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**THE RELATIONSHIP BETWEEN ANXIETY AND THE EXPERIENCE OF
THE FINAL PRACTICUM OF PRE-SERVICE ENGLISH TEACHERS FROM
CUECH UNIVERSITIES.**

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR/(A) DE INGLÉS

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'We must find the time to stop and thank the people who make a difference in our lives'

-John F. Kennedy

Resumen

El propósito de este estudio es determinar la relación entre ansiedad y la experiencia de la práctica profesional final de los estudiantes de Pedagogía en Inglés de las Universidades pertenecientes al Consorcio de Universidades Estatales de Chile (CUECH). Específicamente, esta investigación cuantitativa investiga la premisa de que no existe una relación entre el sentimiento de ansiedad y la experiencia de la práctica final. Los datos fueron obtenidos a través de la implementación de una versión adaptada de la Escala de Ansiedad de Profesores en Formación que fue posteriormente analizada con el método ANOVA de una vía. Esta escala está relacionada con la experiencia de práctica profesional de 38 participantes que realizaron su práctica final de pedagogía en inglés durante el primer semestre académico del año 2019. Los resultados indican que contrario a la premisa inicial, sí existe una relación entre la ansiedad y la experiencia de la práctica final, donde el manejo y gestión del aula escolar fue la mayor fuente de ansiedad para los y las profesores de inglés en formación. Además, este estudio recomienda la inclusión de diferentes estrategias del manejo de la ansiedad en los programas de Formación Inicial Docente en las Universidades del CUECH. Finalmente, basado en la información recopilada en este estudio, se sugieren temas para investigaciones futuras.

Palabras claves: Ansiedad, profesores de inglés en formación, manejo de aula, ansiedad en la educación, formación inicial docente.

Abstract

This study aims to determine the relationship between anxiety and the experience of the final practicum of pre-service English teachers from CUECH Universities. Specifically, this quantitative research investigates the premise that there is no relationship between anxiety and the experience of the final practicum. The data was obtained by implementing an adapted Student Teacher Anxiety Scale (STAS), whose results were analysed using a one-way ANOVA method. The STAS was answered by 38 pre-service English teachers from CUECH universities who did their final practicum during the first term of 2019. The findings indicate that, contrary to what was expected, there is a relationship between anxiety and the process of the final practicum, being classroom management the major source of anxiety for pre-service English teachers. The study also suggests including different anxiety coping strategies in the initial teacher preparation programmes in CUECH Universities. Finally, based on the scope of the results, further studies are suggested.

Keywords: anxiety, pre-service English teachers, classroom management, teaching anxiety, initial teacher preparation programmes.

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Introduction

In the current educational system, educators play a key role in the life of students and their learning process. Yanofsky & Julie (2010) claim that ‘as educators, our aim is not only to impact knowledge, attitudes and skills, but to impact the daily behaviour of our graduates’. Taking this statement into account, although it is fundamental for future educators to acknowledge the significance of being aware of their influence on the behaviour of students, it is more important to carefully examine the initial teacher preparation programmes, particularly in terms of how they shape teachers’ attitude.

In the final practicum, pre-service teachers must undergo in order to obtain their undergraduate degree, they face the challenge of meeting the requirements asked by both the University and School guide teachers. These requirements include tasks such as lesson planning, implementation of lessons, as well as creation of materials. Equally important is to put into practice skills in areas such as classroom management and socioemotional education amongst others that teachers need in order to become effective educators.

Even though the experience of the final practicum may be investigated from different points of view, the focus of this study is on anxiety, since ‘a high level of anxiety among student teachers may be tied to various negative consequences such as class regulator problems and classroom disruptions’ (Ngidi & Sibaya, 2003). This consideration sheds light on a possible existing dynamic between anxiety and the teaching practicum, which is the main objective of this research.

Despite the fact that anxiety in education has been studied in detail, insufficient attention has been paid to the relationship between the experience of the final practicum and the presence or absence of the previously mentioned feeling during this stage.

Consequently, we hope the results of this research could help CUECH universities to enrich and strengthen their pedagogy programmes, perhaps by looking more closely into the inclusion of the social-emotional dimension.

This research was developed through the implementation of an adapted version of a Likert scale that included 27 questions seeking to quantify the levels of anxiety perceived by pre-service English teachers from CUECH Universities. The instrument was analysed by using a one-way Analysis of Variance (ANOVA). This method was chosen as it was the most suitable means to determine any statistically significant difference between the answers received in quantitative research.

This paper has been organised into five chapters. First and foremost, an introduction, followed by a literature review displaying the relationship among the three main topics: anxiety, teachers, and the Chilean educational context. The third chapter exhibits the methodological framework in which the hypothesis, objectives, participants, and the data collection instrument are presented. The fourth chapter illustrates the analysis and results. Lastly, the conclusions, including implications, limitations, and recommendations, can be found in chapter number five.

Theoretical framework

Anxiety

Anxiety has been studied for over half a century, its focus ranging from the definition of feelings to complex psychological explanations. This concept will be presented and developed with a chronological approach to guide the reader.

The term anxiety was first introduced by May (1950), defining it as ‘fear and covert’, mainly in the context of the Cold War, which put pressure for social change in the Western world, due to rapid scientific and technological advances. The existing

social problems of the time affected personal security creating problems for the individual establishing his physiological identity, and as Spielberger (1989) later mentioned, ‘there will be heightened vulnerability to and increased manifestations of anxiety’.

During the same year May, Hoch and Zubin (1950) stated that, although there has been positive progress in the neuroses and in the functional psychoses, there has been little to no agreement on the definition of anxiety, and very little, if any, progress in its measurement.

As the number of studies related to anxiety in humans has increased four times since its first mention, Spielberg (1983) defined anxiety as ‘the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system’. It is also mentioned that, even though it may be transitory, those feelings can recur when evoked by appropriate stimuli; and they may endure over time when the evoking conditions persist.

A different perspective by Schwarzer (1986) reports that ‘anxiety can be explained as the discomfort and tension that one feels about a perceived threat’. It is also mentioned by Schwarzer (1986) that when facing a possible threat, our ability to ignore it might be affected as well as our capability to mitigate it, with both possible scenarios culminating in anxiety.

Horwitz, Horwitz & Cope (1986) mention that when anxiety is limited to a certain area, in our case to a language learning situation, it can be labelled as ‘Specific Anxiety Reactions’. These reactions can be defined as ‘a term to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations’ (Horwitz, Horwitz, & Cope, 1986). It has also been specified that in

the context of the classroom, there are several specific situations that trigger anxiety, such as test-taking experience and the process of learning and teaching a foreign language.

A more recent definition of anxiety presented by Shri (2010) states that ‘Anxiety is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations’ (pag. 100). It is also mentioned that ‘anxiety is a normal, emotional, reasonable and expected response to real or potential danger’ (Shri, 2010, pag. 100). However, it has been stated that when the symptoms of anxiety are prolonged, irrational, disproportionate and/or severe and occur when there are no stimuli, then, these are called ‘Anxiety Disorders’ (American Psychiatric Association, 2013, pag. 189). In light of the above, it has been decided that the interpretation of the concept of anxiety given by Shri will be the one used throughout the development of this research due to its accuracy and relevance to the subject.

A type of anxiety that directly affects teachers is the one labelled as ‘occupational anxiety’. Kyriacou & Sutcliffe (1978) define it as ‘an emotional reaction that occurs as a result of being negatively affected by a situation that they perceive as threatening or unpleasant and the mechanisms they take to deal with this situation’. In addition, Kaya-Uyanik, Gur-Erdogan, & Canan-Gungoren (2019) state that ‘Occupational anxiety may be an issue for teachers, since they may feel less capable of dealing with certain teaching problems’. It has also been found by Kaya-Uyanik, Gur-Erdogan, & Canan-Gungoren (2019) that this particular type of anxiety can be potentially harmful for students’ learning process, as students can perceive high levels of anxiety in teachers and subsequently feel anxious themselves.

Anxiety in teachers

‘In the twentieth century, anxiety has emerged as a central problem of human existence and a significant theme in many aspects of modern life. Within education, however, the study of anxiety in teachers received relatively little attention from researchers prior to the 1960s’ (Sinclair & Ryan, 1987). The existing studies related to teachers’ anxiety are mainly focused on one central aspect which is whether or not teachers’ anxiety affects students’ learning process. These existing studies, however, provide evidence that ‘teachers’ emotions are relevant outcomes, with clear links to overall teacher well-being, burn-out risk and retention in the teaching profession’ (Frenzel et al., 2016). Notwithstanding, ‘so far little is known about the typically reported overall levels of experienced emotions of teachers’ (Frenzel et al., 2016) which provides reasons for further studies regarding this topic.

The previously mentioned study conducted by Frenzel et al. (2016) cast doubt on the idea that ‘teacher emotions are linked with teaching quality and the established bonds with students’ by developing four-item scales for three emotions considered the most relevant in the context of teaching: enjoyment, anger, and anxiety. They were able to gather information from 944 teachers that were presented with four different studies to prove the validity of the scale. As a result, they concluded that ‘teaching anxiety is a threat more to teachers’ well-being rather than to the quality of their teaching’ (Frenzel et al., 2016) since students expressed that they were more aware of their teachers’ attitudes when they were related to anger or enjoyment rather than anxiety itself, which leads the attention to teachers rather than students’ implications regarding teachers’ anxiety.

Nonetheless, a different research conducted by Kenneth Sinclair and Gregory Ryan in 1987 states that there exists a significant negative relationship between anxiety

and teacher warmth; as ‘the teacher’s anxiety increased, the teacher appeared less friendly and responsive to the students’. This topic was previously studied by Petrusich in 1966 with similar findings. The authors established that some of the insights given by this study suggested that high teacher anxiety has been found to be associated with low teacher-pupil rapport (Sinclair & Ryan, 1987), alluding to the fact that teachers experiencing anxiety give less verbal support, which is considered as an attitude of hostility towards the pupils. These studies suggest that teachers’ anxiety indeed affects students’ motivation and performance. Because of this finding, the goal of Sinclair and Ryan (1987) was an attempt ‘to examine the influence of teacher anxiety using more direct outcome measures than have been used in previous studies’ by asking teachers to give a lecture to a random class with no more than 30 minutes prior preparation. Teachers and students completed questionnaires before and after the lesson regarding the perceived anxiety. The inclusion of students as part of the research is in alignment with a concept mentioned by Keavney and Sinclair (1978), in which they state that ‘relating anxiety to both students and teachers makes possible a more sophisticated and complete approach that should increase the understanding of the impact of anxiety in the classroom’. The results of the study confirmed ‘the importance of teacher anxiety states in the context of understanding the teaching-learning process’ (Sinclair & Ryan, 1987) since it was found that ‘teachers’ anxiety was directly related to student’s perception of their teachers’ effectiveness and warmth, as well as the strong relationship between teachers’ anxiety and students’ anxiety’ (Sinclair & Ryan, 1987). Therefore, ‘teachers’ anxiety may be seen to have effects on both classroom affective climate and the cognitive framework for students’ learning’ (Sinclair & Ryan, 1987).

The aforementioned paper by Sinclair and Keavney (1978) provides guidance to predict teachers’ anxiety and avoid its consequences. They have analysed the literature

regarding consequences of teacher anxiety, and they state that in general terms, ‘anxiety will debilitate memory, will reduce the range of cue utilization, and interfere with direction of attention’ (Keavney & Sinclair, 1978), which the authors associate as potential threats for overall classroom wellbeing. In light of that, a study focused on predicting teacher anxiety, depression, and satisfaction states that ‘employment concerns such as poor promotion opportunities, job security, lack of professional development, and so forth are the most important determinants of anxiety in teachers, followed by workload-related and student behaviour stressors’ (Ferguson & Hall, 2011). In terms of job security and promotion opportunities, two factors that are beyond teachers’ control, the authors suggest that ‘support through career counselling and education about teacher collective agreements may help in reducing anxiety’ (Ferguson & Hall, 2011).

Similarly, Sinclair and Keavney also included the coping styles presented in the literature based on the idea presented by Sinclair, Heys, and Kemmis (1974), who state that it is insufficient merely to concentrate on the levels of teacher anxiety (TchA) if we wish to understand its impact on the classroom; we also need to examine the ways in which teachers attempt to deal with perceived threats. The most common coping style they have found is based on dogmatism, which is defined by Rokeach as ‘a relatively closed cognitive organization of beliefs about reality focused around a central set of beliefs about absolute authority, which, in turn, provides a framework for patterns of intolerance and qualified tolerance toward others’ (Brown, 2012). Several studies regarding dogmatism as a coping style were analysed and the authors state that the ‘adoption of the defence or coping style of dogmatism may even retard the learning process more than did TchA’ (Keavney & Sinclair, 1978). As a result, the authors suggest that ‘attempts may be made in teacher education programmes to help

prospective teachers and experienced teachers replace inappropriate strategies with more appropriate ones' (Keavney & Sinclair, 1978).

Anxiety in pre-service teachers of English

The final practicum is a mandatory process for pre-service teachers which allows them to acquire practice and fundamental knowledge in the classroom that could help them throughout their entire career. Also, they experience first-hand the bond with their students and evaluate how the pedagogy programme has prepared them in the professional environment to face the many challenges the teaching profession entails. However, there is also the emotional aspect of this process, which could be full of stress and anxiety. According to Parker (2011) 'various factors may lead students to be anxious about the teaching practicum, such as, methods used in their teaching, classroom management and materials, or inconsistencies in the way students are evaluated by mentors or supervisors' those being just the beginning of the anxiety factors involved in this crucial process.

In addition, it is important to highlight the impact anxiety has on the mental health of pre-service teachers during the final practicum, affecting their performance and creating obstacles to all the school community. This situation is augmented by teaching a second language, since Almendo and Harendita (2018) claim that many non-native language teachers experience anxiety in their target language classroom. English Pre-service teachers (...) may also encounter difficulties during the practicum because of their minimum experience in using the target language'. Hence, it is fundamental to deepen the understanding of the relationship between anxiety and pre-service English teachers.

Regarding pre -service English teachers, the main factor that affects them is the use of oral English. Chávez A. et al. (2017) suggest in their research 'There are diverse

studies about the relationship between anxiety and the use of oral English; nonetheless, the majority of them are focused on students rather than teachers'. Learning a new language involves several circumstances that may trigger anxiety in the learners, especially when it comes to speaking. According to Chávez A. et al. (2017), 'It is especially important to highlight the fact that for teachers of English as a foreign language, their job is more difficult than for native teachers because they have to monitor themselves while speaking' making teachers always aware of both grammar structures and pronunciation.

In addition to the previously mentioned factors that may trigger anxiety, it is also important to be aware of the consequences that this condition may bring to pre-service English teachers. According to Almendo and Herendita (2018), 'this feeling stems from several causes like confidence, pre-service teachers' language skills, preparation, lesson delivery, the situation or the condition of the students, evaluations, and classroom management'. Moreover, according to the authors of this research, 67% of pre-service teachers felt anxious about their students not feeling motivated or interested in their classes. Also, 80% of the participants felt worried and anxious about not passing the practicum and 67% were anxious about being observed and evaluated. Almendo & Harendita (2018) discuss the consequences of these factors in their research by claiming that pre-service teachers (PTs) 'found out that anxiety results in restless movement, inability to sleep, and inability to speak smoothly (...)'. Moreover, according to the same authors, 53% of English teachers feel nervous when speaking in the classroom. Thus, it is relevant for pre-service English teachers to be aware of the impact anxiety may have on their careers.

Anxiety in Chilean teachers

Anxiety in Chilean teachers has not been studied for very long. The first approach to this concept was in 2003 by different members of Universidad Católica de Chile, who worked on a research project called 'Estudio de la salud laboral de los profesores en Chile'. In this study, Valdivia et. al. (2003) highlight that the most frequent mental disorder is depression, since it was present in 29,1% of the 479 interviewed educators, followed by anxiety disorder which was present in 23,1% of the Chilean teachers. Likewise, it is fundamental to mention that this investigation revealed that women are more highly affected than men when it comes to these pathologies. Equally important to mention, it was reported by the investigators that these mental health disorders are associated with distinct factors that may trigger their development, for instance, age, number of working hours, not having a satisfactory relationship with the authorities, insecure working conditions, etc.

It was observed by Claro and Bedregal (2003) in their article 'Mental health of teachers from 12 elementary schools in a suburban community, in Chile', that the number of working hours, age, constant headaches, and vision problems are the most frequent factors when it comes to the development of mental health disorders, since those teachers who had more working hours took more antidepressant pills. Regarding age, Claro and Bedregal (2003) state that younger teachers suffer more from anxiety than older educators, because of their expectations in the teaching practice, and some interests in receiving extra help. On the contrary, older teachers want to look healthier in order to be accepted by their colleagues. 139 Chilean educators participated in this research, 32% of which suffered from a mental health disorder. 'The bibliographic search on the mental health of teachers in Chile is difficult, as there is scarce publication

in scientific journals. This just started to be a topic in the nineties, unlike other American countries' (Claro and Bedregal, 2003).

A similar focus to the previous points was developed by Cornejo (2007) in his article 'Entre el sufrimiento individual y los sentidos colectivos: Salud laboral docente y condiciones de trabajo'. In this study, the author examines some evidence about mental health of Chilean and Latin American teachers. Cornejo (2007) states that when it comes to mental health disorders, the most common pathologies are depression and anxiety, as 32% of Chilean teachers have suffered from depression at some point in their lives, and 25.7% of Chilean educators have suffered from anxiety. Similarly, the author describes that according to a study carried out by UNESCO (2005), high levels of exhaustion are more common in Chilean educators than low and medium ones. In addition to the previously mentioned points, Cornejo (2007) highlights the factors that may be a risk for teachers' mental health, for instance, a high number of working hours, which leads to a lack of concern regarding one's personal life. Anxiety may also be triggered by learning how to use different online tools, electronic devices, different means of communications, etc. Also, the work environment and the constant responsibility of their students to obtain exceptional results on standardized tests represent a further cause of anxiety.

Cornejo, Assael, Quiñones, Redondo, and Rojas (2009) propose strong compelling evidence regarding Chilean teachers' mental health in their research 'Bienestar/malestar docente y condiciones de trabajo en profesores de enseñanza media de Santiago' in which 822 Chilean teachers participated. The researchers state that according to the collected data, one the most stressful situation is associated with family health problems, present in 43% of the participants, followed by emotional problems representing 27% of the participants. Regarding emotional tiredness, 26% of the

interviewed teachers present high levels, which is an alarming situation. Cornejo R. et al. (2009) state that most of the educators feel tired not only emotionally but also physically. ‘As we can see, a larger percentage of women present higher levels of emotional tiredness (30%) in contrast to men (22.3%)’ Cornejo R. et al. (2009) In terms of anxiety and depressive disorders, 6% of the interviewed teachers present high levels of mental disorders, anxiety and depression, and 94% of the interviewed Chilean educators present low or medium levels of the aforementioned disorders.

Another fundamental idea was developed in 2019 by Estrada, Castillo, Vega, and Boada, who worked on an investigation called ‘Teacher Technostress in the Chilean School System’. 428 teachers participated in this investigation: 276 female and 152 males who were divided into three different groups depending on the type of school they worked at: public, semi-private, or private. These investigators found that 13.1% of the interviewed teachers suffered from techno-anxiety (anxiety, skepticism, and inefficiency), followed by 11.9% of educators suffering from techno-fatigue (fatigue, scepticism, and inefficiency). Moreover, 10.9% of this population suffered from both pathologies. ‘It was concluded that the risk of developing psychiatric disorders for teachers is 2 times, 2.5 times, and 3 times greater than for office workers, health professionals, and utility workers, respectively; once again with a higher incidence in the case of female teachers’ (Estrada, et al. 2019).

The literature review shows that there is a wide range of anxiety-producing situations that specifically affect pre-service English teachers’ lifestyle, health, and teaching performance. This led us to define our hypothesis and research objectives. Taking all these factors into account, both the hypothesis and the objective of this research were established.

Methodological framework

The underlying hypothesis of this research was that ‘there is no relationship between the experience of the final practicum and anxiety’. Consequently, the main objective of this investigation was to determine the relationship between anxiety and the experience of the final practicum of pre-service English teachers from CUECH Universities. Likewise, in order to achieve this goal, three specific objectives were set:

1. To establish the anxiety levels perceived by pre-service English teachers during their final practicum.
2. To examine the effects of the interrelation between the biographical parameters and educational parameters of pre-service English teachers, regarding the anxiety perceived during their final practicum.
3. To analyse the relationship between the levels of anxiety perceived by pre-service English teachers and their final practicum.

The research methodology of this study focuses on the implementation of a Likert-type scale questionnaire designed to measure anxiety in pre-service English teachers. The results were examined and categorized into four different sections: the levels of anxiety perceived by pre-service teachers, biographical parameters, educational criteria, and the levels of anxiety experienced in the final practicum.

The research conducted for this study was quantitative of a descriptive type with a transversal non-experimental design. First and foremost, the results of the Likert-type scale as well as the demographic information were quantified in terms of percentages. Henceforth, the percentages were analysed quantitatively in order to obtain a comprehensive picture of the participants’ personal experience in their final practicum. Finally, it has a transversal non-experimental design since it only represents a specific

time frame in the experience of pre-service English teachers without conducting any sort of experiment.

Participants

The target population of our study are non-native English as Foreign Language (EFL) pre-service teachers from CUECH Universities who completed their practicum during the first term in 2019, from now on referred to as ‘participants’. The participants of our research were selected according to the following criteria:

- a) The participants had to be enrolled in an English Pedagogy programme, since we are inquiring into the factors that trigger anxiety in those specific foreign language pre-service teachers.
- b) The University they were enrolled in had to be a member of the ‘Consejo de Universidades Estatales Chilenas’ (CUECH). This decision was made based upon two main reasons, the first one being to extend the scope of the research beyond the local context of UMCE’s English Pedagogy programme to other Universities that share a similar socioeconomic backgrounds and cultures. The second reason was to discover whether or not the anxiety related factors were shared by other pre-service teachers’ communities.
- c) They must have completed their final practicum during the first term of the 2019 academic year. This period of time was the closest to a non-disruptive academic term, since during the second term of 2019 a social outbreak took place in Chile which added other factors causing anxiety beyond the scope of this research.
- d) The participants must be non-native English speakers, since research conducted by Chávez A. et al. (2017) suggests that non-native speakers of English have an extra source of anxiety related to the use of oral English in the classroom.

With all the requirements met, thirty-eight pre-service teachers completed the priorly mentioned Likert scale. These participants belong to twelve Universities throughout the country that are members of CUECH.

Instrument

In this study, the instrument used to collect data was a seven-point Likert scale adapted from the original five-point Students-Teacher Anxiety Scale (STAS) developed by Hart in 1987. As Robinson (2014) states, a Likert scale is an attitude scale format for measuring public opinion on any issue. This scale has been widely used by other researchers to quantify student teachers' anxieties and found to be a reliable and valid instrument (Merç, 2010). It should also be acknowledged that a Likert-type scale quantifies people's attitudes. Therefore, this is the most adequate instrument for the development and analysis of this research. The STAS is a scale constructed to measure four orthogonal factors in teaching practice anxiety, these factors include evaluation anxiety, pupil and professional concerns anxiety, class control anxiety, and teaching practice requirements anxiety (Norah, 1987). The adapted STAS has 27 items that were divided into five categories which are evaluation, class control, professional preparation, school staff, and unsuccessful lesson anxiety. The instrument was adapted to a seven-point Likert-type scale, ranging from '1= strongly disagree' to '7 = strongly agree' with the aim of eliciting a finer discrimination of responses.

The participants had to answer the 27 questions of the Likert-Scale along with demographic inquiries such as, gender, age, methodology courses, the age group they worked with, the amount of practicums, and the number of evaluating agents involved in the process. The objective of gathering this information was to contrast the relationship between the demographic data and pre-service English teachers' experience

during their final practicum, particularly referring to the issue of anxiety and the factors that provoke it.

To achieve the objective of this research, the data obtained was analysed using a one-way Analysis of Variance (ANOVA) method. ‘The one-way ANOVA compares the means between the interest groups and determines whether any of those means are statistically significantly different from each other’ (Laerd Statistics, 2018). Likewise, this type of method helped to determine whether or not the stated hypothesis of this research was approved. Within all the figures obtained from ANOVA, the P-value of each category was crucial for this investigation, since a ‘P-value is a measure of the probability that an observed difference could have occurred just by random chance’ (Beers, 2021). Given these points, when analysing the data of this research, the focus was placed on the p-value, since it would inform us whether there was a statistical difference from the other sections. Moreover, in order to reinforce the validity of the data, a t-test was applied. A ‘t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related to certain features, obtaining a deeper analysis of the data obtained from the participants who answered certain questions identically’ (Hayes, 2020). In this test, the focus would be on the P two-tailed value. According to James (2021) ‘A two-tailed test is designed to examine both sides of a specified data range as designated by the probability distribution involved’. Therefore, the P two-tailed value would enrich the results by stating how well distributed the statements were within any statistically significant category.

Analysis and results

Anxiety experienced by pre-service English teachers from CUECH Universities during their final practicum in the second academic term of 2019 has been divided into

five categories: evaluation, class control, professional preparation, school staff, and unsuccessful lesson anxiety.

ANOVA analysis

The STAS was applied in the second academic term of 2020 to the aforementioned participants. The data gathered was analysed using a one-way ANOVA method to determine whether there was any statistically significant difference among the anxiety levels of the Pre-service teachers of English from CUECH Universities (Table 1).

Table 1 presents the descriptive statistics related to Pre-service English Teachers' anxiety during the final practicum.

Table 1

One-way ANOVA results

Source of variation	SS	df	MS	F	P-value	F crit
Between groups	236.1247563	26	9.081721398	2.17922737	0.000604425	1.506719144
Within groups	4163.236842	999	4.167404246			
Total	4399.361598	1025				

As presented by Table 1, there was a statistically significant difference among the levels of anxiety experienced by pre-service English teachers ($p < 0,05$). This distinction is represented by the P-value, which suggests that there is a statistically significant difference when the result is less than 0,05.

To narrow down the results obtained from the general ANOVA, a one-way ANOVA was conducted for each one of the factors. The data analysis captured on each of these five factors has been displayed in Table 2.

Table 2

Data collected from the different factors

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
P-values	0.43255167	0.01367484	0.27957048	0.55789835	0.16219346
F	1.004198202	3.673898868	1.291448517	0.751922373	1.655578064

As displayed in Table 2, factor 1 '*evaluation anxiety*' ($p > 0,05$), factor 3 '*professional preparation anxiety*' ($p > 0,05$), factor 4 '*school staff anxiety*' ($p > 0,05$), and factor 5 '*unsuccessful lesson anxiety*' ($p > 0,05$) do not represent a statistically significant source of anxiety for pre-service English teachers. However, it was found that '*class control anxiety*' ($p < 0,05$) was the only statistically significant factor among the participants.

In order to examine the specific differences amid the factors within the second category, a t-test was run. The main purpose of conducting this t-test was to identify the predominant variables that led this category to be the most significant section causing anxiety among the participants.

Table 3

T-tests results

Statements	Mean	P-two tails	T
(1) <i>I felt anxious about giving each learner the attention he/she needed without neglecting the other learners.</i>	4.44736842	0.62107865	2.02619246
(2) <i>I felt anxious about setting work at the right level for the learners.</i>			

(1) I felt anxious about giving each learner the attention he/she needed without neglecting the other learners.	4.44736842	3.9187E-05	2.02619246
(3) I was anxious about class control/management.			
(1) I felt anxious about giving each learner the attention he/she needed without neglecting the other learners	4.44736842	0.1307025	2.02619246
(4) I felt anxious about whether or not my performance was satisfactory from the point of view of the school English teacher.			
(2) I felt anxious about setting work at the right level for the learners	4.60526316	0.07312315	2.02619246
(3) I was anxious about class control/management.			
(2) I felt anxious about setting work at the right level for the learners			
(4) I felt anxious about whether or not my performance was satisfactory from the point of view of the school English teacher.	4.60526316	0.02010955	2.02619246
(3) I was anxious about class control/management			
(4) I felt anxious about whether or not my performance was satisfactory from the point of view of the school English teacher.	5.81578947	0.00043991	2.02619246

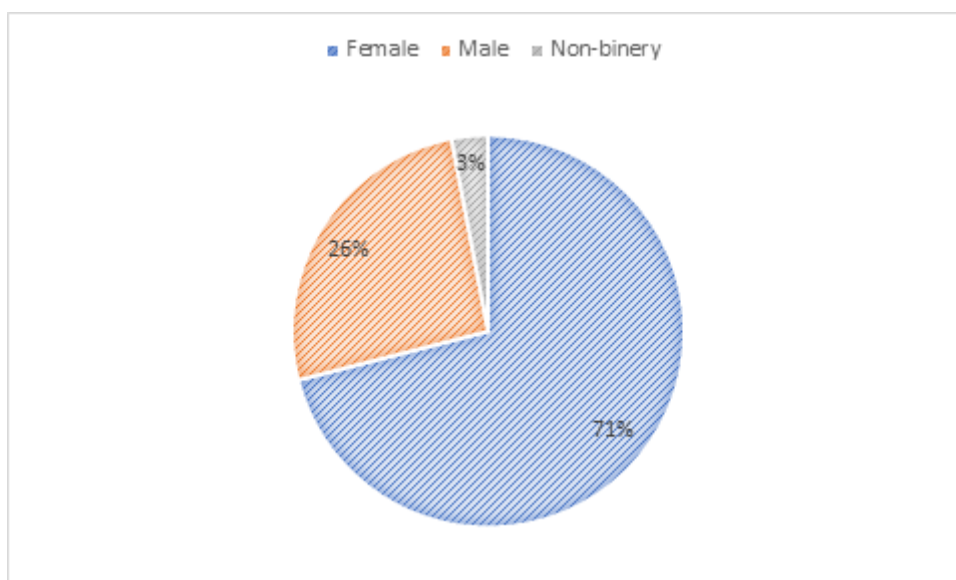
The results obtained from the t-test, which compares two statements to identify whether or not there is a significant difference, showed that the most statistically significant statements causing anxiety were 2 and 4 as well as 3 and 4. The analysis revealed that both pairs showed a statistically significant difference. Being the former, $p < 0.05$; and the latter, $p < 0.05$. As a result, it can be said that statement number 4, '*I felt anxious about whether or not my performance was satisfactory from the point of view of the school English teacher*', represents the strongest source of anxiety among Pre-Service Teachers of English.

Demographic analysis

In order to give the data gathered a deeper perspective, demographic information from the questionnaire was considered as valuable insight. This questionnaire was answered by 38 teachers who did their final practicum during the second term of 2019. Out of all the participants, 71% considered themselves as female, 26% as male, and 3% as a non-binary individual at the time. When it comes to their age range, most of them belong to the 21-29 age range comprising 89% of our population together with 11% that associated themselves as part of the 30-39 years old age range.

Figure 1

Gender identification percentages

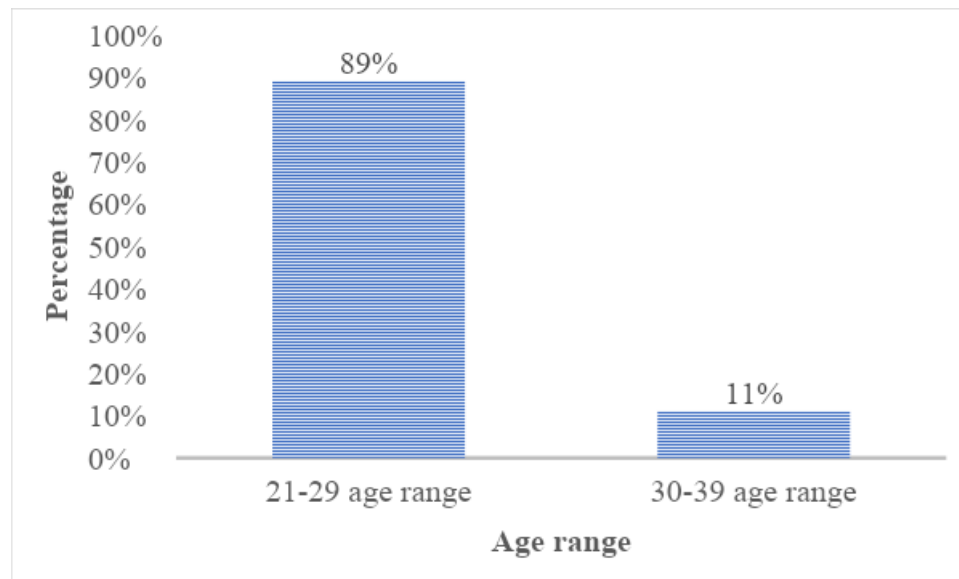


Note. This graph represents the gender identification percentages of the participants.

Own authorship.

Figure 2

Age range of the participants

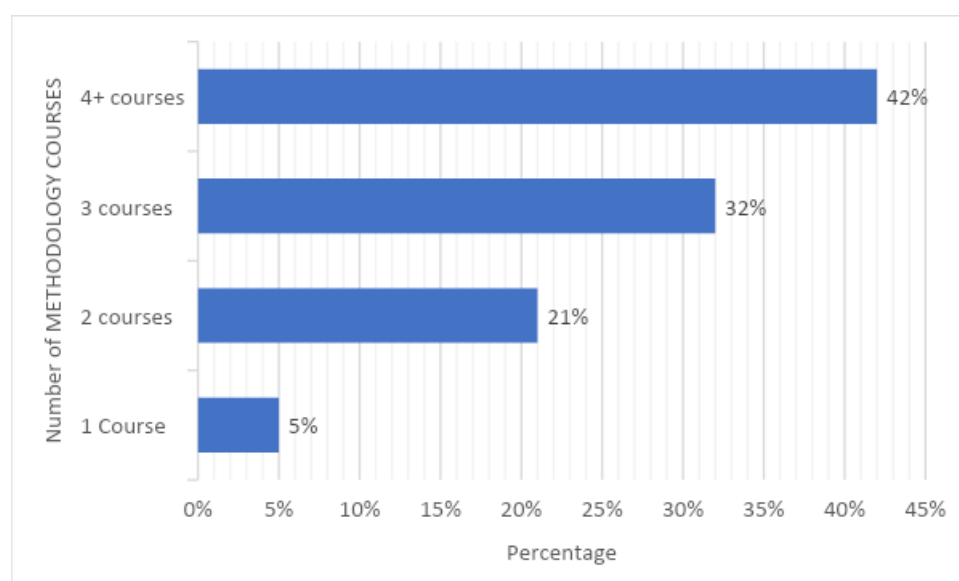


Note. This bar chart illustrates the age range our participants were at the moment of answering the questionnaire. Own authorship.

The teaching education process the participants underwent is equally important for this study. In fact, 42% of our participants had four or more methodology courses throughout the duration of their study programme. Following this, 32% had three of the aforementioned courses, 21% had two courses, and finally 5% had just one course.

Figure 3

Number of methodology courses

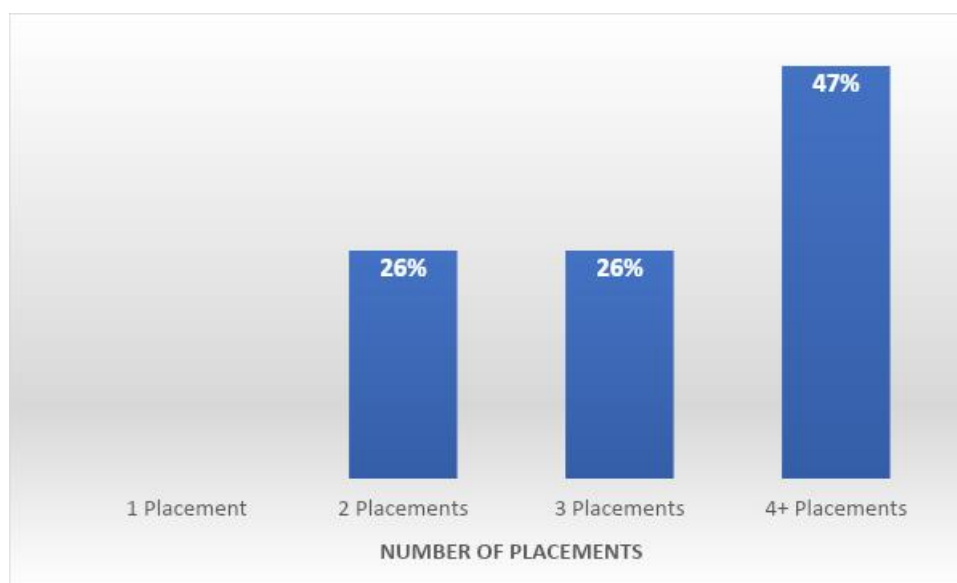


Note. This bar chart depicts the number of methodology courses our participants had when completing their study programme in their corresponding universities. Own authorship.

In addition, during their study programme 47% of our participants had four or more practicums, 26% had three instances of practicum, and 26% had just two. None of our participants had only one practicum. When it comes to the amount of evaluating agents during their final practicum, 37% of our participants had four or more agents, 42% had three people assessing them, along with 21% that had two people being part of the evaluation process. None of our participants had just one person evaluating them.

Figure 4

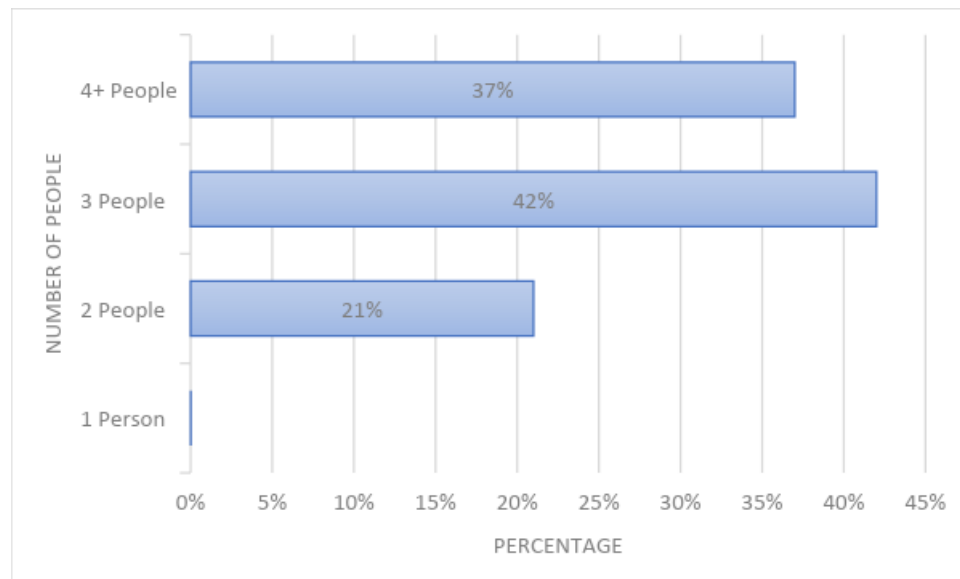
Number of practicums



Note. This column chart portrays all the practicum experiences the participants completed throughout their English study programme. Own authorship.

Figure 5

Number of evaluating agents involved in the final assessment



Note. This bar graph shows the number of evaluating agents involved in the assessment of our participants when facing the final practicum in their corresponding universities.

Own authorship.

The results gathered from the Likert scale and demographic questions answered by the participants were analysed to determine whether these factors significantly affect the dynamic between anxiety and the final practicum process of pre-service English teachers. The demographic factors to be considered were the following: gender identity, age range, amount of methodology courses, amount of people involved in the final assessing process, number of practicums throughout their university programmes.

The data obtained was gathered in terms of the demographic variables, grouped in *academic* and *non-academic* information, and analysed using the ANOVA method. On the one hand, in the non-academic area, the results revealed that regarding Gender identity, people who consider themselves as ‘*Female*’ ($p < 0,05$) were statistically more anxious than ‘*Male*’. In this study, the only participant who considered themselves as ‘non-binary’ could not be analysed because they represent just 3% of the population and the ANOVA method requires at least 6% participation per category to be analysed.

Similarly, age range was also a statistically significant factor revealing that younger people, from 21 to 29 ($p < 0,05$) experience more anxiety than those who are 30 to 39.

On the other hand, academic information concerning professional preparation and experience revealed that the number of practicums conducted throughout their university programme directly affects the feeling of anxiety during this final process. As a result, the more experience (4+) Pre-service English teachers have in the classroom before graduating ($p < 0,05$), the more anxiety they feel while working in their last phase of study. In addition, the amount of people involved in the assessing process of the final practicum also had a statistically significant repercussion on the feeling of anxiety perceived by Pre-service teachers. Subsequently, the more evaluating agents involved ($p < 0,05$), the feeling of anxiety increased incrementally. Finally, the only academic factor that was not statistically relevant in terms of anxiety was the number of methodology courses taken while completing their undergraduate programmes ($p > 0,05$), it was found that despite the number of courses, they all experienced similar levels of anxiety.

Regarding the variety of results gathered throughout the analysis of the Likert scale, it can be concluded that the main factor that triggers the feeling of anxiety among pre-service English teachers was 'Class Control'. This factor had four statements that were included in the questionnaire given to the participants: 'anxiety about giving each learner the attention he/she needed without neglecting the other learners', 'setting work at the right level for the learners', 'controlling or managing the class', and 'anxiety about whether or not my performance was satisfactory from the point of view of the school English teacher'. This information suggests insufficient or ineffective classroom management strategies included in the English Pedagogy programmes from CUECH universities regarding the anxiety field. All things considered, a hypothesis emerged:

whether or not the curriculum coincides with the reality of the Chilean context. This issue depicts the necessity to take into consideration the context of the Chilean educational system when elaborating the curriculum in CUECH universities.

Demographic questions played a fundamental role throughout this research. The analysis of these questions revealed that the number of practicums pre-service English teachers completed before being exposed to the final step of the University process impacts on the trainees' emotional perception of anxiety. Hence, it can be said that the more practicums they had within a classroom, the more anxious they felt when facing teaching situations.

Additional significant results associated with gender-related questions were obtained. It was found that those participants who identified themselves as females tended to experience more anxiety while undergoing their final practicum than those who identified as males. Under those circumstances, a sociocultural issue appeared. Despite the fact it is the 21st century and there are gender-equality movements all around the globe, it is not surprising that women suffer from higher levels of anxiety than men, making their personal and professional life experiences more difficult. This situation relates to what Cornejo R. et.al (2009) states 'as we can see, a larger percentage of women present higher levels of emotional tiredness (30%) in contrast to men (22.3%)' Also, as previously mentioned, Estrada, et al. (2019) state that female teachers are more prone to develop psychiatric disorders than men. Given this information, it can be concluded that there is an unknown factor affecting women in particular in terms of anxiety, emotional tiredness, and psychiatric disorders.

Another key point found in the demographic section of our questionnaire was related to the amount of evaluating agents involved in the assessing process. It was revealed that the more people assessing the final practicum process, the more anxiety

pre-service English teachers perceived. Bearing this in mind, a query was called forth: whether or not CUECH universities should create a standardized assessment format for their assessing agents to follow during this last stage of the programmes. Thus, by adjusting the assessment process, students would know beforehand what they will encounter when the final practicum begins.

Despite all the negative aspects that anxiety could exhibit, it is hoped that universities could take these findings into consideration when it comes to the improvement of their current English pedagogy programmes. Thus, not only would the teaching experience improve, but also teachers would be better prepared to complete the education process and the emotional challenges it brings.

Conclusions

The objective of the current research was to determine the relationship between anxiety and the experience of the final practicum of pre-service English teachers from CUECH universities. Subsequently, the hypothesis formulated was that there is no relationship between anxiety and the experience of the final practicum. After examining both anxiety-related and educational literature, a questionnaire was conducted. This instrument was analysed using the Analysis of Variance (ANOVA) method proving that our hypothesis was incorrect.

First, it has been proven that pre-service English teachers experience anxiety when undergoing their final practicum. This hypothesis is validated by an extensive data analysis that reveals a statistically significant variable within the 'classroom management' category. The most relevant findings gathered from this analysis are related to demographic data, the number of practicums, as well as the number of assessing agents, which will be further developed in the following paragraphs.

In addition, in the demographic data analysis, relevant results were found in terms of gender-related perceptions. First and foremost, it was revealed that pre-service female teachers feel more anxious than pre-service male teachers, which inevitably raised the issue of whether this is an educational issue or a cultural phenomenon. In terms of the previously mentioned implication that this gender-related information brings to this study, further research could be conducted to unveil why male pre-service English teachers experience less anxiety than female pre-service English teachers.

Furthermore, significant findings were obtained within the demographic data regarding the practicum structure. First, it was found that the more practicums there are in a study programme, more anxiety is perceived among pre-service English teachers. Based on this finding, a major issue arose: the role initial teacher preparation programmes have in the number of practicums and the way those experiences have been implemented, especially in terms of the emotional support offered by the University, which according to our findings, it can be inferred, does not always meet the pre-service teachers' needs. Similarly, the analysis shows that there is a tendency to experience more anxiety when the number of agents involved in the assessment process increases. This situation invites the audience to reflect upon the influence of both the number of assessing agents involved and the amount of practicums included in the different English pedagogy programmes.

To the same effect, it is fundamental for universities to revise classroom management approaches that are included throughout the study programmes. This revision should be done with the purpose of detecting if there is a relevant adjustment to be included to minimise deficiencies in terms of the anxiety pre-service teachers perceive during their final practicum. This goal could be achieved by including a wider

variety of strategies that would strengthen class control as the study reveals it is the major cause of anxiety.

Given these points, it is pertinent to carefully examine the role of universities in this matter and the possible adjustments they could implement to reduce anxiety in pre-service English teachers. This goal could be achieved by giving them tools that would help them be prepared when they face an overwhelming feeling such as anxiety in any of the five main dimensions mentioned along this research (evaluation, class control, professional preparation, school staff, and unsuccessful lesson anxiety). Some of the mechanisms that could help improve this situation would be including specific face-to-face and online courses/mentoring programmes in the curriculum guided by experts in the matter from each university.

Limitations

Throughout the development of this research, some limitations emerged. Firstly, time presented the biggest restriction throughout the process. If there had been more time available, either focus groups or in-depth interviews could have been conducted with the purpose of enriching the results and gathering further qualitative data.

Secondly, familiarizing oneself with the assessing process conducted by CUECH Universities, different from UMCE, would have been helpful to more deeply understand how assessing agents affect pre-service English teachers' experience during the final practicum.

Subsequently, the social outbreak that took place during the second term of 2019 had an enormous repercussion on the educational system and deeply affected our target population. It would have been perfect to work with pre-service English teachers who completed their final practicum in the second semester of 2019, as the data gathered would have been more current. However, due to the social outbreak that took place in

Chile which demanded political, social and economic equality, we were unable to work with those prospective participants. Because of the hundreds of protests and manifestations. In this case, having worked with people in the second semester of 2019 would have given us more recent results that could have been a better portrayal of the current reality of pre-service English teachers and their respective universities.

Suggestions for further research

Based on the results of this research, the impact and effectiveness of including anxiety coping strategies in the English pedagogy programmes are aspects that should be addressed by future researchers. This, especially considering the variety of anxiety-related situations that future English teachers will encounter which require the development of skills that may strengthen their sense of self-efficacy, their pedagogical practice, and ultimately their well-being.

Additionally, it is suggested that research has to be conducted on not only why, but how, and what specific elements of classroom management cause anxiety. CUECH Universities should revise their own curricula and include, if they have not already, anxiety coping strategies in their programmes. It is fundamental to include tools if they have not been added yet, that could be built by taking into consideration the emotional dimension of pre-service teachers. Moreover, the effects these tools have on pre-service English teachers should also be studied.

The adjustments that need to be implemented in the Chilean context demand the inclusion of emotional education in the initial teacher preparation programmes. In order to make these changes a reality, future teachers should be prepared to effectively manage and cope with, amongst other affective factors, the many sources of anxiety they will be exposed to as part of their role. Failing to do this jeopardises teachers' mental health and ultimately students' learning experiences. This adjustment might not

only help strengthen the Chilean educational context, but also both pre-and in-service Chilean teachers' emotional wellbeing. This and all the suggestions presented throughout this dissertation are intended to give life to what we believe is the purpose of education: to transform. If we are to educate in order to transform, then we need to start by changing the initial teacher preparation programmes, placing a greater emphasis on the development of pre-service teachers' emotional wellbeing.

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Appendix

Appendix 1: instrument

The relationship between anxiety and the final placement

This questionnaire is a component of a research aiming at to discover the different levels of anxiety presented in pre-service teachers when facing the process of teaching inside of the classroom. This questionnaire is composed of two sections. In the first section, you will be asked about some general information about you and your studies. Additionally, you will find a second section with 27 items, in which you should answer from the option 'I strongly disagree' to 'I strongly agree', marking the one that is most suitable for you.

Your perceptions are really relevant for our research process, hence please be as honest as possible.

I) General information

1) Which gender do you identify with?

- a) Female
- b) Male
- c) Other (please specify)

2) Which category below includes your age?

- a) 18-20
- b) 21-29
- c) 30-39
- d) 40-49
- e) 50-65

3) How many methodology courses were included in your ELT programme?

- a) One (1)
- b) Two (2)
- c) Three (3)
- d) Four or more (4+)

4) When did your final placement take place?

a)

5) What age group did you work with in your final placement? (more than one option can be marked)

- a) 1st grade
- b) 2nd grade
- c) 3rd grade
- d) 4th grade
- e) 5th grade
- f) 6th grade
- g) 7th grade
- h) 8th grade
- i) 9th grade
- j) 10th grade
- k) 11th grade
- l) 12th grade

6) How many placements/practicums did you do in your ELT programme? (including your final placement/practicum)

- a) One (1)
- b) Two (2)
- c) Three (3)
- d) Four or more (4+)

7) How many people were involved in the assessment of your final placement? (yourself, university supervisor, school teacher, school counsellor, etc?)

- a) One (1)
- b) Two (2)
- c) Three (3)
- d) Four or more (4+)



II) Pre-service English Teacher Anxiety Scale

Statements	I strongly disagree	I disagree	I slightly disagree	Neither agree nor disagree	I slightly agree	I agree	I strongly agree
1. I felt anxious about giving each learner the attention he/she needed without neglecting the other learners.							
2. I used to feel anxious about being observed by my teacher practicum supervisor while I was teaching.							
3. I felt anxious about setting work at the right level for the learners.							
4. I was anxious about class control/management.							
5. I felt anxious about whether or not my performance was satisfactory from the point of view of the English teacher.							
6. I used to feel anxious wondering how the practicum was going in my University supervisor's eyes.							
7. I was anxious about how helpful members of the school staff might have been.							

8. I felt anxious about whether or not my schemes (lesson plans) were adequate.							
9. I was anxious about problems within the class regarding individual disruptive learners.							
10. I felt anxious about completing coherent lesson plans.							
11. I was anxious about getting on with the school staff.							
12. I used to feel anxious wondering what my University supervisor expected.							
13. I was anxious about incidents of disruptive behaviour in class.							
14. I used to feel anxious about how the English Teacher might have reacted to one or more unsuccessful lessons if they should have occurred.							
15. I felt anxious about whether or not I was covering the material adequately.							
16. I felt anxious about controlling the noise level in class, as it might have disturbed other teachers' classes/school activities.							

17. I felt anxious about how a member of the school staff might have reacted to one or more unsuccessful lessons if they should have occurred.							
18. I was anxious selecting suitable lessons content.							
19. I was anxious maintaining a 'buoyant' (cheerful) enough approach.							
20. I felt anxious about the co-operation with the school staff.							
21. I was anxious about maintaining a good enough standard of preparation.							
22. I used to feel anxious about the assessment by the University supervisor.							
23. I was anxious about getting all the paperwork done in time.							
24. I used to feel anxious about what lesson the University supervisor came in to see.							
25. I felt anxious about communication difficulties with the English teacher.							
26. I felt anxious about my use of English in the classroom.							

27. I felt anxious about the different requirements made by the English teacher and the University supervisor.							
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Appendix 2: validation of the instrument

VALIDEZ DE CONTENIDO DEL INSTRUMENTO PERTENECIENTE A LA
INVESTIGACIÓN TITULADA:

**Relación entre ansiedad y la experiencia en profesores de inglés en formación de
las universidades del CUECH, durante su práctica final**

REALIZADO POR:

Pamela Contreras Martín
Joaquín Cuevas Vásquez
Hristo Gómez Barros
Constanza Ríos Zurita

FACILITADORA:

Lery Mejías García

Santiago, 27 de Julio de 2020

Estimado


Leandro Silva


Presente

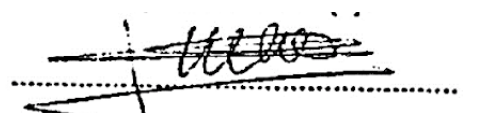
Nos dirigimos a usted, con el objetivo de solicitar su colaboración, como experto en el área de investigación, con el propósito de que pueda revisar, evaluar y validar la concordancia de cada una de las variables presentes en el instrumento que será implementado para llevar a cabo nuestro seminario titulado **“La relación entre ansiedad y la experiencia en profesores de inglés en formación de las universidades del CUECH, durante su práctica final”**.

Su valiosa ayuda será fundamental para la obtención de nuestro título de Pedagogía en inglés de la Universidad Metropolitana de Ciencias de la Educación.

Apreciamos y agradecemos profundamente su colaboración. Se despiden atentamente,



Pamela Contreras

Hristo Gómez

Joaquín Cuevas

Constanza Ríos

I) Objetivos

1) **Objetivo general:** Determinar la relación entre ansiedad y la experiencia de la práctica final de profesores de inglés en formación de las universidades pertenecientes al CUECH.

1.1 **Objetivo específico:** **Determinar** el nivel de ansiedad percibido por los profesores de inglés en formación, durante su práctica final **de acuerdo al _____(nombre del test)..**

1.2 **Objetivo específico:** **Establecer relaciones entre variables biográficas (edad, género) y educacionales (cursos de metodología, evaluaciones y prácticas) con** el nivel de ansiedad percibida durante el proceso de práctica final.

1.3 **Objetivo específico:** Analizar la relación entre el nivel de ansiedad percibida por profesores de inglés en formación y su práctica final.

II) Instrumento de validación

1) Pertinencia de las preguntas demográficas con los objetivos:

Suficiente: X Medianamente suficiente: Insuficiente:

Observaciones:

_____.

2) Pertinencia de la escala Likert con los objetivos:

Suficiente: X Medianamente suficiente: Insuficiente:

Observaciones:

_____.

3) Pertinencia de las preguntas con la(s) variable(s):

Suficiente: X Medianamente suficiente: Insuficiente:

Observaciones:

_____.

4) Pertinencia de las preguntas con los indicadores:

Suficiente: X Medianamente suficiente: Insuficiente:

Observaciones:

_____.

5) Redacción de las preguntas y enunciados

Adecuada: X Inadecuada:

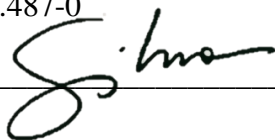
Observaciones:

Realizar cambios menores especificados en pregunta seis y siete.

Nombre completo: Leandro André Silva Bravo

C.I.: 16.267.487-0

Firma: _____

A handwritten signature in black ink, appearing to read 'L. Silva', is written over a horizontal line.

III) Sources of Anxiety on the STAS: factors.

Factor 1	Evaluation Anxiety
7.	I was anxious about how helpful members of the school staff might have been.
22.	I used to feel anxious about the assessment by the Teacher Practicum supervisor.
24.	I used to feel anxious about what lesson the Teacher Practicum supervisor came in to see
2.	I used to feel anxious about being observed by my teacher practicum supervisor while I was teaching
6.	I used to feel anxious wondering how the practicum was going in my University supervisor's eyes.
23.	I was anxious about getting all the paperwork done in time
12.	I used to feel anxious wondering what my University supervisor expected.
21.	I was anxious about maintaining a good enough standard of preparation.
27.	I felt anxious about the different requirements made by the English teacher and the University supervisor.
Factor 2	Class control anxiety
4.	I was anxious about class control/management.
3.	I felt anxious about setting work at the right level for the learners.
1.	I felt anxious about giving each learner the attention he/she needed without neglecting the others.
5.	I felt anxious about whether or not my performance was satisfactory from the point of view of the English teacher.
Factor 3	Professional preparation anxiety
19.	I was anxious maintaining a 'buoyant' (cheerful) enough approach.
10.	I felt anxious about completing coherent lesson plans.
8.	I felt anxious about whether or not my schemes (lesson plans) were adequate.
26.	I felt anxious about my use of English in the classroom.
Factor 4	School staff anxiety
16.	I felt anxious about controlling the noise level in class, as it might have disturbed other teachers' classes/school activities.
20.	I felt anxious about the co-operation with the school staff.
11.	I was anxious about getting on with the school staff.
18.	I was anxious selecting suitable lessons content.
25.	I felt anxious about communication difficulties with the English teacher.
Factor 5	Unsuccessful lesson anxiety
14.	I used to feel anxious about how the English Teacher might have reacted to one or more unsuccessful lessons if they should have occurred.
13.	I was anxious about incidents of disruptive behaviour in class.
17.	I felt anxious on how a member of the school staff might have reacted to one or more unsuccessful lessons if they should have occurred.
9.	I was anxious about problems within the class regarding individual disruptive learners.
15.	I felt anxious about whether or not I was covering the material adequately.

Appendix 3: results

1.- Which gender do you identify with?

Male	71,1%
Female	26,3%
Non-binary	2,6%

2. Select your age range

18-20	0%
21-29	89,5%
30-39	10,5%
40-49	0%
50-65	0%

3. How many methodology courses were included in you ELT programme?

One (1)	5,3%
Two (2)	21,1%
Three (3)	31,6%
Four or more (4+)	42,1%

4. When did your final placement take place?

2 nd term, 2020	100%
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5. What age group did you work with in your final placement? (more than one option can be selected)

1 st grade	2,6%	7 th grade	13,2%
2 nd grade	0%	8 th grade	23,7%
3 rd grade	0%	9 th grade	52,6%

4 th grade	2,6%	10 th grade	36,8%
5 th grade	7,9%	11 th grade	21,1%
6 th grade	7,9%	12 th grade	18,4%

6. How many placements/practicums did you do in your ELT programme? (including your final placement/practicum)

One (1)	0%
Two (2)	26,3%
Three (3)	26,3%
Four or more (4+)	47,4%

7. How many people were involved in the assessment of your final placement?
(yourself, university supervisor, school teacher, school counsellor, etc.)

One (1)	0%
Two (2)	21,1%
Three (3)	42,1%
Four or more (4+)	36,8%