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The impact of EFL trainee teachers' concern levels on their tutoring practices

Eda Üstünel¹

Muğla Sıtkı Koçman University, Turkey

Merve Mutlu²

Muğla Sıtkı Koçman University, Turkey

Abstract

This study aims to find out about the factors affecting foreign language trainee teachers' concern levels in an ELT department in Turkey. The participants are 31 junior non-native trainee teachers in the ELT department in Muğla Sıtkı Koçman University. A mixed design method has been chosen and in order to collect the data three instruments have been used; the Student Teacher Concern Scale (STCS), which was developed in a Turkish context (Alpan, Özer, Erdamar, Subaşı, 2014), observation of trainee teachers during a tutoring session for pre-school students and semi-structured interviews. The quantitative data has been analyzed to initiate the qualitative data and the semi-structured interviews were analyzed through the Constant Comparative Method. According to the analysis, four main themes emerged to have an influence on trainee teachers' concern levels; past experiences of trainee teachers, the facts of students, the facts of trainee teachers and the impact of being observed. All the factors are presented with details and supported with extracts from the interviews with the trainee teachers.

Keywords: foreign language teaching concern, trainee teacher, tutoring practice, EFL, ELT

¹ Corresponding author: Assoc. Prof. Dr., Muğla Sıtkı Koçman University Faculty of Education, Department of English Language Teacher Education *Email: eustunel@mu.edu.tr*

² Research Asst. Muğla Sıtkı Koçman University Faculty of Education, Department of English Language Teacher Education. Email: *mervemutlu@mu.edu.tr*

Introduction

Educating the teachers should be considered as the first and most important step to build a successful educational system. Before they could earn the chance to teach in a real school, teachers must learn how to convert theory into practice as trainee teachers (Trainee teachers are referred to the students being trained to become teachers in this study). During their education they try to prepare themselves to teach in real classes with real students and this creates some concern about their teaching skills. The high level of concern might have some negative effects on their experience and prohibit the teaching-learning process to improve. By investigating the influence of concern on the trainee teachers teaching practice the mentors might find out ways to guide their students better. Also finding the factors affecting trainee teachers' concern level might help Teacher Training Institutes to have a better understanding about their students and provide insights to their problems. The present study is conducted in order to detect the factors affecting the trainee teachers concern level in Muğla Sıtkı Koçman University and propose some possible solutions to their fears about teaching.

Literature Review

The concern level of teachers or teacher candidates

The concern of teachers and teacher candidates or the factors affecting their concern level are frequently investigated topics in literature. The pioneer of the field can be stated as Fuller with his studies about the different phases of concern, faced by teachers through their whole professional life (Fuller 1969; Fuller & Bown, 1975). Fuller and his team state that teachers pass through phases which are sequential and hierarchical; 1) Concern about self, 2) Concern about task and 3) Concern about impact. In their early preparation for teaching pre-service teachers have fears about their own development, they think about classroom management and success in getting high grades from the performance (self-concerns). Gradually as they become working teachers the concerns about themselves decrease and implementing the tasks become more important, like preparing an efficient lesson plan (task concerns). Finally, after getting experienced teachers start to focus on having a meaningful influence on their students, like meeting the different needs of individual students.

By getting inspired by Fuller's work many researchers investigated the concern level, the factors affecting the concern or the changes in concern throughout teaching profession (Pigge & Marso, 1997; Swennen, Jörg, Korthagen, 2004; Kyriakos & Stephans, 2010; and Stair, Warner and Moore, 2012). Pigge and Marso conducted a longitudinal study to investigate the change in 60 teachers' concern phases. The teachers were given George's Teachers Concern Questionnaire in various times of their career, at the beginning of their teacher education program, near the end of their teaching internship experience, and two times after their graduation from the teacher training program, once after their third year and once after the fifth year. The results showed that through the years of the study the teachers' concern level about survival (self) has decreased and the concerns about task of teaching has increased as claimed by Fuller while teachers' concerns about impact on pupils showed the highest density and have not changed at none of the four points in their career (Pigge & Marso, 1997).

In another study, Swennen and her team (Swennen et al., 2004) decided to approach student teachers' concerns about teaching by interpreting their mental images for teaching. The researchers used three instruments for data collection; a card sorting instrument, drawings made by the student teachers and interviews. The measurements were done several times during the first year of their teacher training to see whether there is a development in their concern level as Fuller hypothesized. The results show that the themes which student teachers concern about are; concern about teaching, concern about student's needs, individual concern, and general concerns. Also it was seen that the concerns of students didn't develop during the different measurements over their first year.

One research was conducted by Kyriacous and Stephans (2010) to find out about the concerns of pre-service teachers during their teaching practice placement. They conducted focused group activities with 13 participants and nine areas of concern were identified; not being a real teacher in the eyes of others, implementing the teaching successfully, appropriate planning, having insufficient amount of practice for teaching, dealing with too much workload, dealing with disruptive behavior, acting like a disciplinarian, teaching about sensitive issues, and being assessed. Besides these concern areas three accomplishments were found; learning to take more responsibility, gaining self-confidence, and being able to create an orderly classroom environment (Kyriacous & Stephans, 2010). The accomplishments found show that little amount of concern also has a positive effect on teachers' development.

One study comparing the concern levels and types of pre-service and in-service students was conducted by Stair and colleagues. The data was collected from three groups; teacher education students at their first year, teacher education students at the senior year and novice teachers who completed their first year at teaching. The results showed that the concern levels change through time as Fuller stated and also there a distinct shift in both the level and the type of concerns among these groups (Stair, Warner & Moore, 2012).

There also different studies investigating concern levels of teachers and trainee teachers. In 1999 Murray-Harvey and her team conducted a cross-cultural comparison of Australian and Singaporean student teachers. The researchers used a questionnaire based on the Survey of Practicum Stresses developed by D'Rozario and Wong (cited in Murray-Harvey et al., 1999). They found that in both contexts the participants had similar concerns about; dealing with too much workload, having someone to observe them while they teach, being evaluated by a supervisor, having too high expectations for the personal performance. Besides the common results there were also some differences between groups. While Singaporean students stated to be stressed almost all times during the teaching experience, Australian students stated they were concerned in terms of trying to meet both the requirements of the practicum and their own personal life.

In 2011 a study was conducted by Goh and Matthews in Malaysia, by examining reflective journals of 14 student teachers. It was seen that 18 concerns were identified and placed under four main themes; 1) Classroom management, 2) Institutional and personal adjustment, 3) Classroom teaching and 4) Student learning (Goh & Matthews, 2011). Similar results were found in a study made by Berry and her team, in which they investigated the prospective student teacher's concerns regarding the teaching experience. Using Q

methodology data from 54 prospective teachers revealed that there were four discrete student types with subjective concerns (Berry, Shields, & Krickovich, 2012); a) Managing students, b) Managing instructions, c) Making the grade, d) Managing difference. The first group of students ranked the following items as the most concerned ones; Maintaining the positive classroom behavior, maintaining students' attention, motivating students to learn. The items with the highest concern level chosen by the second group were about becoming a good teacher, getting a favorable evaluation, selecting and teaching content well, using time efficiently. The group under the title making the grade, ranked the items about getting along with and receiving favorable evaluations from the cooperating teacher. The last group of students chose the items being fair and motivating students to learn as the most concerned areas (Berry et al., 2012). A study conducted by Dali in 2012, to compare the stressors of novice teachers during their teaching practice as students and during their first years of teaching. The participants stated that preparing lesson plans in order to motivate the learners, balancing between the academic standards through all the lessons they teach, and using the efficient resources for the teaching procedure were the main stressors during their teaching practice (Dali, 2012).

The concern level of teachers or teacher candidates in ELT context

The concern level of teachers has also been investigated in the ELT context. Wang conducted a study about the implementation of a new curriculum in China and the teachers' concerns about how to use it. The Concerns Based Adoption Model was applied and the findings suggested that the teachers' concerns were characteristic of three stages; management of practice, concerns related to themselves and consequence (Wang, 2012). Jusoh investigated the teaching practice in student teachers' perspectives and aimed to find out about the problems they face during their teaching practicum. The analysis of data revealed student teachers' concerns as 1) Interpersonal relationships with others like teachers, school administrators and headmaster, 2) Lack of pedagogical skills; the inability to apply theory learnt into practice, 3) Professionalism; practical teachers' lack of work ethics, school teachers' lack of professionalism, 4) Conflict; the unexpected differences between their practice the real life situation, the differences between the university supervisor and the mentor teacher at school and 5) Lack of professional support from cooperating teachers (Jusoh, 2013). Another study was conducted by Barahmeh (2016) by investigating 22 student teachers' diaries kept during their teaching practicum. The results showed that EFL student teachers suffered from different sources of anxiety like time management, classroom management, use of educational technology, speaking English throughout the lesson, being observed, lesson planning, teaching procedures, teaching different levels, providing evaluation and feedback, subject knowledge, school environment, overcrowded classes, unmotivated students and lack of support.

There are also studies investigating the teaching concerns of teacher students in the Turkish context. Boz conducted a study in 2008 to examine the concerns of Turkish student teachers and how their concern departs for student teachers at the different levels of the education program. The Teacher Concerns Checklist (TCC) developed by Borich (1992) has been used and the analysis showed that student teachers had more task-related concerns, but the self-survival concerns were at the minimum level. Also it was seen that fifth year prospective teachers had lower self-related concerns than the second and third year student teachers (Boz, 2008).

Çakmak (2008) also conducted a study to find about the concerns of student teachers about the teaching experience in terms of the teaching profession itself, the planning phase, classroom management, different teaching methods, giving instruction, and being evaluated. It was seen that most of the students were concerned regarding classroom management and the most frequently observed concern was the undesired in-class behavior and concern which was stated at the lowest level is building rapport and effective one by one interaction with students. One other study conducted in the Turkish context aims to find out about concern level of Turkish university students and find whether their anxiety is affected by some various socio-demographic characteristics of the students. It was seen that the concern levels varied in terms of students' gender, the monthly income of their parents and the level of satisfaction with the education they received in college. The results indicated that the students who were not satisfied with the education they get have higher concern than the other students (Pektaş, 2014).

The concern level of teachers or teacher candidates in ELT contexts in Turkey

The last group of studies are conducted in an ELT context in Turkey. Çelik investigated the concerns of 133 pre-service ELT students during their teaching practicum. A questionnaire with 40 statements was given to the participants, and the results indicated the possible stress areas for ELT pre-service teachers as; related to their personal traits, fear of evaluation, external factors, lesson preparation, problems with communication, and related to teaching. It was seen that medium level of stress was observed for half of the different stress areas, personal concerns showed the highest level among all categories and being evaluation was seen as the lowest cause of stress for the pre-service ELT students (Çelik, 2008). Merç (2011) also investigated the student teacher anxiety experienced by Turkish EFL student teachers through their teaching practicum. The data was collected through semi-structured interviews and diaries student teachers keep during their teaching experience. The results indicated six categories of sources for student teacher anxiety; students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

In another study Merç (2015) investigated the relationship between the experienced language teaching anxiety of pre-service EFL teachers and their self-efficacy beliefs. In order to collect data, the Foreign Language Student Teacher Anxiety Scale (FLSTAS) developed by the researcher and a Self-Efficacy Questionnaire (SEC) were used together with semi-structured interviews with the participants. The results showed that pre-service teachers showed moderately low level of anxiety and high level of self-efficacy. Also qualitative data from the semi-structured interviews revealed that student teachers show anxious behavior when; they are not sufficiently prepared, they encounter an unexpected situation, their supervisor from university visits to observe them, the pupils' have a low proficiency level and the cooperating mentors interrupts their teaching (Merç, 2015). A similar research by Yaylı and Ekizler (2015) investigated the differences between pre-service and in-service teachers in terms of self-efficacy and teaching concern. The results showed that there was a significance difference between pre and in-service EFL teachers in terms of three subscales of teaching concerns (self, task and impact) in general pre-service teachers were seen to have higher concern levels than the in-service EFL teachers.

Alpan and her team aimed to prepare a concern scale which would be unique in nature in order to measure different areas of concern specifically for student teachers. The researchers developed The Student Teachers' Concern Scale (STCS) through detailed investigation of literature and with the data collected through interviews with 98 student teachers enrolled in Gazi University, Education Faculty, Turkey. The form was revised after presenting to student teachers from three different universities (n=681) (Alpan et al., 2014). The Student Teacher Concern Scale (STCS) has been chosen to find out about trainee teachers' concerns for the present study. The researcher preferred the STCS for the following reasons: 1) Being uniquely prepared for the teaching practices trainee teachers implement during their education in Education Faculties in Turkey. 2) Having the most appropriate items for the specific implementations observed in the present study.

Methodology

Participants

The subjects of this study are students which are in their 3rd year of the English Language Teaching Department in Muğla Sıtkı Koçman University. The trainee teachers take a teaching methodology course and for the evaluation of this course they had been attending to the English classes in the Foreign Languages Faculty. For one academic term they attend to the classes of Foreign Languages, first by observing the in-service instructors, then by presenting a micro teaching session to the class and finally by preparing the prep. school students to their final exam with a tutoring session. The study is conducted in three steps, for the first and second steps 31 students were included and for the final step 10 students were chosen to participate.

Measurements

For the first part of the study a Trainee Teacher Concerns Scale (STCS) developed by Alpan, Özer, Erdamar and Subaşı in 2014 is used. The trainee teachers' Concern Scale was based on literature and on interviews with 98 trainee teachers from different departments of Education Faculty of Gazi University (Alpan et al. 2014). The revised version of the form was given to 681 students in three different universities; exploratory and confirmatory factor analysis were used in order to measure the construct validity of the scale. Moreover, the reliability of the scale was measured with Cronbach's alpha and stratified alpha methods (Alpan et al. 2014). There are two main factors in the scale which are 1) Classroom management and 2) Evaluation and 23 items under these factors, (First 15 items for classroom management and the following 8 items for evaluation).

The second tool used for measurement is an observation form, which was prepared by the researcher according to the items of the STCS. Trainee teachers had a tutoring session at the end of the semester to help the prep. school students with their final exam. The observation form was used to take notes about each trainee teacher's performance during the tutoring session. The observation form had 6 open ended questions to help observers evaluate the trainee teachers' performance.

Finally, semi-structured interviews have been conducted with 10 participants, to get deeper information about their concern level and to get the reasons for their concerns. There were 5 standard questions asked to all of the participants, and some distinguished questions asked to each participant according to their own situation. The questions were chosen according to the results of STCS, the items with the highest concern level were determined and the reasons for the students' concern about these issues are aimed to be investigated.

Procedure

Firstly, to get general information about trainee teachers' concern level, the STCS is given to 31 participants in the ELT department. The participants are asked to answer the scale according to their teaching experience so far and their probable future experiences. After collecting the data with the STCS, the trainee teachers were sent to the Foreign Languages Faculty for the tutoring session. All of the trainee teachers are given a worksheet prepared by the Foreign Languages Faculty and asked to study the activities of the worksheet to be able to explain the questions to the prep-school students. The trainee teachers were separated into groups of 4-5 so they shared the activities given in the worksheet and help the prep-school students answering the questions. There was an observer, who was a faculty member of the Educational Faculty in Muğla Sıtkı Koçman University for each group. All the observers had experience in observing trainee teachers, and they filled one observation form for each trainee teacher in their group. The aim of this observation is to see whether trainee teachers really have problems as much as they are concerned. The results of the observation were compared with the results of the STCS for each participant and some parallelism and discrepancies were tried to be found. The aim of the observation session was to support the results of the STCS, it was not used to merely get results in isolation.

After analyzing the STCS and the observation forms, the researcher determined 10 trainee teachers to interview. The participants with the highest and lowest concern level scores were identified then their results of the concern scale and their performance in the tutoring session was compared. Here the aim is to see whether their concern on one issue affects their performance during a teaching session. It was seen for some trainee teachers that even they had a high level of concern for a specific item, they haven't shown any unfavorable behavior during their teaching practice. On the contrary there were also participants who have low concern levels but showed unfavorable behavior, the behavior not suitable to the teaching practice. To investigate these cases, the researcher chose 10 trainee teachers and interviewed them about their concerns, the possible reasons for these concerns, their performances and their own opinions about the tutoring session. The interview was a semi-structured interview with some pre-prepared questions asked to all participants but also on the spot questions which were derived from the answers of the participants. Semi-structured interview method is chosen because although there a set of pre-prepared guided questions the format is open ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner (Dörnyei, 2007).

Data Analysis

The data collected from the TSCS was analyzed with the help of SPSS program. The mean scores for each item and each participant has been calculated to get a general understanding about teacher students' concern level.

The observation forms were studied by the researcher not as a data collection instrument itself, but a tool to compare the trainee teachers' performance with the results from the TSCS. The participants were asked questions about their teaching performance and answers from the TSCS.

The final step for the data collection was using semi-structured interviews, which were audio-taped and partially transcribed by the researchers. The Constant Comparative Method (Glaser & Strauss, 1967) was used in order to analyze the interviews conducted with ten trainee teachers. This data analysis method has been chosen because it helps the researcher to draw categories from the data of the present study instead of using pre-set categories. After the analysis the issues affecting teacher students' concern levels were presented under main themes.

Results

Teacher Student Concern Scale

The aim of the study is not to generalize the findings, so only the descriptive statistics of the STCS are presented in this study. First the total mean scores for all the participants have been presented in table 1.

Table 1

Descriptive Statistics showing the mean scores of trainee teachers' concern level

Mean Scores	Frequency	Percent	Cumulative percent
47-59	9	29%	29%
61-69	8	26%	55%
68-74	8	26%	81%
75-80	6	19%	100%
total	31	100	100

As it is seen in table 1, six trainee teachers out of thirty-one had a high score on the STCS, which means only 6% of the trainee teachers in the present study stated that they had high concerns about their teaching experience.

According to the results of STCS, the items which the participants ranked with the highest and lowest concern levels are presented in table 2.

Table 2*Mean Scores for the Highest and Lowest Ranked Items*

	N	Mean		Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic	Statistic
Q23	31	4,16	,197	1,098	1,206
Q22	31	4,03	,188	1,048	1,099
Q21	31	3,61	,211	1,174	1,378
Q11	31	2,13	,195	1,088	1,183
Q16	31	1,58	,137	,765	,585
Q20	31	1,45	,112	,624	,389
Valid N	31				

When the items of the Student Teacher Concern Scale are reviewed it is seen that the items which were ranked the highest were all under the evaluation factor of the scale, the items related to classroom management usually ranked lower by the participants, it can be stated that, in the perspective of trainee teachers they do not have much concerns about classroom management, however their concern about being evaluated is relatively higher.

Semi-structured Interview

According to the results of STCS, 5 participants who had the highest concern level scores and 5 participants who had the lowest concern level scores were chosen to be interviewed. After the analysis of the interviews the researcher presented four main themes which were affecting the concern level of trainee teacher 1) Trainee teachers' past experiences 2) The facts about the students 3) The facts about the trainee teachers 4) The Impact of being observed.

Trainee Teachers' Past Experiences

The experiences trainee teachers had in the past have a crucial effect on their teaching practice and the concerns about their own teaching. First of all, three participants mentioned about their experiences as students. They stated that when they are regarding themselves as teachers and when they think about how they should approach their students in the classroom they always think about how they were as students. Student 3 mentions that he was afraid to lose the students' trust if he can't answer their questions and that stems from his own experience as a student. He explains the situation as follows;

When I was a student I expect the teacher to explain everything, to answer all questions. If the teacher couldn't have answered a student's question I was just losing my interest, changing my seat to the backmost and not listening anymore.

Two other trainee teachers mentioned about their experiences as students however they said they learned from that experience and as teachers now they try not to make the same

mistakes. They stated that, they know what can be boring for their students or what behaviors can cause mistrust, so they have a concern about what could happen in the class but they take precautions to prevent undesired situations.

Moreover, the instructors, the trainee teachers observe in the past have an effect on their concern level. Three of the trainee teachers stated that their teachers were too traditional and making mistakes in the classroom according to the education they get from university and they are anxious to act like them. One of them mentioned that even he knows how to behave thanks to the new knowledge he got from his training, there is a chance he might still continue to be like his previous English teachers and this terrifies him.

Finally, the teaching experience the trainee teachers have is an issue to affect their concern. It was seen that only 2 of the students had a teaching experience other than the practice sessions the university provides them. Almost all of the trainee teachers with no experience stated that because they don't have enough experience, they can't comment about their own teaching, may be they will not experience the problems they predict yet their lack of teaching practice cause anxiety about their profession as a teacher.

The Facts About the Students

One other factor influencing the trainee teachers' concern level is the facts about the students, which can be summarized as the students' age, their level, the number of students in the classroom, and student's being motivated.

The age of the students was an important factor for trainee teachers, as they were asked to compare the tutoring session they had we adult learners and a previous teaching session they had with young learners. 4 of the trainee teachers stated that, they were anxious before the tutoring session because they were going to teach adults. They stated that firstly they think it is difficult to get adult learners attention so they have concerns of how to motivate the students. Also one mentioned that because they were adults it will be difficult to build a relationship with them and she has no idea how to approach them at the beginning. One student stated that the adult learners might not see them as real teachers so it would be difficult in terms of classroom management.

Even these trainee teachers state their fears about working with adults, 3 of them stated that after they completed the tutoring session, they saw it was not the way they expected, they mentioned that before they start they were very excited and anxious after they started they could build rapport with the students.

The other 4 trainee teachers stated that they got nervous to teach young learners, they mentioned about their experience they had for another lesson previously and said teaching to children is a disaster. They mentioned that it was very difficult to have the control of the classroom; all the students were shouting and not listening so they felt nervous about being together with young learners.

One of the trainee teachers stated that she would like to work with both young learners and adult learners, she explains that;

I am not afraid of working with adults or kids, both have their own advantages with adults I can use the language more, I feel free to speak as much English as I want, it is limited with children. However, working with kids can be more enjoyable, you should be more creative so children can boost your imagination.

Most of the teacher candidates also mentioned about how the number of students in each class affected their teaching. 6 of them stated that before they started the tutoring session, they were curious and worried about how they would control the class full of students. However, this was a tutoring session and the researcher prepared a design to have 2-4 students in each classroom, so trainee teachers can easily help the prep-school students prepare for their final exam. The teacher candidates state that having few students in the class relieved them and said they would feel much more anxious if there were more students in the class.

Even though the trainee teachers stated that having few students reduced their concern during teaching, they also agreed when they will start teaching in real life their classes will be crowded so they have to get used to handling a large number of students and it would be better to have more students during the tutoring session to have a realistic teaching and for their self-assessment.

The last issue related to the students, is the students' readiness for learning, level and being motivated. 3 trainee teachers stated that if the students are not showing willingness for learning this would negatively affect their teaching and they added that the students they saw at the tutoring session didn't show any signs of motivation so this affected them negatively. 2 students presented the students in their class were highly motivated and also their English level was intermediate so this made them feel more confident and they had an efficient lesson. One trainee teacher also stated that he would be affected if the students were not motivated in a lesson however different from his friends he says it is the teachers mission to motivate the students for the lesson and he always makes plans to motivate them, he expresses his ideas;

If a lesson was boring I wouldn't like to listen any of it, so as a future teacher I always think of ways to both entertain and motivate my students in my lesson plans. If there is no motivation I would be sad because there will not be proper lesson, that's why I make extra plans.

The Facts About Trainee Teachers

The other factors influencing trainee teachers' concern level are the issues directly related to them; their readiness to become a teacher, their personal characteristics and being prepared for a lesson.

The teacher candidates were asked about being ready to become a teacher, and their deficiencies. 4 of the trainee teachers which were in the high concern level group stated that they do not feel ready to become a teacher, other 6 students said with the help of their education they were ready to be practitioners in the field. It can be interpreted that the students who were the most anxious about their teaching practice do not believe they can teach in the field. When the participants were asked about their deficiencies 8 of them stated that they have problems related to their own field, English. They stated that English skills were not sufficient enough to

become experts in the field, especially they had problems with speaking and writing skills, which causes distress to them. Only 3 of the teacher students admitted that they have problems with pedagogic teaching knowledge, the others did not indicate any insufficiency.

Moreover, according to the results of the interview, their personal characteristics had an effect on the trainee teachers' concerns about teaching. 3 of the trainee teachers, who mentioned that they were very excited during the tutoring session, admitted that this was related to their character. They stated that, in their real life they were also self-enclosed having difficulties about setting relations with people and get very excited in front of a group of people, so in a class they act the same and this make them nervous. 3 other trainee teachers who stated they did not get excited during the tutoring session defined themselves as relaxed people, who were very extraverted, always showing the characteristics of a leader. Even one of them said because of being so social he chose to become a teacher because he believed he would have great relations with the students and that was the primary feature of a good teacher. 2 trainee teachers admitted to show a different pattern than the other trainee teachers, their personal characteristics and the way they act in class show an opposite condition. One stated even she is an extraverted, confident and friendly person in her real life she gets very excited in front of students and even she is well prepared for the class she believes she is not able to succeed in her teaching. Furthermore, the other student who describes himself as a quiet, shy person, not enjoying being around people, stated he is a different person in the classroom. He is very confident, he can build good rapport with students and becomes a vibrant teacher. He explains his situations as;

In my personal life, it takes a very long time to get along with people. I don't like contacting with them too much I usually like to be alone. But I know I can't act like that as a teacher, this is a profession and a teacher can't be quite so I just act in the class.

The condition of preparedness for the lesson and preparing materials is another factor affecting trainee teachers' concern level. Most of the trainee teachers stated that it could be difficult for them get prepared for a lesson, and they were especially anxious if they could not answer the student questions. In this tutoring activity the faculty members organizing the session prepared the material to use in class and hand it beforehand to the teacher students so they had time to study on the material and prepare for their lesson. 6 of the participants stated that they were terrified about finding materials related to the topic of the tutoring session and about the possible questions coming from students. However, they agreed that having the material ready and being able to study on it reduced their anxiety. They were all prepared for the session so they felt confident in front of the students, it is seen that being prepared for the lesson has a crucial impact on trainee teachers' concern level. Also 2 of the students mentioned about their fear about preparing materials admitting that they know it would be possible to find what to do in a lesson, but they were afraid that they would not be so willing for the preparation, and become lazy for finding materials.

The Impact of Being Observed on Trainee Teachers' Concern Levels

According to the analysis of the interviews being observed has an important effect on trainee teachers' concern level. In the STCS it was also seen that the items which were ranked

with the highest concern scores were about being evaluated by others, the others in the scale were presented as mentors, university supervisors and any types of observers. The trainee teachers in the interviews also mentioned that being observed creates anxiety during their teaching practice. Even the students agreed that getting feedback is a way to improve their teaching, they stated having an observer while they are teaching disturbs them. They stated that they are afraid to make mistakes in front of the observer and they would be much more relieved if they were alone as the teacher in the classroom. One of them says if the observer is someone she doesn't know she would not care but if her own supervisor from university is observing her she would be afraid to be judged by that person. Some students mentioned that they are worried to have divergence with the observer, they stated that they would have some plans to implement in the class but the observer might not agree with the activity they want to do so this could create anxiety for them.

2 of the trainee teachers state that having an observer in the class does not affect them, but the interference would have a negative effect. They mentioned that the observer should just watch them and take notes silently and give the feedback alone at the end of the teaching session, if the observer says anything in front of the other students they would be offended and lose their confidence as teachers.

The trainee teachers also stated they are concerned about being evaluated and the note they will get for their performance. One of them who was among the most concerned participants stated that she is already excited and having the observer make things worse, she presents that;

I am already very nervous about the teaching session, and if the observer is there that's a nightmare for me. I always think about the note I will get and I can't complete the activity I have planned, I forget everything because of the observer.

2 of the trainee teachers stated that they are not concerned about evaluation however if they believe the observer is not fare with the notes that would become a problem. One states that he is a hardworking student and he is always prepared for all of his lessons so he is confident about his performance but if the observer does not make a healthy evaluation he would become concerned.

Only 2 of the trainee teachers stated that being evaluated is not a problem for them, even they believe that for some trainee teachers, other than themselves, it is necessary to be observed because they need to be criticized. They believe that in order to improve themselves and become better teachers the supervisors and mentor teachers should observe them, give feedback and grade them so they could see what to do to become professionals.

Discussion of the Findings

The results of the study show that the past experiences of trainee teachers have an important effect on their concern. Even the trainee teachers are just about to become teachers they are already professional students so they have had the chance to observe the teaching-learning environment through their whole education life. Students might have some experiences

which might negatively affect their insights about teaching and they might be afraid to make the same mistakes themselves. Also trainee teachers stated that their lack of teaching experience is a source for their concern level. They stated because they couldn't find the chance to transfer the theory into practice they do not have an idea about themselves, they might not have the problems they expect but they can't measure themselves. They stated they might plan their lessons appropriately but they can't implement the plans with real students so they are not able to try their activities. Kyriacous and Stephans (2010) also explained that the pre-service teachers complained about their lack of teaching practice and they wanted more teaching experience which would start earlier in their teaching education program. The trainee teachers proposed some changes like; attending to real classrooms instead of attending "conference room" presentations by the mentor, replacing some of the lectures with more teaching practice experiences.

One other factor affecting the concern level of trainee teachers are the facts about the students. The trainee teachers stated that the age of their student is important for them. The trainee teachers compared their experiences with young learners and adult learners. For the present study trainee teachers had to teach adult learners and many of them mentioned that working with adults raised their anxiety. They said they were afraid that it would be difficult for them to build a rapport with adults and the students would not take them serious. Similar results were found in the study of Kyriacous and Stephans (2010). Their results showed that a concern presented by student teachers was the fear of not being seen as a "Real Teacher" by others. Also some of the trainee teachers in the present study stated that it is more difficult to work with young learners. They mentioned that it was difficult to take control of the class, provide a settled learning environment and actually teach in the class. Berry also had similar results one of results found in his study stated that student teachers are concerned about managing the students, they ranked the items maintaining positive classroom environment and maintaining students' attention the most (Berry, et al., 2012). Goh and Matthews also found that student teachers biggest concern was controlling the classroom and they didn't feel confident with their teaching because they couldn't control the students (Goh & Matthews, 2011). The number of students in the class is a significant factor affecting the concern level of trainee teachers. They stated that they were very worried before they started the session however after they saw the low number of students in the class they relieved. Students mentioned that it was easier for them to build a rapport with students because the classes were not too crowded. In a study investigating student teachers' insights about tutoring conducted by Hedrick and his team, it is stated that; with the help of tutoring the tutors became more aware of their learners' needs so the emotional attachment between the learners and tutors would increase. Trainee teachers in the present study indicate that because it was a tutoring session with a small amount of students, they could easily learn the students' names and had a rapport with them easily, this helped them to reduce their anxiety (Hedrick, McGee, & Mittag, 2000). Merç had similar findings with the present study as he presented one source for student teachers' anxiety as the students and class profiles. Merç mentioned that student teachers are concerned about the level of students and think that if the level of students is low it is not possible to have an efficient class the same results were found in the present study. Also the researcher of the present study stated that trainee teachers are concerned if the students are not willing to be in the class and

participate to the teaching activities. Merç presented that the indifference of the pupils towards English caused anxiety for student teachers, and they were highly anxious because of the pupils' disinterest to their class which they were thoroughly prepared (Merç, 2011). The unmotivated students were also cause concern for trainee teachers in the present study. Similar results were found in previous studies, Çakmak (2008) stated that the maintenance of students' attention and motivating students are reasons to raise concerns among student teachers. Kim and Kim (2004) also stated that it would be enough to have only a few learners with low motivation to violate the classroom atmosphere prepared by the pre-service teachers. Two other studies also revealed that motivating the students and the unmotivated students are sources for concern among pre-service teachers (Berry et al., 2012; Barahmeh, 2016).

Results also reveal that the facts about the trainee teachers have an effect on their level of concern. It was found that whether the trainee teachers feel themselves ready to become a teacher or not is an important factor for their concern level. They were asked if they were ready to teach and what deficiencies they have. It was seen that the trainee teachers with the highest concern levels stated they were not ready to teach in the field yet. Because they did not feel themselves as real practitioners, they have an idea of failure and they feel anxious. Eight out of ten trainee teachers admit that they have problems with their own filed, English. Speaking fluent English is a general problem even in ELT departments in our country, the people who are about to teach English to others admit they can't express themselves appropriately in the target language and the need to use English during their teaching practice causes a high level of concern for them. Barahmeh (2016) states that even studying for a long time EFL students are hesitant to speak English and this cause high level of anxiety among them. Merç also mentions that a requirement for EFL pre-service teachers is to speak in L2 but, it is seen that most of the cooperating in-service teachers use the mother tongue in the classes so this has a negative effect on trainee teachers (Merç, 2011). In their study with EFL student teachers in Turkey Tüm and Kunt (2013) found that when student teachers had to speak the target language, a high percentage of them experienced foreign language teaching anxiety. Also Wood (1999) mentions that the participants experienced anxiety when they had to speak the target language in front of an audience such as, native speakers, other English teachers and their peers. Three of the participants in the present study stated that they have problems with pedagogic teaching knowledge. Jusoh (2013) stated that one of the most common problems student teachers face is lacking pedagogical skills of teaching. The main problem aroused from not being able to apply the theory they had studied in their courses into the practice they experience. The characteristics of the trainee teachers seem to be another reason affecting their level of concern. Six of the trainee teachers mentioned that their personality and the way they act in the classroom show parallelism. Two of them stated that their personality, the way they behave in their real life and in the classroom are totally the opposite. The last issue about trainee teachers' personal concerns is being prepared for the lesson. All of the students stated that at the beginning they were very anxious about the teaching practice but when they were given the material to teach and they had the chance to be prepared beforehand they felt relieved. Planning the lessons and being prepared has a crucial role on implementing an efficient lesson. These results were found are supported in other studies; Kyriacous and Staphans (2010) presented that planning thoroughly and efficiently was a problem for some student teachers, and the importance of planning has

been emphasized. Dali also stated the importance of preparation, He mentioned that creating lesson plans is among the concerns of inexperienced teachers (Dali, 2012). Çelik and Merç stated that preparing lesson plans was a stressor for student teachers, and student teachers feel anxious when they are prepared for the lesson (Çelik, 2009; Merç, 2015). Barahmeh (2016) stated that student teachers are concerned about planning their lessons, also focuses on the importance of planning as;

Lesson planning is very important for all teachers, especially new teachers. It helps them to conduct the lesson in an orderly fashion and it allows students to know what they are going to be learning and how it fits into the syllabus. Students also feel that the lessons are sequenced properly. Having a good lesson plan will also increase confidence in the teacher; on the other hand, not having a plan will result in complete failure for both teacher and students. In addition, a detailed plan clearly demonstrates that the teacher has taken the time, as well as, put in the thought and effort into making the lesson. (p. 21)

Being prepared for a lesson raises the confidence for even the most experienced teachers, so the idea and the steps of lesson preparation should be explicitly imposed on trainee teachers. Johnson also advises to design a program to prepare teachers not only for the act of teaching but the preparation that happens even before a lesson is taught (Johnson, 2015).

The final and most frequently seen concern of trainee teachers at the present study is the fear of being observed. The results of the study show that some of the trainee teachers are concerned by having an observer during their teaching practice and the fact of knowing the observer or being complete strangers does not change this truth. Moreover, the trainee teachers are afraid of being criticized and evaluated by the supervisors. Only a few students state that being observed and getting feedback would have a positive effect on their improvement as a teacher and they will not be disturbed unless the observer interferes with the lesson in front of the students. Many studies show the same results with the present study. Merç stated that student teachers feel anxious whenever their supervisor from the university pays them a visit for observation of their teaching and when the cooperating mentor interrupts the lesson the student teacher have been delivering (Merç, 2011). Moreover, in Merç's study student teachers indicated that their concerns are because the cooperating teachers are old or not innovative so come conflicts occur between the lessons student teachers plan and the demands of the cooperating teachers. In the present study trainee teachers also state that they might have some divergences with the observers and these facts might prevent them to implement the activities they plan. In a study he conducted with two different universities Çelik found that the pre-service teachers from Hacettepe University are only stressed out by the observation of their superiors, while the ones from Gazi University stated that being evaluated only one time would not be sufficient for the pre-service teachers to display their real teaching skills (Çelik, 2008). Kyriaios and Stephans (2010) also stated similar results with the present study and revealed that according to some student teachers, supervisors have unrealistically high expectations from beginning teachers' performance. In their study Shields and his team also found a group of student teachers who are highly concerned about making the grade. Their concerns focused on whether their performance could measure up to expectations from their cooperating teacher and college supervisors. As it is seen being observed is one of the highest sources for the concern

of trainee teachers at the present study, however the participants should be aware that the reason for the supervisors/superiors to observe and criticize their teaching is to evaluate their strengths and weaknesses and to improve their practice. During their courses in university the educators might provide lessons in which their trainee teachers prepare lesson plans and implement them in front of their classmates. Both the supervisors and their peers might be able to evaluate the teaching activity of trainee teacher without any kind of grading. The important point here is to organize these demo classes frequently so each trainee teacher might find the chance to teach, be observed and get evaluated regularly.

Conclusion

The study aims to investigate the factors which affect the level of concern of trainee teachers during a tutoring session with adult learners. The quantitative data shows that trainee teachers are highly concerned about being observed and evaluated by a superior. Moreover, the qualitative data reveals that there are four main themes affecting the concern of trainee teachers which are; 1) Trainee teachers' past experiences 2) The facts about the students 3) The facts about the trainee teachers 4) The Impact of being observed. Concern might have many negative effects on the performance of students who are educated to become teachers, and the institutions educating these trainees should consider the concerns of their learners. As it is also seen in the present study that trainee teachers might have overcome their fears and concerns when they step into the real classroom atmosphere (Çakmak, 2008). So teacher education programs should provide more practice for their trainees. The trainee teachers mention that most of their classes consist of theoretical information but they do not have the chance to implement prepared lesson plans. Especially the methodology courses should be designed to provide students opportunities for practice. Sending trainee teachers to teaching practice only in their senior year would be too late, so universities might work together with other institutions like schools or private courses to make their students teach in real classes with real students before their teaching practice in their fourth year.

As Caires and Almeida explained (2005) "through the exploration of the fears, doubts, needs, expectations and the achievements perceived, it might be possible to obtain a more complete picture of what happens during the process" (p.112). The study aims to detect the particular fears of the trainee teachers and work on a more secure and student oriented educational program. The present investigation is a pilot research for a long term study in which trainee teachers are to be sent to teach to in real classes with real students. The researcher intends to collect data from a larger amount of trainee teachers at a longer time period. This present study aims to serve as an initiation for further studies about factors affecting trainee teachers concern level.

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