzere Üniversitemiz Eğitim Fakültesi öğrencilerine anket (ölçek) uygulama talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini arz/rica ederim.

Prof.Dr. Ünal KILIÇ
Rektör a.
Rektör Yardımcısı

Ek:Anket (Ölçek) İzni (Sevda AKIN) (24 sayfa)

Dağıtım:
Gereği:
Eğitim Fakültesi Dekanlığına

Bilgi:
Ondokuz Mayıs Üniversitesi Rektörlüğüne

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSAL336Z3E Pin Kodu :32252
Adres : Sivas Cumhuriyet Üniversitesi Rektörlüğü Merkez/Sivas
Telefon:0 346 487 00 00 - 1996/2037 Faks:0 346 219 1110
e-Posta:ryazici@cumhuriyet.edu.tr Web:www.cumhuriyet.edu.tr
Kep Adresi:cumhuriyetuniversitesi@hs01.kep.tr

Belge Takip Adresi : <https://www.turkiye.gov.tr/cumhuriyet-universitesi-ebys>

Belgi için: Erkan BEREKETOĞLU
Unvanı: Bilgisayar İşletmeni



CURRICULUM VITEA

Sevda AKIN. Graduated from Mersin Bozyazı Anatolian High School in 2013 and Dokuz Eylül University Department of English Language Teaching in 2017. Working as an English Language Teacher since graduation.

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Publications :

1. Akın, S. and Eren, Z. (2021, October). “ A literature review of using different web-tools and online platforms to help reduce learners’ speaking anxiety’’. *Black Sea Language Conference*, Ondokuz Mayıs University, Samsun.