



Sources of Anxiety among Saudi Female EFL Student Teachers during Their Practicum

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Abstract

Objectives: The present study investigates the sources that arouse anxiety among Saudi female EFL student teachers during their practicum.

Method: It adopted the analytical descriptive approach with a sample that comprised 22 female students enrolled in a Teaching Practicum course in the Faculty of Education at the University of Jeddah, Saudi Arabia. A five-points Likert-type questionnaire with four domains was developed by the researcher and administered to the participants to figure out the sources of anxiety during practicum.

Results: Descriptive analysis of the responses to the questionnaire showed four sources of anxiety, including cooperating school, mentors, student teachers, and foreign language teaching instructions. Findings also revealed that the domain related to student teachers constituted the highest level of anxiety, whereas the domain of sources related to the mentor had the least effect on the participants' anxiety level.

Conclusion: The researcher suggests important procedures to reduce student teachers' anxiety during their practicum, such as providing more support by mentors and cooperating teachers, increasing the number of follow-up visits, and affording enough time to student teachers during field visits.

Keywords: Anxiety, student teachers, practicum, EFL

Introduction

It is a well-known fact that English language is the world's major international communication tool. Due to the increasing demand of English language learning, an explosion of pedagogy on foreign language learning has been generated at both the national and international levels of education. English language learning has now become a pre-request for almost every higher education program due to the recent trend towards globalization and the importance of English as a foreign language. Therefore, English as a Foreign Language (EFL) programs are introduced now across all types of educational institutions in Saudi Arabia to facilitate communication, political and diplomatic relations, as well as commercial businesses.

However, recent studies reveal weakness in language proficiency and teaching skills among EFL teachers in Saudi schools (Ali-Ban, 2012; Dakhiel, 2002; Elyas & Picard, 2010; Rahman & Alhaisoni, 2013), and low English language achievement among Saudi EFL learners (Alrabai, 2016; Alhawsawi, 2013; Khan, 2011; Rajab, 2013). The Committee for the Development of Teacher Preparation Programs has attributed these low results to the weakness of teacher preparation programs. Furthermore in 2017, the results proposed by the Saudi National Center for Measurement point out that the level of teachers' efficiency is not up to the international standards. Additionally, the results of the Competencies Test revealed that the average score of the examinees was 43% in the educational part of the test, and 37% in the subject matter part, while the passing score of the test requires 50% in both parts.

As a result, teacher preparation programs in Saudi Arabia have been significantly improved to produce qualified teachers who are able to meet the requirements of the current age and to achieve the desired goals of education. According to the Deputy Minister of Education in Saudi Arabia, teacher training diploma programs will be terminated and replaced with a two-year post-university vocational master's degree program, in which the student teacher will undergo an intensive vocational training (Sharr, 2018).

Problem of The Study

From the researcher's experience in teaching student teachers the Teaching Practicum course in Jeddah University, she noticed that her students suffer from a high level of anxiety during their practicum. It negatively affects their performance and hinders them from achieving the intended goals of the practicum course. Therefore, in this study, she sought to find answers to the following question:

- 1 - What are the sources of anxiety among Saudi female EFL student teachers during their practicum?
- 2 - What is the source causing the highest level of anxiety among Saudi female EFL student teachers during their practicum?

Objectives

The present study aims to identify the sources of anxiety that student teachers encounter during the course of Teaching Practicum. It then seeks to determine the sources that cause the highest level of anxiety among student teachers during their practicum. It also suggests ways to reduce the level of students' anxiety to the minimum, so they can achieve the desired educational goals of the course.

Significance

With regard to student teachers, reducing their feelings of anxiety and fear during practicum will promote their performance and improve their academic and practical skills. The findings are also significant to EFL educators and program developers because it provides them with the causes of anxiety among student teachers and helps them to come up with techniques that reduce stress during practicum. Since no previous study investigated the causes of Foreign Language Teaching Anxiety (FLTA) among Saudi female student teachers during their initial teaching experience, the current study will open new avenues for researchers to explore the causes of anxiety among students in the Saudi context. Thus, researchers may build on the current findings and examine other factors that affect student teachers' practices and anxiety level.

Terms

Foreign Language Teaching Anxiety (FLTA)

Ellis (1994) defines FLTA as, “a psychological discomfort or apprehension which is unique for pre-service teachers, language teachers, instructors and practitioners who are responsible for teaching learners how to learn a foreign language effectively and professionally at a real classroom setting by using all skills and subskills required for teaching the target language” (as cited in Can, 2018, p. 580).

Student teacher

It refers to a female student enrolled in General Pedagogical Diploma-a postgraduate program- in the Faculty of Education, Jeddah University in Saudi Arabia to be an EFL teacher. EFL student teachers study an English course, micro-teaching, teaching methodology and instruction besides Teaching Practicum.

Teaching Practicum

It is a course designed for preparing Saudi female student teachers in the University of Jeddah in the General Pedagogical Diploma. Student teachers teach EFL in elementary and secondary schools throughout a month by observing classrooms, engaging in practical implementation of teaching and learning theory, delivering classroom lessons, and performing the duties of a teacher in school.

Limitations

The current study has the following limitations:

Human limitation

Female student teachers enrolled in General Pedagogical Diploma and studying Teaching Practicum at the Faculty of Education in the University of Jeddah, Saudi Arabia.

Temporal limitation

Academic year 2016-2017.

Spatial limitation

Faculty of Education, Jeddah University, Saudi Arabia.

Literature Review

Challenges caused by globalization among various educational institutions have laid more emphasize on the role played by teachers in

the success of the teaching and learning process. Yet, the teaching profession needs special pre-service preparation programs. Many researchers have expressed the importance of practicum as an integral part of the education of pre-service teachers. Abunimrah and Ghanem (2007) called for a radical review of the methods, techniques and practices adopted in the professional training of pre-service teachers. They also called for a movement that seeks to reform the programs of teacher education and to identify the problems faced by teachers during their professional training programs. Such a reform movement can enable the future teachers to perform new roles in accordance with the ongoing changes taking place in the present era.

Nnenna and Olanrewaju (2015) identified teacher quality as one of the basic predictors of students' achievement and added that teachers' occupational stress causes multiple strains on teachers and negatively affects their students. For teachers, this anxiety may interfere with their students' learning abilities and their acquisition of knowledge. For student teachers, it may affect their professional training program and hinder the achievement of the aspired educational goals (Al-Fattaly, 2006; Naeem, 1996).

With regard to the Saudi context, pre-service teachers graduated from the major of English language seek to find jobs in public schools where the salary is higher than that offered by private schools. As a requirement of working as an EFL teacher, applicants should have a background in Pedagogy and Instruction. Therefore, most pre-service (student) teachers tend to get the General Pedagogical Diploma to enhance their chance of being hired in an elementary or secondary public school. The period of the diploma is a two-semester academic year provided by the Faculty of Education to all graduates from various colleges other than graduates of the Faculty of Education, who already have a bachelor in education. Students study courses that focus on education and methodology. By the end of the program, students spend a month in schools for the teaching practicum in which they observe classes for a week. They then deliver lessons and participate in school activities and supervision for three weeks. During this month, a collaborating teacher and the school headmaster, besides a supervisor

from the Faculty of Education, monitor and evaluate the student teachers' interaction and performance.

Several studies have investigated practicum and its components revealing that student teachers' recognition of the role played by the practicum phase is essential to the improvement of the teachers' education programs. They further voiced concerns and complaints regarding the issue. These concerns were labeled problems, challenges, or weaknesses and categorized to different domains, including administration, supervision, program courses, language course textbooks, students, time and class management, cooperative school, cooperative teacher, school principal, evaluation procedures, student teachers' attitude, self-awareness of their abilities and competencies, and fears and anxiety (Alamri, 2018; Macôas & Snchez, 2015; Merc, 2010; Moussaid & Zerhouni, 2017; Mutlu, 2014; Sarçoban 2010).

Review of Related Studies

Bilali and Tarusha (2015) explored the factors influencing the feeling of anxiety among 100 student teachers of Alexander Xhuvani University, during the practicum phase of their professional training program. A two-page self-report questionnaire, developed by the researcher, and the Teaching Anxiety Scale (TCHAS) were used. Results revealed that the given factors are related to teaching planning, ability to analyze the learning problems, class management, student assessment, and public speaking.

Similarly, Eksi and Yakisik (2016) investigated the reasons behind experiencing anxiety during practicum among 52 student teachers from the State University in Turkey with reference to culture-specific reasons. An open-ended questionnaire was developed and administered by the researcher. The proposed results were relevant to teacher evaluation and behavioral problem in the classroom. It also found that helpful and supporting staff contribute to the reduction of anxiety.

Moreover and Aydin (2016) listed several conclusions about the sources of FLTA. The teacher personality was considered one of the main sources, including teacher's fear of failure, making mistakes, and negative evaluation as well as lack of self-confidence. As for students,

low level of motivation and class participation, the higher proficiency level among peers, unexpected students' questions and use of native language in class caused FLTA. Other aspects included time management, overcrowded classrooms, and the inefficient use of technology.

Soriano (2017) investigated the extent to which student teachers' feel anxious about practicing teaching in relation to some factors, such as evaluation, class management, professional preparation, school staff, and unsuccessful lesson anxiety. Two questionnaires were developed and distributed to a random sample of student teachers and cooperative teachers during the practicum phase in the secondary schools of Cotabato Province, Philippines. Results revealed that student teachers' personal characteristics significantly influenced the anxiety level of student teachers' particularly. Also, it was found that student teachers experienced anxiety at frequent levels. Personal preparation, school staff, and professional preparation had less effect on student teachers' feeling of anxiety. The factors that had a statistically significant effect were personal characteristics and practicum assignment.

Furthermore, Alias and Rashid (2018) carried out a questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) to students from Civil Engineering Department, Politeknik Sultan Mizan Zainal Abidin. Correlations-Spearman Test was implemented and three types of anxiety was examined: Test anxiety, communication apprehension, and fear of negative evaluation. Data analysis revealed significant relationship between anxiety and students' language proficiency.

It is clear from the literature review that previous studies have used questionnaires as an exclusive research tool with a focus on participants' anxiety (Eksi & Yakisik, 2016; Soriano, 2017). Likewise, the current study uses a quantitative-method approach to collect numerical data. Further, previous studies have not applied FLTA questionnaire to Saudi EFL student teachers. Thus, and in light of the previous review, the current study aims at exploring the main factors that cause anxiety among student teachers during the course of Teaching Practicum in Saudi Arabia.

Methods

Participants

The study sample consisted of 22 female students enrolled in the “Teaching Practicum” course during the academic year 2016-2017 in General Pedagogical Diploma in the Faculty of Education, Jeddah University. The course is a pre-requisite for obtaining the Diploma and for working as a teacher in public schools in Saudi Arabia. All participants of the study were female graduates of English Department with “*Good*” grade. Their age ranged between 22-28 years old with an average of 21.4 and a standard deviation of 1.3.

The sample was purposively chosen from all students with English major and who were enrolled in the Diploma in the academic year 2016-2017. From the twenty-seven students enrolled in the diploma, only 22 attempted the questionnaire, which was sent to them via hyperlink.

Instrument

After studying the theoretical research and methods of previous studies, the researcher developed a questionnaire to explore the sources of anxiety among EFL female student teachers during their practicum. Once the participants finished the Practicum Teaching course, the questionnaire was administered and completed before the end of the academic year.

Questionnaire of FLTA Sources

The questionnaire consisted of 35 statements distributed to 4 domains, which are:

- Sources related to cooperating school domain, which includes 5 statements from 1-5.
- Sources related to mentors and it includes 7 statements from 6-12.
- Sources related to student teachers with 10 statements from 13-22.
- Sources related to foreign language instruction, which comprised 13 statements from 23-35.

The questionnaire was a 5-point Likert scale ranging from strongly disagree 1, disagree 2, not sure 3, agree 4, and strongly agree 5.

Instrument Validity

The first form of the questionnaire was submitted to a panel of 7 expert reviewers in the department of Curriculum and Instruction at the College of Education in the University of Jeddah, to get their views about its appropriateness, accuracy, and relevance. Some statements were corrected, and others were edited. Seven statements were omitted by the experts because of their ambiguity, similarity to other items, and irrelevance to the construct of the domain.

As for items' validity, it was achieved by calculating the Pearson correlation coefficient between the scores of each statement and the total score of the questionnaire to which it belongs. Results showed that all the items reached a high degree of correlation coefficients, which were limited between .78 -.62, i.e. .82-.66 for anxiety sources related to cooperating school; .72 -.56 for anxiety sources related to mentors; .87 -.63 for anxiety sources related to student teachers; and .87 -.63 for anxiety sources of foreign language instruction. All domains are statistically significant at .010 level, which confirms its validity.

Instrument Reliability

To calculate the reliability of the questionnaire, the researcher administered it to a sample of 30 female student teachers from the Faculty of Education enrolled in the General Educational Diploma at the University of Jeddah, aged 22-28 years, with an average of 24.20 and a standard deviation of 1.34. The questionnaire was re-applied to the exploratory sample at an interval time of 15 days between the first and second application. The correlation coefficients between the two applications for the whole questionnaire was 0.95, which shows its high reliability. Alpha Cronbach was computed for the reliability of the questionnaire items and results were 0.91, which indicates the high reliability of the questionnaire.

Results

Results obtained from the questionnaire showed that Saudi female EFL student teachers experienced medium and high levels of anxiety during their practicum with total average 65.81. The descriptive statistics using SPSS for the questionnaire domains is presented in table 1.

Table 1

The Descriptive Statistics of ELTA Questionnaire

Items	Total sample								
	Frequencies					Relative weight	%	Ranking	Average
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree				
Domain I: Source related to the cooperating school								66.36	
1) I become upset when treated as an experienced teacher.	5	5	12	-	-	51	46.36	1	
2) I feel worry when the principal does not offer opportunities to strengthen the relationship among the school teachers and the administrative staff.	-	6	5	6	5	76	69.09	23	
3) I become upset when the cooperating school management does not address the problems encountered by the student teachers.	-	1	6	8	7	87	79.09	32	
4) I get worried when the cooperating school administration offers no support.	1	2	11	8	-	70	63.63	15	
5) I feel lost when no booklet is distributed to explain the role of everyone in the practicum.	-	3	5	10	4	81	73.63	27	

Cont. Table 1*The Descriptive Statistics of ELTA Questionnaire*

Items	Total sample								
	Frequencies					Relative weight	%	Ranking	Average
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree				
Domain II: Sources Related to Mentors									73.29
6) I am concerned when I do not get enough guidance from the co-operating teacher after the lesson.	-	1	4	10	7	89	80.90	35	
7) I become upset when I receive harsh and strict comments as guidance from the cooperating teacher.	1	2	3	6	10	88	80	33	
8) I get overwhelmed when I find full dependence on me by the co-operating teacher to implement the teaching load.	3	1	2	3	13	88	80	34	
9) I feel troubled when there is no group meeting at the university for general feedback by the supervisor.	2	4	8	3	5	71	64.54	16	
10) I start to panic when I find no adequate observations and guidance from the supervisor.	-	5	5	9	3	76	69.09	24	
11) I get anxious when my supervisor does not help me solve my problems at cooperating school.	-	3	3	12	4	83	75.45	28	
12) I feel anxious when the supervisor does not give me special guidance about teaching practices.	-	2	4	11	5	85	77.27	31	

Cont. Table 1*The Descriptive Statistics of ELTA Questionnaire*

Items	Total sample								
	Frequencies					Relative weight	%	Ranking	Average
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree				
Domain III: Sources Related to Student Teachers									62.01
13) I get upset when I face difficulty managing and controlling the class.	1	7	7	6	1	65	59.09	9	
14) I feel uneasy when I face difficulty in preparing the lesson material (educational aids, activities worksheets, quizzes).	3	6	7	4	2	62	56.36	5	
15) I feel troubled when I face difficulty in choosing the appropriate teaching method.	1	6	8	4	3	68	61.81	13	
16) I feel troubled when I am unfamiliar with the latest educational technology.	2	5	6	8	1	67	60.90	12	
17) I am afraid of negative evaluation.	1	2	6	5	8	83	75.45	29	
18) I feel troubled when I face difficulty in engaging students while they are not interested.	-	2	7	7	6	83	75.45	30	
19) I get distracted and confused during the presence of the supervisor in the classroom.	1	7	6	7	1	66	60	11	
20) I am troubled by the lack of needed knowledge to identify individual differences among students.	1	9	6	5	1	62	56.36	6	

Cont. Table 1*The Descriptive Statistics of ELTA Questionnaire*

Items	Total sample								
	Frequencies					Relative weight	%	Ranking	Average
	Strongly agree	Agree	Not sure	Dis-agree	Strongly disagree				
21) I become upset when I fail to provide immediate support needed by a student.	1	7	8	5	1	64	58.18	7	
22) I am worried about using Arabic in the class.	8	3	3	4	4	59	53.63	3	
Domain IV: Sources Related to Foreign Language Instruction									63.63
23) I feel nervous when I speak English in class.	8	2	3	8	1	58	52.72	2	
24) I get anxious when I am not sure of my pronunciation.	3	2	4	9	4	75	68.18	21	
25) I am disturbed when I find that my English is checked by the students.	3	1	4	9	5	78	70.90	26	
26) I am afraid of being compared to other teachers in English language instruction.	4	-	8	6	4	72	65.45	17	
27) I feel uneasy when I make a spelling mistake on the board.	2	5	3	9	3	72	65.45	18	
28) I am anxious that I have no enough knowledge of English language to teach in English	2	3	5	6	6	77	70	25	
29) I feel nervous when I am not able to teach listening effectively.	-	4	7	6	3	68	61.81	14	
30) I feel troubled when I am not able to give clear instructions in English.	1	4	5	9	3	75	68.18	22	

Cont. Table 1

The Descriptive Statistics of ELTA Questionnaire

Items	Total sample								
	Frequencies					Relative weight	%	Ranking	Average
	Strongly agree	Agree	Not sure	Dis-agree	Strongly disagree				
31) I start to panic when I am not able to teach grammar effectively	3	-	9	8	2	72	65.45	19	
32) I feel nervous when I am not able to teach speaking effectively.	2	1	8	10	1	73	66.36	20	
33) I am uncomfortable when I teach reading skills.	5	3	8	4	2	61	55.45	4	
34) I feel distracted when I teach listening topics.	3	4	9	4	2	64	58.18	8	
35) I feel uneasy when I teach writing skills.	5	2	7	5	3	65	59.09	10	
Total	2534					65.81%			

According to the data displayed in the table, the percentages of ELTA questionnaire among English student teachers during their practicum ranged from 46.36 - 80.90. Statement 1 “*I become upset when treated as an experienced teacher*” in the cooperating school domain has the highest frequency 46.36%, which revealed that this reason caused the highest level of anxiety among participants. On the other hand, statement 6 “*I am concerned when I do not get enough guidance from the cooperating teacher after the lesson*” in the mentor domain got the last rank and thus it represents the least source of anxiety among participants with 80.90%.

The table also shows that the frequencies and average of sources related to student teachers’ domain contain the statements with the highest level of anxiety with average 62.01, while the domain of sources

related to mentors with average 73.29 representing the sources that reflect low level of anxiety among participants. Moreover, sources related to foreign language instruction as well as sources related to cooperating school comprised the medium level of anxiety among student teachers during their practicum with an average of 63.63 and 66.36, respectively.

The total degree of the ELTA questionnaire 65.81% shows that the rates of anxiety among English student teachers during their practicum are high to medium, as the total degree is less than the average 66.6, i.e. there are multi, general sources of anxiety among participants.

Discussion

In the light of the ELTA questionnaire results, it becomes obvious that the sources of anxiety among student teachers during their practicum are multiple, reflecting a set of variables and reasons that directly affect their performance. They feel worried about facing a situation during practicum that requires experience, skill or practice. Due to their lack of practical experience and practice, they become stressed and experience a high level of anxiety and lack of self-confidence. That is why the statement "I feel upset when treated as an experienced teacher" ranked first, as a fundamental source of anxiety among student teachers during practicum.

Through considerable evaluation of the collected data, it was found that personal sources related to the participants themselves arouse anxiety more than external factors concerning the support and guidance provided by the management, supervisors and mentors, and foreign language instruction. Student teachers are concerned about their mastery of the materials, unfamiliarity with educational technology, motivating students to learn, meeting students' learning needs, and using their first language in class. They are afraid of facing difficulty in implementing the teaching methods and preparing the lesson materials. They are worried about their ability to manage the classroom, to give instructions, and provide support to students when needed. They expressed their problems of applying differentiating

instruction and meeting students' needs. Statements 13-22 represented the factors that raise their feeling of anxiety during practicum and negatively affect their performance. The statement "I am troubled by the lack of needed knowledge to identify individual differences among students" got a high degree of agreement by participants. Their lack of experience stands behind their feelings of disability and un-confidence. It is also reflected in their high agreement to statements "I feel uneasy when I face difficulty in lesson material preparation (educational aids, activities worksheets, quizzes) and I become upset when I fail to provide timely reinforcement needed by a student". They feel unable to deal with classroom situation and to meet students' educational needs by promoting their cognitive process in time.

Additionally, negative perception and feedback given by administrators and supervisors as well as the uneven provision of support and help constituted another cause of anxiety. It may be due to the negative perception and previous experiences with the school among student teachers. Likewise, Alrabai (2014) and Alias and Rashid (2018) identified fear of negative evaluation among EFL learners and students as the major cause of FLTA among Saudi students. Danner (2014) pointed out that school staff cooperation, evaluation, professional preparation, unsuccessful lesson, and class control were the main sources of anxiety among the participants. Best, JonesKatz, Smolarek, Stolzenburg, & Williamson (2015) and Alamri (2018) emphasized the role of EFL teachers in managing language learning process and stated that it is the teachers' responsibility to guide and instruct students about the important ways to cater difficulties, while being highly motivated. Moreover, Aydin (2016) concluded that the teacher personality was the main source of anxiety, including teacher's fear of failure, making mistakes, and negative evaluation as well as lack of self-confidence.

In the domain of foreign language instruction, as the second source of anxiety in this study, participants' responses revealed that inadequate knowledge about teaching any of the skills and engaging students and motivating them were the main sources that made them upset and anxious. It was displayed in responses to statement 23 "I feel

nervous when I speak English in class" which was the second statement with the highest frequency and statement 33 "I am uncomfortable when I teach reading skills" which ranked fourth in causing fear during practicum. This result agreed with Bilali and Tarusha (2015) and Soriano (2017) who found that student teachers experience anxiety at frequent levels. Personal preparation, school staff, and professional preparation had a lower effect on anxiety. Based on this result, it can be concluded that student teachers' lack of preparation and knowledge of the foreign language and implementation of the appropriate teaching methods constituted a source of anxiety that can be reduced by intensive practice and well-preparation.

Aldegether (2017) argued that cognitive abilities among Saudi female student teachers influence their teaching skills. The importance of understanding students' perspectives lies in the fact that it influences their cognitive abilities and decision-making processes. However, this impact is not limited to a certain time but it affects the lifelong process of EFL learning. By the same token, Jahin (2012) concluded that the majority of EFL student teachers pinpointed their lack of knowledge as the major cause of FLTA during practicum. Additionally, anxiety issues among various Saudi EFL Learners were due to low self-esteem, lack of meaningful communication, competitive environment and undue comparison among students.

Factors related to mentors' support, observation and giving feedback were the lowest sources that cause anxiety among participants. It may be attributed to their believe that internal factors related to their self-confidence and preparedness are more important than external factors and dependence on the mentors and supervisors at the schools. Similarly, addressing different issues related to cooperating teachers at schools were found to cause medium level of anxiety. It goes in the same line with Eksi and Yakisik (2016) who found that helpful and supporting staff contributed to the reduction of anxiety. Furthermore, participants felt comfortable with supervisors whom they previously worked with during micro-teaching.

Moreover, Alrabai (2015) and Alrabai (2016) examined the positive relationship between students' active participation and

teachers' contribution, where higher and lower levels of EFL learners' anxiety are typically associated to effective teachers' perception and attitudes towards EFL students. Marwan (2016) and Rassaei (2015) suggested important ways to address EFL learners' anxieties and considered them as role models for students.

Conclusion and Implications

The study has explored various causes of anxiety during the practicum phase of the teaching process among EFL student teachers. Findings showed that the level of support and motivation provided by administrators, collaborative teachers, and supervisors is essential to enable student teachers to improve their skills and knowledge. Negative attitudes and improper guidance by supervisors were regarded as the major source of demotivation among Saudi EFL student teachers. Individual factors concerning the student teachers, such as lack of knowledge and skills to teach the language skills, materials, and methods proved to play a role in increasing the levels of insecurity and anxiety among the participants. Finally, language proficiency affects student teachers' anxiety and confidence during their practicum.

Consequently, the researcher suggested some implications for educators and recommendations for future research. Firstly, there should be a coordination between the faculties of education and the Ministry of Education to identify the schools that is adequately equipped and prepared to receive student teachers in their practical education. Secondly, student teachers should be engaged in field visits prior to engagement in the process of teaching to facilitate their transition from students to pre-service (student) teachers. Additionally, conducting seminars, meetings or workshops with the administrations and teachers of the cooperating schools to determine the expected tasks and roles is a must. Moreover, the developers of the teacher education programs should give ample attention to the

educational competencies of the students, focusing on the theoretical courses related to the teaching methods and instruction.

Furthermore, academic supervisors and cooperating teachers should increase follow-up visits and spend enough time with the student teachers during field visits. Moreover, school principals should maintain a constant contact with the student teachers and listen to their comments and complains.

Recommendations

For future studies, researchers may conduct deep investigations about the sources of anxiety by using various instruments for collecting data in different contexts. Exploring the differences in gender and demographic data is recommended to enrich this area of study. It is also noteworthy to develop new techniques to overcome anxiety caused by different sources during practicum. Finally, future research may focus on the personal and individual factors that arouse anxiety among student teachers.

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مصادر القلق لدى الطالبات المعلمات السعديات في أثناء التربية العملية

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ملخص

الأهداف: هدفت هذه الدراسة إلى تعرّف مصادر زيادة القلق لدى الطالبات المعلمات للغة الإنجليزية في أثناء التربية العملية.

المنهج: استخدمت الدراسة المنهج الوصفي التحليلي، وتضمنت العينة 22 طالبة معلمة مسجلة في برنامج التربية العملية بكلية التربية، جامعة جدة، المملكة العربية السعودية. صممت الباحثة وطبقت استبانة على مقياس خماسي التدرج، ذي أربعة أبعاد لقياس قلق تدريس اللغة الأجنبية لتقصي أسباب القلق في أثناء التربية العملية.

النتائج: أظهرت نتائج الدراسة وجود عوامل مرتبطة بالمدرسة المشاركة، وعوامل متعلقة بالمرشد، وعوامل خاصة بالطالبات المعلمات، وعوامل مرتبطة بتدريس اللغة الأجنبية. كما أظهرت الدراسة أن البعد الخاص بالطالبات المعلمات هو أكثر مصادر القلق تأثيراً على المشاركات، بينما كان البعد الخاص بالمرشد أقل مصادر القلق تأثيراً عليهن.

الخاتمة: اقترحت الدراسة توصيات، من شأنها أن تساعد في حل مشكلة القلق في أثناء التربية العملية.

الكلمات المفتاحية: القلق، الطالبات المعلمات، التربية العملية، اللغة الإنجليزية كلغة أجنبية.

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