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Exploring Foreign Language Teaching Anxiety Among pHd student-teacher Types Sources and coping strategies at Abbes Laghrour Khenchela University

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Dedication

Under the sky of grace, Alhamdulillah, this thesis took a flight , guided by the hand of my supervisor .
to professor ouniss the big brain whose intelligence and brilliance always motivated me to do better and aim higher.
 to my dear teacher miss belmekki for being such a competent, dedicated, and wonderful teacher whose guidance was truly valuable.
To Miss Boumaaraf, for her kindness, positivity, and great teaching that made learning enjoyable and meaningful
And to Miss Dakhouch, whose kindness, warmth, and caring personality will always remain unforgettable. Her gentle support and beautiful spirit made a lasting impression on me.
to my mother and father, my twin star of inspiration
to my brothers , the very heartbeat of my being
and to my dear sister and my nieces :
your belief has been the breath beneath my wings .

Abstract

This study was conducted on the topic of foreign language teaching anxiety among novice PhD student-teachers at Abbas Laghrour University, Khenchela, Algeria, with the purpose of exploring the types of teaching anxiety they experience, identifying the sources of that anxiety, and documenting the personal coping strategies they use to manage it. This study is based on the understanding that PhD student-teachers occupy a unique and particularly challenging position, as they are required to teach English courses while simultaneously completing their doctoral research and thesis, which creates a dual pressure that has rarely been explored in the existing literature. To investigate this topic, a qualitative phenomenological design was adopted, and data were collected through a semi-structured interview protocol consisting of sixteen open-ended questions that were sent via email to all twenty-one PhD students who teach English at the university. Sixteen participants responded and completed the interview. The collected data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). After analyzing the responses, three main themes were identified. The first theme revealed three types of teaching anxiety experienced by participants: evaluative anxiety, which is the fear of being negatively judged by students; linguistic anxiety, which is the worry about accent, pronunciation, and vocabulary use; and classroom management anxiety, which is the fear of losing control of the classroom. The second theme identified five main sources of anxiety: lack of teaching experience, fear of negative student evaluation, the pressure of combining PhD studies with teaching responsibilities, challenging student behavior, and linguistic insecurity as a non-native speaker of English. The third theme identified three personal coping strategies used by participants to manage their anxiety: thorough lesson preparation, seeking supervisor or mentor support, staying calm and redirecting the class during difficult moments. It is suggested that universities should provide proper pedagogical training for PhD student-teachers before they enter the classroom, create structured mentoring programs. Moreover, supervisors need to acknowledge the dual pressures their doctoral students face and provide regular, constructive, and emotionally sensitive support throughout the teaching experience.

Table of Contents

Dedication |
Abstract.....|
Table of Content : .....||
Chapter one..... 1
1.1 Background of the study
1.2 statement of the problem 1
1.3 Purpose of the Study..... 2
1.4 Research Questions: 2
1.5 Significance of the Study..... 3
1.7 Organization of the thesis..... 4
Chapter two 5
Introduction: 5
2.Types of Anxiety: 7
2.1Teaching Anxiety:..... 8
2.1.1Foreign Language Teaching Anxiety..... 9
2.1.2Why Foreign language Teaching Anxiety Needs Deeper Attention..... 10
2.1.3Conceptualization of foreign Language Teaching Anxiety 10
2.1.4Sources Of Foreign Language Teaching Anxiety..... 13
2.1.5The Impact of Foreign Language Teaching Anxiety on Teachers and Students 15
2.1.6. Assessment Of Foreign Language Teaching Anxiety..... 17
Summary..... 19
Chapter three 20
Methodology and Findings..... 20
3.1Design of the Study 20
3.3Data Collection Instruments..... 22

3.6Data analysis 23
3.7Trustworthiness of the Study 24
FINDINGS 25
4.1 Theme One: Types of Teaching anxiety 25
4.1.2 Linguistic Anxiety 27
4.1.3 Classroom Management Anxiety 29
4.3 Theme Two: Why Teachers Feel Anxious 30
4.3.1 Lack of Teaching Experience 30
4.3.2 Fear of Negative Student Evaluation 31
4.3.3 Dual Role Pressure: Being a Student and a Teacher 33
4.3.4 Challenging Student Behavior 34
4.3.5 Linguistic Insecurity 35
4.4.2 Seeking Supervisor or Mentor Support 38
4.4.3 Staying Calm and Redirecting 39
4.5 Summary 39
Chapter Four 40
Introduction 40
5.2 Discussion of Theme One: Types of Teaching Anxiety 41
5.2.1 Evaluative Anxiety 41
5.2.2 Linguistic Anxiety 42
5.2.3 Classroom Management Anxiety 43
5.3 Discussion of Theme Two: Sources of Teaching Anxiety 44
5.3.1 Lack of Teaching Experience 44
5.3.2 Fear of Negative Student Evaluation 45
5.3.3 Dual Role Pressure: Being a PhD Student and a Teacher Simultaneously 46
5.3.4 Challenging Student Behavior 47
5.3.5 Linguistic Insecurity 48
5.4.1 Thorough Lesson Preparation 49
5.4.2 Seeking Supervisor or Mentor Support 49

5.4.4 Staying Calm and Redirecting 50
5.5 Summary of the Discussion 50
6.2 Summary of Findings 51
6.2.1 Types of Teaching Anxiety 51
6.2.2 Sources of Teaching Anxiety 51
6.2.3 Coping Strategies 52
6.3 Limitations of the Study 52
6.4 Recommendations 52
6.4.1 For Universities 52
6.4.2 For Supervisors 53
6.5 Final Conclusion 53
List of References 54

Chapter One

Introduction

1.1 Background of the study

Teaching is a demanding profession that requires not only subject knowledge but also strong classroom management skills, clear communication, and the ability to handle unpredictable situations with confidence. Among the many emotional challenges teachers face, teaching anxiety is one of the most common one . It refers to feelings of tension, worry, and nervousness that teachers experience before, during, or after a class, and it can significantly affect their performance and well-being.

This challenge becomes even more complex when it involves teaching a foreign language. Foreign language teachers, especially non-native speakers, must not only manage their classroom but also model correct language use at all times. Any mistake in pronunciation, vocabulary, or grammar can feel threatening to their professional credibility. This creates a specific type of anxiety known as Foreign Language Teaching Anxiety (FLTA), which has been increasingly recognized in educational research as a serious concern.

The situation is particularly difficult for PhD student-teachers, who are required to teach English courses while simultaneously completing their doctoral research. These individuals carry two very different sets of responsibilities at the same time, which creates a unique and intense form of professional pressure. At Abbas Laghrour University in Khenchela, Algeria, many PhD students teach English courses with little or no formal pedagogical training, making them especially vulnerable to high levels of teaching anxiety. Despite this, their experience has rarely been explored in the existing literature.

1.2 Statement of the Problem

Although teaching anxiety has been studied in various educational contexts, most existing research has focused on pre-service or in-service teachers rather than on PhD student-teachers who teach while completing their doctoral studies. This gap is significant because PhD student-teachers face a unique combination of pressures that distinguishes them from other teacher populations. They are simultaneously researchers and teachers, and the stress of thesis writing directly interferes with their ability to teach effectively.

Furthermore, most studies on teaching anxiety have used quantitative methods, which provide useful data but do not capture the personal and lived experiences of teachers themselves. There is a clear need for qualitative research that gives PhD student-teachers the opportunity to describe their anxiety in their own words and from their own perspective. This study addresses that gap by focusing specifically on the types, sources, and coping strategies related to foreign language teaching anxiety among PhD student-teachers at Abbas Laghrour University, Khenchela.

1.3 Purpose of the Study

The purpose of this study is to explore foreign language teaching anxiety as experienced by PhD student-teachers at Abbas Laghrour University, Khenchela. Specifically, it aims to identify the types of anxiety these teachers experience, understand the main sources of that anxiety, and document the personal coping strategies they use to manage it. The study adopts a qualitative phenomenological approach in order to capture participants' lived experiences as deeply and authentically as possible.

1.4 Research Questions:

This study seeks to answer the following three research questions:

1. What types of foreign language teaching anxiety do novice PhD student-teachers experience at Abbas Laghrour University, Khenchela?

2. What are the sources of foreign language teaching anxiety experienced by novice PhD student-teachers at Abbas Laghrour University, Khenchela?

3. What personal coping strategies do novice PhD student-teachers use to manage their foreign language teaching anxiety?

1.5 Significance of the Study

This study is significant for several reasons. First, it contributes to the existing literature by focusing on a specific group: PhD student-teachers who teach English as a foreign language. Second, its qualitative approach gives voice to participants and allows their personal experiences to be heard and understood. Third, the findings have practical implications for universities and teacher educators, as they highlight the need for better preparation, mentoring, and support for doctoral student-teachers. Finally, the study is particularly relevant to the Algerian university context, where this issue has received no research attention**.**

1.6 Definition of key terms

Teaching Anxiety: Feelings of tension, worry, and nervousness that teachers experience in connection with their teaching tasks and responsibilities.

Foreign Language Teaching Anxiety (FLTA): A specific form of teaching anxiety experienced by teachers who teach a language that is not their first language, including concerns about pronunciation, vocabulary, and being judged as a language user.

Novice Teachers: Teachers who are in the early stages of their career with limited classroom experience. In this study, this refers to PhD students who have been teaching for three years or less.

PhD Student-Teachers: Doctoral students who are required to teach undergraduate courses while simultaneously completing their doctoral research and thesis.

Coping Strategies: Personal actions and approaches that teachers use, consciously or unconsciously, to manage and reduce the anxiety they experience in connection

with their teaching role .

1.7 Organization of the thesis

This thesis is organized into four chapters. Chapter One introduces the study including its background, problem, purpose, research questions, significance, key terms, and organization. Chapter Two presents the literature review, which examines existing theoretical work on anxiety, foreign language teaching anxiety, its sources, and its effects on teachers and students. Chapter Three describes the methodology, including the research design, participants, data collection instrument and procedure, and method of analysis. it also presents the findings of the thematic analysis, organized around the three research questions. Chapter Four presents the discussion, which connects the findings to the existing literature, followed by the conclusion, which summarizes the study, acknowledges its limitations, and offers recommendations.

Chapter two

Literature Review:

Introduction:

This chapter explores the concept of anxiety and its specific role in the field of education. While anxiety is a common human emotion, it becomes a significant concern when it affects the professional performance and well-being of teachers. The discussion begins by defining anxiety from a psychological perspective, tracing its history from early theories to modern academic views. It then moves into the different types of anxiety, such as state and trait anxiety, to show how these feelings vary in intensity and duration.

A major focus of this chapter is **Foreign Language Teaching Anxiety (FLTA)**. Teaching a language that is not one's native tongue creates unique pressures, including worries about grammar, pronunciation, and being judged by students. By looking at the **Teacher Concern Model**, this review examines how these worries change as teachers gain more experience. Finally, the chapter looks at the various sources of teaching stress—ranging from classroom management to institutional pressures—and explains how this anxiety impacts both the teacher's performance and the students' ability to learn. By understanding these factors, the chapter highlights the need for better support systems in teacher training.

1.Anxiety

People experience many different emotions in their lives, and anxiety is one of them. In general anxiety can be described as a feeling of worry or fear. It is usually accompanied by tension, negative thoughts, and physical reactions such as heartbeat.

The study of anxiety as separate psychological condition began in the late nineteenth century. In 1894, Freud described anxiety neurosis as a distinct clinical disorder. This early explanation helped researchers understand anxiety as an important psychological issue.

In the early years, many researchers focused on studying emotions such as fear and conflicts in animals rather than humans researchers such as Pavlov and others conducted

experiments on animals to understand emotional reactions, however research specifically on human anxiety remained limited until the 1950s.

After that period, the number of studies about human anxiety grew rapidly. Many researchers began to examine how anxiety affects learning and perception. Because of this, anxiety became an important topic in psychology and educational research (Spielberger,1966).

Anxiety can sometimes be helpful and necessary in certain situations. It may motivate individuals and improve their performance. However, when anxiety becomes too strong and difficult to control, it can have negative effects. In such cases, it may prevent individuals from performing tasks that they would do normally be able to do without anxiety (Mash &Wolfe 2002).

Anxiety is generally understood as the result of several factors working together, including biological, psychological, and environmental factors. Biological factors are related to changes or imbalance in the body's chemical system. Psychological factors refer to the thought's behaviors and attitudes that a person develops over time. Environmental factors include the problems, conflicts, and pressures that individuals experience in their daily lives.

Anxiety can also be identified through different symptoms. these may include dizziness, breathing problems, fainting, rapid heartbeat, chest pain or tightness, nausea, tiredness, and constant tension (Fraud,1895).

In the second half of the twentieth century, anxiety became an important topic in psychology. This was mainly because more books and research studies began to focus on human anxiety. Researchers also started developing scales to measure anxiety levels (Spielberger, 1966). Since that time, many scholars have suggested different definitions of anxiety.

The first major definition of anxiety in psychological theory was given by Sigmund Freud. In 1895, Freud explained anxiety as a feeling of fear or worry that comes from unpleasant emotional experiences. Later, in 1936, he described anxiety as a central issue in neurosis and emphasized that it involves strong feelings of discomfort and expectation of danger. In his later work, Freud explained anxiety as a warning signal that indicates the presence of danger.

Other psychologists also defined anxiety in different ways . Rogers (1957) described anxiety as a feeling of tension and discomfort without a clear cause. Similarly, Horace English and English (1958) connected anxiety to feelings of fear about possible future threats. According to Spielberger (1966), anxiety is produced by stress and affects how stress influences a person's behavior.

Many psychologists describe anxiety as a state of fear or worry that is not always linked to a clear object. In the same way Elaine Horwitz and her colleagues (1986) defined anxiety as a feeling of worry and nervousness that is connected to physical reactions in the body. Moreover, Sapir and Aronson (1990) described anxiety as a state marked by worry, uncertainty, fear, and even fear of losing control or dying.

In addition to academic definitions, the Merriam-Webster dictionary defines anxiety as a feeling of nervousness or concern about something bad that may happen in the future.

2.Types of Anxiety:

Anxiety is considered a complex concept. For this reason, many scholars have suggested different types of anxiety to better understand and explain it.

The first classification was introduced by Sigmund Freud. He made a distinction between objective anxiety and neurotic anxiety. Both types include feelings of fear and physical reactions such as tension or increased heartbeat. However, the difference between them depends on the source of danger. According to spielberger, objective anxiety is similar to

fear because it is caused by real and external threats. In contrast, neurotic anxiety comes from internal sources. These internal fears are often unconscious and not clearly recognized by the individual (Spielberger, 1966).

Another important classification is the difference between facilitating anxiety and debilitating anxiety. This distinction was first introduced by Alpert and Haber (1960). They explained that facilitating anxiety can have positive effects because it may improve performance and motivate individuals to do better. On the other hand, debilitating anxiety has negative effects, as it can reduce performance and prevent individuals from achieving their full potential.

A third classification was proposed in Spielberger's theory of state and trait anxiety. State anxiety refers to temporary feelings of worry or tension that appear in a specific situation. It is a short-term emotional reaction. In contrast, trait anxiety refers to a stable personality characteristic. People with high trait anxiety tend to feel anxious more frequently and in many different situations (Spielberger, 1966).

2.1Teaching Anxiety:

Teaching is often seen as a stressful job by many teachers (Kyriacou & Sutcliffe, 1978). In the same way, research shows that anxiety is common among teachers.

From the point of view of novice student teachers, studies indicate that learning how to teach is not easy. It requires a lot of mental effort and can be both stressful and challenging (Paker, 2011; Merç, 2015).

Fuller (1969) suggested that teachers' concerns develop in stages throughout their careers. She explained that teachers experience different types of anxiety at different points in their professional development. According to her, the nature of these anxieties' changes over time, but they do not completely disappear.

However, other researchers have presented a different view. For example, Michael Keavney and Sinclair (1978) argued that teaching anxiety may decrease as teachers gain more experience. In other words, as individuals spend more time teaching, their level of anxiety may become lower.

As research on anxiety increased, researchers also began to study teaching anxiety. Different scholars have provided similar but slightly different definitions of this concept.

Jaap Buitink and Kemme (1986) defined teaching anxiety as an emotional state that can change over time. They explained that it may increase or decrease depending on the situation. According to them, teaching anxiety is related to specific teaching situations and can appear during different teaching tasks. They also stated that teaching anxiety is connected to all activities teachers perform, both inside the classroom and within the school environment.

Similarly, Robert Gardner and Leak (1994) described teaching anxiety as negative or unpleasant feelings related to teaching activities. These activities include preparing lessons and managing classroom tasks. In addition, Coates and Thoresen (1976) explained teaching anxiety as a reaction of tension in classroom situations. They stated that this tension can appear in thoughts (cognitive), physical actions (motor), or bodily reactions (physiological).

2.1.1Foreign Language Teaching Anxiety

Teaching anxiety can happen in any subject; however, in foreign language teaching, there is a special kind of anxiety related to using language. Foreign language teaching anxiety means the stress and worry teachers may feel when they teach a language that is not their first language, especially when they feel they must “show good English, speak correctly, and communicate smoothly in front of students” (Aydin, 2016). In language classes, the teacher is not only teaching the language but also using it all the time, so worries about language ability can quickly become worries about teaching performance.

Studies also suggest that this type of anxiety can be linked to fear of making mistakes in front of others, worries about pronunciation or grammar, and fear of being judged as an English user, not only as a teacher (Horwitz,1996). Horwitz explains that anxiety in language situations can affect how people perform and how they see themselves. And this idea can also be applied on teachers who must speak and model English in class (Horwitz,1996). In EFL contexts where English is not used much outside the classroom, teachers may have fewer chances to practice English daily, and this can make them monitor themselves more and worry more about their English while teaching.

2.1.2 Why Foreign Language Teaching Anxiety Needs Deeper Attention

Foreign language teaching anxiety (FLTA) has become an increasingly important topic in didactics and teachers' psychology because it connects teachers' emotion to what happens in classroom every day. In recent discussions FLTA is presented as a complex and multi-casual experience that can shape teachers 'professional identity. their instructional behavior and even students learning experience. A recent narrative review argues that the research focus in language education has historically concentrated more on learners' anxiety than on teachers' anxiety, leaving teachers foreign language anxiety less explored even though teachers are central actors in the learning process (Gannoun&Deris,2023). This point matters because language teaching is not only pedagogical activity; it is also constant act of communication where the teacher's own language use is publicly visible, and mistakes and hesitations can feel like a threat to competence and credibility. recent scholars emphasizes that when teachers attempt to manage learners 'anxiety and create supportive environment, teachers themselves may still experience anxiety in ways that influence their confidence, lesson delivery, and overall well-being (Gannoun&Deris,2023) .

2.1.3Conceptualization of foreign Language Teaching Anxiety

The conceptual foundation of teaching anxiety can be traced to the work of Frances Fuller, whose research aimed to improve teacher education by examining the types of worries experienced by teachers during their professional preparation. In her influential study, Fuller (1969) argued that concepts such as *anxiety*, *problems*, and *needs* essentially

represent different expressions of what teachers describe as their professional concerns. When this framework is considered within the context of Foreign Language Teaching Anxiety (FLTA)**,** these concerns become closely connected to issues related to language proficiency, classroom communication in the target language, and the pedagogical challenges of language instruction. Fuller's early model proposed a developmental sequence consisting of three phases: a pre-teaching stage, during which concerns are generally minimal; an initial stage, characterized by self-focused worries; and a later stage**,** where attention shifts toward students and their learning outcomes.

Early observations indicated that novice teachers often begin their training with concerns centered primarily on their own performance and sense of adequacy in the classroom. In the context of foreign language teaching, these concerns may involve apprehension about speaking accurately in the target language, explaining linguistic concepts effectively, or being evaluated by students. As training progresses, however, teachers tend to redirect their focus toward their learners' needs, including their comprehension, participation, and language development. Although this progression suggests a gradual evolution from self-oriented to learner-oriented concerns, later research has questioned the universality of this sequence.

In a later study, Frances Fuller and her colleagues (1974) examined teachers' concerns again in order to expand and revise the original model. Their revised framework identified **three main categories of concerns**:

1. **Self-Centered Concerns:** represent the initial stage, where foreign language teachers experience anxiety related to their own linguistic competence, fear of making mistakes in the target language, and worries about how students or colleagues may evaluate their language proficiency and teaching ability
2. **Task-Centered Concerns:** At this level, teachers may worry about explaining grammatical structures clearly, managing classroom interaction in the target

language, and organizing lessons effectively while maintaining classroom discipline.

3. **Student-Centered Concerns:** Here, the teacher's attention shifts away from personal survival toward supporting students' language learning. Anxiety at this stage is more related to whether students understand the language input, remain motivated to communicate in the foreign language, and successfully develop their linguistic skills.

The teacher concern Model

The Teacher Concern Model (TCM) provides a useful framework for understanding how anxiety develops throughout a teacher's professional experience. When applied to Foreign Language Teaching Anxiety (FLTA)**,** the model suggests that teachers' concerns tend to evolve as they gain experience in language instruction. In general, early-career teachers often experience stronger self-oriented anxieties, such as doubts about their linguistic competence, fear of making errors in the target language, or concerns about how students evaluate their language proficiency. As teachers acquire greater classroom experience, these self-focused worries gradually diminish, allowing them to concentrate more on instructional tasks**,** including lesson organization, classroom interaction in the target language, and effective explanation of linguistic content. Eventually, attention shifts toward student-related outcomes, such as learners' comprehension, participation, and language development (Borich, 1996; Fuller et al., 1974).

However, this developmental progression is not necessarily linear. Research by Fuller and Brown (1975) suggested that even experienced teachers may return to self-centered concerns when confronted with significant professional transitions, such as moving to a new institution, teaching unfamiliar language levels, or adapting to different curricular requirements.

zEmpirical findings regarding demographic factors have also produced mixed results. For example, Parsons and Fuller (1974) reported that the relationship between teaching experience and anxiety levels appeared to be more pronounced among male teachers than among female teachers. More recent investigations have further complicated this relationship by suggesting that anxiety may, in some cases, increase rather than decrease with experience**.** Studies conducted by Kesen and Aydın (2014), as well as Jedynak (2011), found that experienced language teachers sometimes reported higher levels of stress and teaching anxiety than their less experienced counterparts. These findings indicate that the relationship between teaching experience and FLTA is more complex than a simple linear decline over time.

2.1.4. Sources of Foreign Language Teaching Anxiety

As scholarly attention increasingly turned toward the impact of anxiety on teaching effectiveness, researchers began to investigate the sources of stress experienced by teachers. Within the field of Foreign Language Teaching Anxiety (FLTA)**,** studies indicate that anxiety is rarely caused by a single factor. Instead, it often emerges from a combination of personal, pedagogical, and contextual influences. Although individual experiences may vary, the literature consistently identifies several recurring factors that contribute to anxiety among foreign language teachers.

For the common sources of foreign language teaching anxiety many researchers suggest that both novice and experienced teachers encounter a range of common classroom-related stressors. One frequently reported source of anxiety concerns time management and logistical constraints**.** Teachers often struggle with limited instructional time while simultaneously managing heavy workloads and administrative responsibilities (Mau, 1997; Mearns & Cain, 2003).

Another important factor involves student dynamics. Teachers may experience anxiety when attempting to maintain student motivation, manage classroom behavior, or establish positive interpersonal relationships with learners (Younghee Kim & Taehee Kim, 2004;

Aydın, 2016). In addition, lesson preparation represents a significant source of pressure, particularly for language teachers who must design effective communicative activities while being prepared to respond to unpredictable student questions (Danner, 2014).

Additionally, to that there are many Hidden Sources Of anxiety**.** Some researchers suggest that teaching anxiety is not always linked to clearly identifiable challenges. Early work by Thompson (1963) proposed that novice teachers often experience anxiety stemming from uncertainty and anticipation, rather than from specific classroom events. In many cases, these feelings arise from imagined difficulties or negative expectations about teaching. Because such anxiety lacks a clear or immediate source, it has been described as "free-floating anxiety" (Keavney & Sinclair, 1978).

Beyond these general feelings, several additional factors have been identified as contributing to FLTA. A common issue is limited teaching experience, as novice teachers may feel unprepared to respond to unexpected classroom situations (Agustiana, 2014). Teachers may also experience anxiety due to perceived inadequacy, particularly when they doubt the quality of their language proficiency or instructional methods (Bell, 2005; Serin, 2017). Furthermore, individual personality traits can influence anxiety levels, as some teachers are naturally more sensitive to the pressures associated with public speaking and classroom management (Yoon, 2012). Another commonly cited source of stress is the "theory–practice gap," which refers to the frustration teachers experience when theoretical knowledge acquired during teacher education programs appears difficult to apply in real classroom environments (Hagger & Malmberg, 2011).

Teaching anxiety is also influenced by the physical and institutional context in which teaching takes place. Research by Phillips and Lee (1980) emphasized that environmental conditions—such as excessive noise, overcrowded classrooms, inadequate lighting, or poor heating—can significantly increase teachers' stress levels. In addition, institutional structures within schools may also contribute to anxiety. Teachers may feel overwhelmed when they are excluded from important decision-making processes, assigned excessively

large classes, or required to undertake numerous additional responsibilities unrelated to their primary teaching duties.

2.1.5. The Impact of Foreign Language Teaching Anxiety on Teachers and Students

Teachers play a central role in shaping the classroom environment and facilitating effective learning. One of their fundamental responsibilities is to create a supportive atmosphere in which students feel comfortable participating and engaging with the learning process. Within the field of second language acquisition, the concept of the affective filter proposed by Krashen (1982) highlights the importance of emotional factors in language learning. According to this perspective, learners acquire language more effectively when their anxiety and stress levels remain low. Because the quality of students' learning experiences is strongly influenced by the teacher, researchers have increasingly examined how Foreign Language Teaching Anxiety (FLTA**)** may affect both teachers and learners in the classroom (Ebru Cabı & Hüseyin Yalçınalp, 2013) .

a: Effects On Teachers**:**

First, elevated levels of anxiety may lead to reduced motivation among beginning teachers. When teaching anxiety becomes overwhelming, some novice teachers may even consider leaving the profession before fully establishing their careers (Hagger & Malmberg, 2011).second , excessive anxiety can negatively affect teaching performance. Although moderate stress may accompany the adjustment to a new professional role, high levels of anxiety can interfere with classroom delivery, decision-making, and interaction with students (Roslyn Murray-Harvey et al., 2000).

b: Effects on Students**:**

The consequences of teaching anxiety extend beyond the teacher and often influence students as well. Because classroom dynamics are highly interactive, a teacher's emotional state can affect learners' experiences and outcomes. Research has demonstrated several potential negative consequences associated with high levels of teacher anxiety.

One important area concerns student achievement. Studies have shown that teacher effectiveness is a strong predictor of student academic success (Linda Darling-Hammond, 2000). When teachers experience high anxiety, their instructional quality may decline, which can ultimately limit students' academic progress (William Sanders & June Rivers, 1996).

Teaching anxiety may also contribute to classroom management difficulties. Teachers experiencing stress may find it more challenging to maintain classroom order, potentially creating a cycle in which student misbehavior increases teacher anxiety, and heightened anxiety further disrupts classroom management (Coates & Einar Thoresen, 1976; Gerald Keavney & Helen Sinclair, 1978).

Another important phenomenon is the transfer of anxiety from teachers to students. Research suggests that teachers' emotional states can influence students' own feelings of anxiety, particularly in evaluative situations such as tests or oral activities (Richard Guzicki et al., 1980). Similarly, findings by Gerald Doyal and Donald Forsyth (1973) indicate that students may experience higher levels of **anxiety** when their teachers appear nervous or stressed.

Given the significant effects of teaching anxiety on both educators and learners, many researchers emphasize the need to reconsider how teachers are prepared for the profession. Scholars such as Michael Leahy (2007) and Frances Fuller (1974) argue that teacher education programs should not focus solely on pedagogical techniques. Instead, they should also address the emotional and psychological challenges associated with teaching.

This may involve identifying potential sources of anxiety before teachers enter real classroom environments, providing training in stress management strategies, and offering continuous professional support. Such measures are essential for maintaining teachers' well-being and ensuring the delivery of high-quality instruction. As emphasized by Roslyn

Murray-Harvey et al. (2000), reducing teacher stress plays a crucial role in fostering more effective classrooms and improving student learning outcomes.

2.1.6. Assessment of Foreign Language Teaching Anxiety

Checking the level and type of anxiety that student teachers feel is very important. It helps make teacher training better and prepares future educators to do a good job. Research shows that when schools understand these worries, they can create training that truly helps with both the mental and professional needs of students (Ebru Cabı & Hüseyin Yalçınalp, 2013). As more people study Foreign Language Teaching Anxiety (FLTA), researchers are working harder to make good, steady tools to measure these fears.

One of the first tries to check teacher worries was by Frances Fuller and Joan Case (1972). They made the Teacher Concerns Statements (TCS). This was a tool used to let teachers talk about their own feelings and worries about their jobs. Based on what teachers said, the researchers found seven types of worries. These included things like life outside of work, the teacher's role, subject knowledge, classroom rules, student relationships, teaching methods, and career growth.

Along with this talking-based approach, Frances Fuller and John Parsons (1974) made the Teacher Concern Checklist (TCC). This was a number-based tool meant to measure worries in a more organized way. When they compared the two tools, they found that the TCC was better at picking out and ranking what teachers were most worried about as they moved through their careers.

After looking closer at these two tools, John Parsons and Frances Fuller (1974) found four main areas of worry: survival, the act of teaching, the effect on students, and the school setting. However, they argued that worries about the school setting could only be fixed by changing the school environment, not by the teacher changing personally. Because of this, they left that part out of their main model. This left three main areas: worries about oneself, worries about the task, and worries about the students.

Other researchers have also tried to make tools to measure teaching stress. A big one is the Teaching Anxiety Scale (TCHAS). It was first made at Stanford University for student teachers. Later, John Parsons (1973) changed it so it could work for both new and experienced teachers. This version has 29 items where people rate their anxiety from 1 (never) to 5 (always). This scale helps researchers see how anxiety levels change for different groups of people (Parsons, 1973; Arben Bilali, 2014).

Some researchers also made tools for specific places. For instance, Ahmet Saban and others (2004) made the Teacher Candidate Anxiety Scale (TCAS) in Turkish. They based it on an older scale by Gary Borich (1996). This scale uses a 1-to-5 rating, from "not anxious" to "very anxious." The original tool used statements, but the Turkish version turned them into questions. It has 45 items divided into three parts: self-anxiety, task-anxiety, and student-anxiety. Higher scores in a section mean the person feels more anxiety in that area.

Another important tool was made by Ebru Cabı and Hüseyin Yalçınalp (2013) for student teachers. They started by asking teachers about their personal fears. Using those answers and other studies, they wrote 54 items. These items followed the main groups suggested by Frances Fuller (1969). The scale used a 5-point rating from "very anxious" to "not anxious." After testing it with experts and students, they ended up with 45 items. These items cover eight themes, like money worries, social life, talking to students, dealing with parents, and finding a job.

Even though these organized scales are helpful, some experts think we shouldn't only use questionnaires. Frances Fuller and her team (1974) said that since the researcher picks the questions, some personal worries might be left out. For this reason, they suggested also using open-ended things like personal stories, journals, or notes from counseling. Mixing the number-based scales with these personal stories can give a much better understanding of what teaching anxiety is really like.

Summary

In summary, the literature shows that anxiety is a complex emotional state that plays a powerful role in the lives of educators. Research indicates that foreign language teachers face a specific type of stress because they must model the language while teaching it. This "public" nature of language use often leads to fears of making mistakes or losing credibility in front of a class. The Teacher Concern Model provides a useful way to see how these fears start as self-centered worries in new teachers and eventually shift toward concerns about student progress as the teacher becomes more confident.

The review also makes it clear that teaching anxiety does not happen in a vacuum. It is caused by a mix of personal traits, classroom challenges, and environmental factors like heavy workloads or poor school facilities. Most importantly, the research proves that when a teacher is highly anxious, the students suffer too; it can lower student achievement and even "transfer" the feeling of stress to the learners. To address this, scholars suggest that teacher education should go beyond just teaching "how to teach" and include psychological support and stress management. By combining structured measurement tools with personal reflections, researchers can continue to find better ways to help teachers succeed in the classroom.

Chapter three

Methodology and Findings

This study aims to investigate teaching anxiety and its causes from the point of view of student teachers. It also seeks to collect their ideas on how to reduce this anxiety. This chapter explains the research design, the people involved, the tools used for collecting information, and the steps for data collection and analysis. Finally, it discusses the reliability of the study and its specific limitations. Also, it presents the findings of the study, Data were collected through semi-structured interviews conducted via google form with sixteen PhD students who teach English at the same time as completing their doctoral studies. The data were analyzed using thematic analysis following the six phases of Braun and Clarke (2006). The analysis produced three main themes that directly correspond to the three research questions of this study. The first theme addresses the types of teaching anxiety that participants experience. The second theme explores the sources of that anxiety. The third theme identifies the personal coping strategies participants use to manage their anxiety. Each theme is supported by direct quotations taken from the participants' own words.

3.1 Design of the Study

This study uses a qualitative research design, and more specifically, it follows a phenomenological approach. Phenomenology is a way of doing research that focuses on

describing the lived experiences of people regarding a specific event or situation. According to Creswell (2013), this method is used when a researcher wants to understand how individuals personally feel and experience something, rather than just measuring or counting things with numbers. Because this study wants to look closely at how PhD student-teachers personally feel about teaching anxiety, what exactly causes that stress, and how they manage to cope with it, phenomenology is the best choice for the design.

A qualitative approach was chosen instead of a quantitative one because teaching anxiety is a very personal and complicated emotion. These kinds of feelings cannot be fully understood or explained just by using rating scales or numbers alone. Qualitative research is better here because it allows the participants to describe their experiences in their own words and from their own point of view. This creates data that is much deeper and more meaningful. This is especially important for this study because it aims to give a voice to a group of teachers whose personal stories and struggles have not been explored very much in previous academic.

3.2Participants of the Study

The participants of this study were PhD students who teach English at Abbas Laghrour University in Khenchela, Algeria. These doctoral students are required to teach English courses while at the same time working on their doctoral research and thesis. This dual role makes them a unique and particularly relevant population for a study on teaching anxiety.

The total number of PhD students who teach at the university was twenty-one. The semi-structured interview was sent to all twenty-one of them, making this a complete population study rather than a sample-based one. Of the twenty-one participants contacted, sixteen responded and completed the interview, giving a response rate of approximately seventy-six percent. The five remaining participants did not respond to the interview despite being contacted. The sixteen participants who responded form the data source for this study. Participants were selected because they all shared the key characteristic relevant to this study: they were novice teachers of English who were engaged in doctoral research. Their limited teaching experience, combined with the pressure of completing a PhD, made them

ideally suited to provide meaningful and relevant data about foreign language teaching anxiety in this specific context

3.3 Data Collection Instruments

Data were collected using a semi-structured interview protocol. Semi-structured interviews are widely used in qualitative research because they provide a flexible framework that allows the researcher to explore specific topics while also giving participants the freedom to express their experiences in their own way and in their own words (Bryman, 2016). Unlike fully structured interviews, which follow a fixed procedure, semi-structured interviews allow for a more natural and open form of conversation that is better for exploring complex personal experiences such as anxiety.

The interview protocol consisted of sixteen questions designed to explore three main areas corresponding to the three research questions of the study. The first set of questions focused on the types of teaching anxiety participants experience, including questions about specific classroom situations that trigger anxiety and whether anxiety is more connected to language use or to student evaluation. The second set of questions explored the sources of that anxiety, including questions about teaching experience, student behavior, and the pressure of combining PhD studies with teaching responsibilities. The third set of questions addressed the personal coping strategies participants use to manage their anxiety, including questions about what helps them feel more confident and what kind of support they feel they need.

The questions were written in clear and simple English to ensure that all participants could understand and respond to them easily. They were open-ended rather than yes/no questions, which encouraged participants to provide detailed and personal responses. The interview protocol was reviewed and refined before being sent to participants to ensure that the questions were clear, relevant, and appropriate for the research context.

3.5 Data Collection Procedure

Data collection was carried out through Google Forms. The researcher contacted the university administration to obtain the official email addresses of all PhD students who teach at Abbas Laghrour University. Once the email addresses were obtained, the semi-structured interview questions were sent to all twenty-one potential participants via email. Each participant received the full Google Form list of sixteen interview questions and was asked to respond by writing their answers directly in the Google Form reply.

Google form was chosen as the data collection method for several practical reasons. First, it allowed participants to respond at a time that was convenient for them, without the need to schedule face-to-face or video meetings. Second, it gave participants more time to think carefully about their answers and express themselves in writing, which often leads to more thoughtful and detailed responses than live interviews.

Of the twenty-one participants contacted, sixteen responded with complete answers to all sixteen interview questions. Their responses were collected, organized, and saved in a Word document, which served as the primary data source for the thematic analysis. No audio recording was used since the data were collected in written form. The identities of all participants were kept private throughout the research process, and each participant was assigned a number from Participant 1 to Participant 16 to protect their anonymity in the presentation of the findings.

3.6 Data analysis

The data were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). Thematic analysis is a flexible and widely used qualitative method for identifying, analyzing, and reporting patterns or themes within a dataset. It is particularly appropriate for phenomenological studies because it allows the researcher to stay close to the participants' own words and experiences while also identifying broader patterns that run across the entire dataset.

The six phases of the analysis were carried out as follows. In the first phase, the researcher read all sixteen interview responses multiple times in order to become deeply familiar with the data. In the second phase, the researcher generated codes by going through each response carefully and classifying meaningful pieces of data with short descriptive

codes. For example, a participant statement about worrying that students would see them as unqualified was coded as fear of negative student evaluation. In the third phase, the codes were organized and grouped into larger themes that showed common patterns across the data. In the fourth phase, the themes were reviewed and refined to ensure that they accurately represented the data and were clearly distinct from each other. In the fifth phase, each theme was given a clear and descriptive name and a detailed definition. In the sixth and final phase, the themes were written up into a coherent narrative supported by direct quotations from participants.

The analysis was conducted manually, without the use of qualitative data analysis software. All coding and theme development were carried out by the researcher directly on the written interview responses. The final analysis produced three main themes corresponding to the three research questions: the types of teaching anxiety, the sources of teaching anxiety, and the personal coping strategies used by participants.

3.7Trustworthiness of the Study

In qualitative research, trustworthiness refers to how credible, dependable, and accurate the findings of a study are. Unlike quantitative research, which depends on statistical measures of validity and reliability, qualitative research uses different criteria to ensure the quality of its results (Lincoln & Guba, 1985).

In this study, credibility was ensured by reading the data several times before starting the analysis. This helped the researcher gain a deep understanding of the participants' experiences. Credibility was also improved by supporting all themes and interpretations with direct quotations from participants, rather than relying on the researcher's personal views.

Transferability was achieved by providing clear and detailed descriptions of the research context, the participants, and the data collection process. This allows readers to decide whether the findings can be applied to similar situations.

Confirmability was ensured by basing all analytical decisions on the actual data, not on the researcher's prior assumptions. In addition, the researcher clearly separated participants'

statements from their own interpretations throughout the findings chapter.

FINDINGS

4.1 Theme One: Types of Teaching anxiety

The first research question asked about the types of teaching anxiety that PhD student-teachers experience. The analysis of the sixteen interview responses revealed three main types of anxiety: evaluative anxiety, linguistic anxiety, and classroom management anxiety. These three types are not completely separate from one another. They often overlap and one type can trigger or strengthen another. Each type is discussed in detail below with evidence from the participants' responses.

4.1.1 Evaluative Anxiety

Evaluative anxiety is the fear of being judged or viewed negatively by students. This was the most common form of anxiety found in the research. Most participants said they were deeply afraid of being seen as unqualified, inexperienced, or bad at their jobs. This feeling is especially strong for PhD student-teachers because they are in a confusing position: they

are still students themselves, but they are expected to act like confident and expert teachers in front of others.

Participant 1 made this very clear when explaining that their anxiety was not about their language skills, but about the way students looked at and judged them. They described feeling like they were falling apart inside whenever they noticed doubt or a lack of respect from their students.

"Being evaluated. My English is fine; I've been studying it for fifteen years. But when I see students looking at me with that expression like ‘Is this guy serious?” I just fall apart inside. (Participant 1)

This fear of being judged was also very strong for Participant 3, who felt like a fraud in the classroom. They used a powerful image to explain this feeling, comparing themselves to an impostor who is just pretending to be something they are not:

"Being judged as a teacher, as someone who is supposed to have authority and expertise, that terrifies me. I feel like an impostor wearing a teacher costume." (Participant 3)

Participant 16 described evaluative anxiety in relation to their age and a feeling of having no authority. Because they were young and new to the job, they constantly worried that students would not see them as a professional teacher:

"My anxiety mainly comes from the fear that students will not respect me as a teacher. I feel this pressure especially because I'm still relatively young." (Participant 16)

Participant 2 also reported high levels of evaluative anxiety. They felt that because they were a non-native English speaker, students might be watching them more closely and critically than they would watch a native-speaking teacher:

"I'm much more anxious about being evaluated by students than about my language skills. I worry they will see me as inexperienced or unqualified." (Participant 2)

Participant 11 shared one of the most painful examples of this anxiety. They described a time when a student gave a great presentation and then clearly ignored the teacher's feedback in a polite but dismissive way. This moment caused the participant to lose their confidence completely:

"I could tell from his expression that he did not respect my opinion. He nodded politely but dismissively and looked at his friends with a tiny smile. I lost my composure internally completely and stumbled through the rest of the feedback session." (Participant 11)

Overall, evaluative anxiety was a major issue for almost all participants. It wasn't just a simple lack of confidence. It came from real worries about whether they belonged in the profession, which is a specific struggle that happens when someone starts teaching before they feel truly ready.

4.1.2 Linguistic Anxiety

Linguistic anxiety is the fear and worry related to using a language. This includes worrying about pronunciation, accents, vocabulary, and the ability to speak English smoothly and correctly in front of a class. Many participants reported this, especially those who do not speak like native speakers. Since they teach English at a university level, they feel a lot of pressure to be perfect. Any small mistake can cause a lot of stress.

Participant 2 explained that even though they speak English very well, they always worry about making a mistake in public. This voice of doubt is always there, especially during "on-the-spot" moments where they cannot practice what they are going to say beforehand: "Even though my proficiency is quite high, I always have this small voice in the back of my head saying, 'what if you make a mistake in front of everyone?' That fear never really goes away." (Participant 2)

Participant 2 also mentioned how their language anxiety and their fear of being judged were linked. These two feelings worked together to create a stressful cycle that was very hard to stop:

"Because I am a non-native speaker, I feel like students are always listening extra carefully for my mistakes. So, the evaluation anxiety and the language anxiety feed each other constantly." (Participant 2)

Participant 8 described a very stressful experience with language anxiety. When they got nervous in class, their Algerian accent became much stronger. Knowing this was happening made them even more anxious, which made the accent even more noticeable. They called this a tiring and difficult spiral:

"When I am nervous my English becomes more Algerian, and I can feel it happening and that awareness makes me more nervous which makes it worse. It is a terrible spiral." (Participant 8)

Participant 6 added another layer to this anxiety. Since Arabic is their first language and French is their second, English is their third. Because of this, they sometimes forget specific academic words right in the middle of explaining a lesson:

"Sometimes I search for a precise academic term in the middle of explaining something and it just disappears from my brain completely." (Participant 6)

Participant 14 described a painful part of language anxiety: never knowing if students were laughing with them or laughing at a mistake they made. This uncertainty made even the happy moments in class feel like a threat:

"When my students laugh at something I said I never know if they are laughing with me or at a mistake I made, and that ambiguity is agonizing." (Participant 14)

In short, linguistic anxiety showed up in many ways. For some, it was about their accent, while for others, it was about forgetting words or speaking spontaneously. All these teachers felt the pressure of needing to use a foreign language perfectly in a professional setting, fearing that any error would change how students saw them.

4.1.3 Classroom Management Anxiety

Classroom management anxiety is the fear of losing control of the students, not being able to keep them interested, or not knowing how to handle difficult situations. This was very common in the study and was closely tied to the fact that many participants were new to teaching. Almost everyone described a moment where they felt totally helpless in the classroom.

Participant 4 felt this anxiety because of a difference in cultures. They grew up in a school system where teachers have total authority, so it was very hard for them to deal with students who openly argued or questioned what they were saying:

"I grew up in a very different educational system where the teacher is always the authority and students never question you. Here it is completely different. Students interrupt, they debate, they challenge you openly and I find that extremely unsettling. I was not prepared for that at all." (Participant 4)

Participant 5 described a failure in managing the class because of a mistake in their lesson plan. They thought a reading task would take a long time, but the students finished it in five minutes. This left them with twenty-five minutes of empty time, which was very embarrassing:

"They finished in five minutes and then just sat there staring at me with nothing to do. I had twenty-five minutes left and absolutely nothing planned. I just started asking random

comprehension questions and rambling and I could see them getting bored and restless. I wanted the floor to swallow me whole." (Participant 5)

Participant 14 shared a powerful example of losing control. In their second week of teaching, a student in the back made noises every time the teacher turned around. The teacher couldn't find out who was doing it and felt powerless for twenty minutes. By the end, they were barely speaking:

"It continued for almost twenty minutes, and I just kept teaching with my face burning and my voice getting quieter and more uncertain. By the end of the class I was almost whispering. I have never felt so completely powerless in my life." (Participant 14)

Participant 7 described losing control during a loud classroom debate. The students started arguing with each other, and the teacher didn't know how to calm them down. No matter how many times they asked for order, the students ignored them:

"I just kept saying okay let us calm down please while they completely ignored me. The class ended with two students still arguing as they walked out the door and I stood there wondering what just happened." (Participant 7)

4.2 Theme Two: Why Teachers Feel Anxious

The second research question looked at what causes teaching anxiety for PhD student-teachers. The study found five main reasons: not having enough teaching experience, fearing bad reviews from students, the pressure of being both a student and a teacher, difficult student behavior, and feeling insecure about their English skills. Each of these is explained below.

4.2.1 Lack of Teaching Experience

Not having enough experience was the most common cause of anxiety mentioned by all sixteen people. Most were in their first or second year and had almost no training before they started. This gap between being told to teach and actually knowing how to do it was a major problem.

Participant 1 linked their stress directly to being new. Because they had only taught for one semester, they didn't have many ways to handle a classroom. When students stopped paying attention, they didn't know what to do and started doubting themselves:

"Because I have very little experience, I don't have a wide range of classroom management techniques. When students become disengaged, I immediately start doubting myself." (Participant 1)

Participant 14 described this feeling in very strong terms. Without any past successes to look back on, every single class felt new and scary:

"I have essentially no experience, so everything is maximum anxiety all the time. I have no reference points, no accumulated wisdom, no past successes to draw confidence from. Every class is completely new territory." (Participant 14)

Participant 5 mentioned that they never even planned to be a teacher. They only started because it was a required part of their PhD program. Walking into class feeling unprepared and forced to be there created a specific kind of stress:

"I never actually planned to be a teacher. I applied for this PhD and suddenly teaching was part of the package. So, I walked into my first classroom feeling completely unprepared and honestly a bit resentful about the whole situation. That combination of unpreparedness and reluctance creates a very specific kind of anxiety that I still haven't shaken off." (Participant 5)

Even people with more years of work said time alone didn't help. Participant 3 explained that because they only taught one class per semester, they still felt like a beginner even after two years:

"Two years in and I still feel like a beginner teacher. The teaching experience never really accumulates properly because I only teach one course per semester." (Participant 3)

4.2.2 Fear of Negative Student Evaluation

The second major cause was the fear of what students think. This is a specific worry about students judging the teacher’s skills or authority. When students look bored or

disrespectful, it signals to the teacher that they are being judged poorly, which causes high anxiety.

Participant 11 said that even small signs of doubt from students hurt their confidence. Every time a student asked them to repeat something, it took days for them to feel good about themselves again:

"I have had students ask me to repeat myself quite frequently. Each time that happens I lose a small piece of confidence that takes days to rebuild." (Participant 11)

Participant 3 described a very stressful moment where students started checking facts on their phones while the teacher was talking. This public challenge made the teacher lose control of the room:

"Suddenly everyone was fact-checking me in real time. I completely lost the room. I did not know how to regain their attention, and I just kept talking louder which made everything worse." (Participant 3)

Participant 10 had a different experience. Because their English was very good, students assumed they were a native speaker. This meant students expected them to be perfect, and any small mistake felt much worse because the students seemed surprised:

"Students expect perfection from me because they perceive me as a native speaker and when I make a small mistake, they seem genuinely surprised which makes me feel worse than if they had lower expectations." (Participant 10)

Participant 6 explained that just seeing a student sigh or check their watch was enough to make them lose focus for the rest of the class:

"When a student sighs during my explanation or checks their watch, I take it very personally and it derails my concentration for the rest of the class." (Participant 6)

4.2.3 Dual Role Pressure: Being a Student and a Teacher

A very important finding was the massive pressure of doing two hard jobs at once. All sixteen people said that working on their PhD thesis while also teaching was a huge emotional burden. This "dual role" was one of the most common sources of stress.

Participant 1 gave a clear example of this. They stayed up until 3 a.m. working on their thesis and then had to teach the next morning while exhausted:

"I was up until 3am the night before my last class trying to fix my methodology chapter, and I walked in completely exhausted. I couldn't think straight. Teaching and thesis writing are pulling me in completely opposite directions." (Participant 1)

Participant 2 described how bad news about their thesis ruined their teaching. After being told their writing needed big changes, they felt "hollow" and had no energy left for their students:

"My supervisor recently told me my literature review needs major revisions, and I had to teach the very next morning. I could not sleep. I sat in front of my students feeling completely hollow inside. Teaching requires so much emotional energy and sometimes I simply have none left after dealing with thesis stress." (Participant 2)

Participant 7, in their third year, felt the pressure was almost unbearable. Their research wasn't working out, yet they still had to act like an expert in front of a class. The gap between feeling like they were failing as a student and acting successful as a teacher was very hard:

"I am supposed to stand in front of students twice a week projecting confidence and expertise while internally my entire academic identity is collapsing. The performance required in teaching feels almost impossible when you are falling apart inside professionally." (Participant 7)

Participant 3 mentioned the weight time. Their thesis was late, Every time they entered the classroom, they were secretly worrying about it

"Every time I walk into the classroom I am carrying this enormous invisible weight. I am supposed to be present and energetic for my students but inside I am wondering whether I will finish in time. It is exhausting to pretend everything is fine." (Participant 3)

Participant 6 noted that bad news about their PhD followed them into the classroom for weeks, making it hard to focus on the students:

"That devastation followed me into the classroom for weeks. I was physically present but mentally I was completely elsewhere, just going through the motions and feeling guilty about it." (Participant 6)

4.2.4 Challenging Student Behavior

The fourth cause was difficult student behavior. This included students not participating, being disrespectful, or challenging the teacher's knowledge. Because the teachers were new and had no training, they didn't know how to handle these situations.

Participant 5 felt that if students weren't interested, it was their own personal fault as a teacher:

"Every class feels like my first class. So I am still struggling in managing class and students' behavior. I think if I had enough experience this problem will be solved." (Participant 5)

Participant 4 didn't want to be "harsh" with students. When a group of students refused to focus, the teacher just waited for the class to end rather than confronting them:

"I asked them to refocus several times, but they just kept going. I did not want to be harsh because I am not used to confronting students directly, so I just waited and waited until the

class was basically over. Nothing productive happened that day and I went home feeling terrible." (Participant 4)

Participant 10 described a confusing situation where a student was crying in the back of the room. The teacher didn't know whether to stop the class or keep going, which was very upsetting:

"Do I stop the class? Do I speak to her privately? Do I pretend not to notice and protect her dignity? I made eye contact with her and gave what I hoped was a sympathetic look and kept teaching and felt terrible about it for days afterward." (Participant 10)

Participant 8 described a moment where a student made a racist comment during a discussion about a book. The class got very emotional, and the teacher felt frozen, not knowing how to react:

"Suddenly I had a classroom full of very emotional people and I was standing there completely frozen. I did not know whether to address it directly, whether to protect the student who said it, whether to validate the anger of the others." (Participant 8)

4.2.5 Linguistic Insecurity

The final source of anxiety was feeling insecure about language skills. This is the general lack of confidence in speaking English perfectly in a professional way. It involves being worried about accents, forgetting words, or feeling like their English isn't "good enough" for a university teacher.

Participant 11 said their accent made them feel less confident, especially when students asked them to repeat themselves:

"My English accent is weak, and I have had students ask me to repeat myself quite frequently. Each time that happens I lose a small piece of confidence that takes days to rebuild." (Participant 11)

Participant 12 felt this very deeply because they teach phonetics (the study of sounds). Teaching students how to pronounce words while struggling with their own accent felt like a huge contradiction that students noticed:

"My grammar is excellent, my vocabulary is extensive, my written English is virtually indistinguishable from a native speaker. But those sounds, certain vowels, certain consonant clusters, they betray me every time. And yes, student evaluation is very anxiety inducing because during the phonetics course students are specifically listening to me very carefully and analytically." (Participant 12)

Participant 12 also shared a very uncomfortable moment where a student recorded their voice and played it back to point out a mistake. This felt very disrespectful and upsetting:

"Hearing my own voice played back with all its imperfections in front of all my students while they all listened analytically was one of the most uncomfortable moments of my entire teaching career. I continued the class, but I was completely shaken inside." (Participant 12)

Participant 9 explained that having a strong accent also made it harder to keep order in the class, because they felt students were judging them for it:

"My accent is quite strong. However, as I told you before my classroom management is not that good and I can feel my students judge me for that." (Participant 9)

4.3Theme three : personal coping strategies

The third research question asked about the personal coping strategies that PhD student-teachers use to manage their teaching anxiety. Even though all participants reported experiencing significant anxiety, they also described various strategies they had developed to help them get through their teaching experiences. three main coping strategies were identified: thorough lesson preparation, seeking supervisor or mentor support, and staying

calm and redirecting in the moment

4.3.1 Thorough Lesson Preparation

The most common way people handled stress was by planning their lessons as much as possible before class. Participants spent a long time planning every detail, practicing what they would say, guessing what questions students might ask, and keeping their papers organized. They used this "over-preparation" to avoid surprises and lower the chances of getting anxious.

Participant 1 explained how they did this in real life. By practicing parts of the lesson out loud before class, they felt more in control of the language and the topic:

"I try to prepare my lessons very thoroughly and rehearse key parts aloud." (Participant 1)

Participant 15 had a similar strategy and said that preparing well was the main way they managed their nerves before stepping into the room:

"I try to prepare my lessons very thoroughly and rehearse key parts aloud. What would help me most is having a mentor observe my classes and give me constructive feedback afterwards." (Participant 15)

Participant 3 described over-preparing as a way to stay safe. By bringing more material than they actually needed, they had a "backup" in case an activity ended too early, or a discussion went off-track:

"I try to over-prepare my materials." (Participant 3)

Participant 2 admitted that while preparation helps, it isn't perfect. No matter how much they practiced, they still struggled when students asked a question they hadn't expected. This shows that while planning helps, teachers still need other kinds of support.

4.3.2 Seeking Supervisor or Mentor Support

The second strategy was asking for—or wishing for—feedback from bosses, mentors, or experienced teachers. For many, this wasn't something they actually had yet, but they saw it as the most important thing they needed. Not having this help was actually a big reason why some felt so stressed.

Participant 1 talked about feeling totally alone, with no one to watch their teaching or tell them how they were doing. This isolation made their anxiety much worse:

"What would help me most is having a mentor observe my classes and give me constructive feedback afterwards. Right now, I feel completely alone in this." (Participant 1)

Participant 16 pointed out that getting help just once isn't enough. They needed regular, consistent guidance that would help them grow over time:

"I believe regular feedback from an experienced supervisor would greatly help me improve." (Participant 16)

Participant 14 argued strongly that PhD students should be trained *before* they start teaching. They didn't want a quick talk; they wanted real workshops and the chance to watch experts' work:

"Not a fifteen-minute briefing but actual pedagogical training, actual classroom management workshops, actual observation of experienced teachers, actual mentoring from someone who checks in regularly." (Participant 14)

Participant 11 suggested a "buddy system" where new teachers are paired with slightly more experienced ones. They wanted a friend who remembered exactly how hard the first few months feel:

"I think having a structured buddy system where new teaching assistants are paired with more experienced ones for regular honest conversations would be transformative. Not formal mentoring with evaluative components but genuine peer friendship with someone who has been through the same experience recently enough to remember how hard it is." (Participant 11)

4.3.3 Staying Calm and Redirecting

The fourth strategy, mentioned by fewer people, was trying to stay calm during a tough moment and moving the class back to the lesson plan. Unlike the other methods, this one happens *during* the class. It requires teachers to control their feelings in the heat of the moment, which is very hard for beginners.

Participant 16 used this as their main way to handle surprises. When things got messy, they tried to focus back on the plan:

"I usually try to stay calm and redirect the class back to the lesson plan." (Participant 16)

Participant 2 did the same thing but admitted it didn't always work, especially when students asked really hard questions:

"I usually try to stay calm and redirect the class back to the lesson plan. I believe regular feedback from an experienced supervisor would greatly help me improve." (Participant 2)

It is important to note that staying calm and "redirecting" is a skill that comes with experience. For people in their very first weeks of teaching, the stress is often too high to think clearly and stay composed.

4.4 Summary

This chapter looked at three main themes. First, we saw three **types** of anxiety: fear of being judged, worry about language skills, and fear of losing control of the class. Second,

we found five **sources** of that stress: lack of experience, fear of student reviews, the double pressure of the PhD and teaching, tough student behavior, and language insecurity. Third, we looked at coping strategies: planning well, asking for help, emotional outlets, and staying calm in class.

The results show that teaching as a PhD student is a unique and complicated struggle. Being a researcher and a teacher at the same time is different from being a full-time student or a full-time teacher. While these teachers have found their own ways to survive, most feel they can't do it alone. They urgently need better training, mentors, and support from their universities.

Chapter Four

Discussion and Conclusion

Introduction

This chapter explains the study's results by connecting them to the academic research mentioned in Chapter Two. The goal is to interpret the themes found during the analysis and explain why PhD student-teachers experience these specific types of anxiety. This chapter also compares these results with previous studies on foreign language teaching

stress. The discussion is organized into three main parts: the types of anxiety, the causes of that stress, and the ways participant's cope. By linking these findings to existing theories, this chapter seeks to provide a deeper understanding of the anxiety faced by doctoral students who teach at Abbas Laghrour University.

5.2 Discussion of Theme One: Types of Teaching Anxiety

The first research question looked at the different kinds of anxiety that PhD student-teachers feel. The results showed three main types: evaluative anxiety, linguistic anxiety, and classroom management anxiety. These findings match the theoretical ideas and research studies that were discussed earlier in the literature review.

5.2.1 Evaluative Anxiety

The most common type of stress reported was evaluative anxiety, which is the fear of being judged poorly by students. This result aligns with the Teacher Concern Model, which suggests that new teachers start by worrying about their own skills and how others see them (fuller,1960). Almost all sixteen people in this study were very worried that their students would think they were unqualified or not good at their jobs.

Participant 3 described this feeling of being a "fraud" very clearly. They felt like they were just pretending to be a teacher without actually having the authority or expertise required for the role:

"Being judged as a teacher, as someone who is supposed to have authority and expertise, that terrifies me. I feel like an impostor wearing a teacher costume." (Participant 3)

This experience is often called "impostor syndrome" in academic writing Clance and Imes (1978). It fits with the idea that the first stage of being a teacher is focused on survival and self-image rather than on the actual needs of the students (fuller 1969). This study shows that this type of anxiety is even stronger for PhD students because they have the dual responsibility of being both a student and a teacher at the same time.

Furthermore, these results connect to research showing that anxiety changes how teachers see themselves and how they act in class. When PhD student-teachers worry about being

judged, they lose confidence, which makes their teaching less effective. As Participant 1 noted, even a simple look from a student could make them feel like they were falling apart inside:

"Being evaluated. My English is fine, I've been speaking it for fifteen years. But when I see students looking at me with that expression like 'is this guy serious?' I just fall apart inside." (Participant 1)

This finding also relates to the idea that language teachers fear being judged in two ways: as a professional teacher and as a person using the language. In this study, participants felt the weight of both worries at once, which made their evaluative anxiety even heavier.

5.2.2 Linguistic Anxiety

The second type of stress found was linguistic anxiety. This is the fear related to using the English language, including worries about accents, pronunciation, and speaking smoothly. This matches the definition of "Foreign Language Teaching Anxiety," which describes the stress teachers feel when they have to communicate clearly and correctly in front of a class.

The study proves this definition through very personal stories. Participant 8 described a stressful cycle were getting nervous made their accent stronger, which then made them even more nervous:

"When I am nervous my English becomes more Algerian, and I can feel it happening and that awareness makes me more nervous which makes it worse. It is a terrible spiral." (Participant 8)

This "spiral" shows how anxiety and performance are linked. The more stressed a teacher gets, the more mistakes they make, which then increases the stress. This cycle is hard to break without help and can cause long-term damage to a teacher's confidence, especially for those who are not native speakers.

The results also confirm that in places where English is not used often outside of school, teachers have fewer chances to practice. This leads them to overthink their speech while

teaching. Participant 6 mentioned that because English is their third language, they sometimes completely forget specific academic words in the middle of a lesson:

"Sometimes I search for a precise academic term in the middle of explaining something and it just disappears from my brain completely." (Participant 6)

One of the most extreme cases was Participant 12, who teaches phonetics. Even though they know exactly how sounds should be made in theory, they struggled to produce them perfectly in practice. This created a deep sense of embarrassment because their job is specifically about pronunciation:

"I know theoretically exactly how every English sound should be produced, I can describe the tongue position, the lip shape, the airflow with complete accuracy. But when I produce the sound, myself it sometimes comes out with my bad accent. That gap is deeply embarrassing for someone who is supposed to be a phonetics good teacher." (Participant 12)

This case shows that language teaching is a very public job. Every mistake is visible to the students, which feels like a threat to the teacher's reputation. For this participant, the pressure was even higher because their subject was the very thing they struggled with.

5.2.3 Classroom Management Anxiety

The third type of stress was classroom management anxiety. This is the fear of losing control of the room or not knowing how to handle difficult students. This matches the idea that teaching anxiety is a reaction to the tension of the classroom. Research has shown that managing student behavior is one of the biggest sources of stress for language teachers.

The participants described these moments in very vivid detail. Participant 14 shared a story from their second week of teaching where a student made noises behind their back. Because they didn't know who was doing it or how to stop it, they felt completely powerless:

"It continued for almost twenty minutes, and I just kept teaching with my face burning and my voice getting quieter and more uncertain. By the end of the class I was almost whispering. I have never felt so completely powerless in my life." (Participant 14)

This reflects "free-floating anxiety," where a teacher feels a general sense of worry that things will go wrong, rather than being stressed by one specific event. The fact that the teacher couldn't solve the problem created a long-lasting and uncomfortable feeling.

Participant 5 described a different problem: running out of things to do before the class ended. Because of a mistake in planning, they had to fill twenty-five minutes by rambling and asking random questions, which made the students bored and restless:

"They finished in five minutes and then just sat there staring at me with nothing to do. I had twenty-five minutes left and absolutely nothing planned. I just started asking random comprehension questions and rambling and I could see them getting bored and restless. I wanted the floor to swallow me whole." (Participant 5)

This situation shows the pressure teachers feel to design lessons that actually work. When the planning is not good enough, the classroom becomes a scary place where the teacher feels exposed.

5.3 Discussion of Theme Two: Sources of Teaching Anxiety

The second research question asked where this anxiety comes from. The study found five main sources: lack of experience, fear of being judged, the pressure of the PhD, difficult student behavior, and language insecurity.

5.3.1 Lack of Teaching Experience

Almost everyone in the study said that being new to teaching was a major cause of stress. This matches earlier research which shows that new teachers often feel unprepared for the unexpected things that happen in a classroom.

Participant 14 explained that having no experience made every class feel like scary and unknown territory. They had no past successes to help them feel confident:

"I have essentially no experience, so everything is maximum anxiety all the time. I have no reference points, no accumulated wisdom, no past successes to draw confidence from. Every class is completely new territory." (Participant 14)

This fits the Teacher Concern Model, which says beginners are mostly focused on their own survival. The people in this study, who were mostly in their first or second year and had no formal training, are a perfect example of this early stage of professional growth.

Interestingly, the study also found that anxiety does not always go away with time. Participant 9 had been teaching for three years but found that the emotional part of the job was actually getting harder because of bad experiences:

"Three years of teaching and my students still manage to make me feel irrelevant and unwelcome every semester. The experience has made me more resilient technically but emotionally it is actually getting harder not easier." (Participant 9)

This suggests that just spending time in a classroom isn't enough to stop anxiety. Without proper training and support, the stress can actually get worse as teachers face more disappointments.

5.3.2 Fear of Negative Student Evaluation

The second source of stress was the fear of being judged by students. Research has shown that when teachers doubt themselves, every interaction in class can feel like a threat.

This fear was shown in many ways. Participant 11 mentioned how small things, like being asked to repeat a sentence, slowly hurt their confidence over several days:

"I have had students ask me to repeat myself quite frequently. Each time that happens I lose a small piece of confidence that takes days to rebuild." (Participant 11)

This shows how confidence can be worn away over time by many small negative moments. When a teacher's image of themselves as a professional is challenged, it hurts their motivation and how well they teach.

Participant 3 described a very extreme version of this: students checking facts on their phones while the teacher was speaking. This public challenge made the teacher feel like they had completely lost control of the room:

"Suddenly everyone was fact-checking me in real time. I completely lost the room. I did not know how to regain their attention, and I just kept talking louder which made everything worse." (Participant 3)

This proves that when a teacher loses the trust of their students, the whole classroom atmosphere changes. It is very hard to fix this situation without experience and proper training.

5.3.3 Dual Role Pressure: Being a PhD Student and a Teacher Simultaneously

A very important finding of this study is the pressure of doing two big roles at once. This "dual role" stress is not often discussed in other research, making this an original contribution.

This can be linked to theories about heavy workloads and time management. The people in this study are dealing with an extreme version of this, where two different jobs are fighting for their time and energy.

Participant 1 explained how staying up late to work on their thesis meant they were too tired to think clearly while teaching the next morning:

"I was up until 3am the night before my last class trying to fix my methodology chapter, and I walked in completely exhausted. I couldn't think straight. Teaching and thesis writing are pulling me in completely opposite directions." (Participant 1)

Participant 7 gave a very powerful description of this struggle. They felt it was impossible to act like a confident expert while they felt like they were failing as a researcher:

"I am supposed to stand in front of students twice a week projecting confidence and expertise while internally my entire academic identity is collapsing. The performance

required in teaching feels almost impossible when you are falling apart inside professionally." (Participant 7)

Research shows that too much anxiety makes it hard to teach well and interact with students. When a teacher is carrying the weight of their thesis stress, they cannot perform as well in the classroom, no matter how much they know.

This highlights the need for universities to address the emotional side of teaching. For PhD students, this is very urgent because their stress is unique and cannot be solved by standard teacher training programs.

5.3.4 Challenging Student Behavior

The fourth source of stress was difficult student behavior. This matches earlier research showing that student dynamics and management are major causes of stress. It also shows how bad behavior and teacher anxiety can make each other worse.

In this study, difficult behavior took many forms. Participant 9 described a group of students who simply refused to participate, which left the teacher feeling humiliated:

"I had absolutely no idea what to do. I could not force them, I did not want to escalate, so I just continued with the other groups and pretended not to notice. I felt completely humiliated. And what I did is completely wrong." (Participant 9)

Participant 4 described a challenge based on cultural differences. They were used to a system where teachers are never questioned, so they found it very hard when modern students debated or challenged them:

"I grew up in a very different educational system where the teacher is always the authority and students never question you. Here it is completely different. Students interrupt, they debate, they challenge you openly and I find that extremely unsettling. I was not prepared for that at all." (Participant 4)

This cultural side of anxiety is not always talked about in research. It suggests that future studies should look more closely at how a teacher's background affects what they expect from their students.

5.3.5 Linguistic Insecurity

The final source of stress was a lack of confidence in using English. This matches the idea that language anxiety affects how non-native speakers see themselves as professionals.

Participant 12 described a very painful moment where a student recorded them to show them their pronunciation mistakes. This was one of the most uncomfortable moments of their career:

"Hearing my own voice played back with all its imperfections in front of all my students while they all listened analytically was one of the most uncomfortable moments of my entire teaching career. I continued the class, but I was completely shaken inside." (Participant 12)

This shows how language teaching is a constant public performance where the teacher is always being judged. For those who are not native speakers, this can create a permanent feeling of insecurity.

The study also shows that in places where English is not used much outside of class, teachers worry more about their speech. For these participants, every class was a high-stakes English performance in a stressful environment

5.4 Discussion of Theme Three: Coping Strategies

The third research question looked at the personal methods PhD student-teachers use to handle their anxiety. The study found four main strategies: preparing lessons very carefully, looking for help from mentors or supervisors, using personal emotional outlets, and trying to stay calm while redirecting the class. These results are discussed below in connection with existing academic research.

5.4.1 Thorough Lesson Preparation

The most common strategy found in the study was very careful lesson preparation. Participants described over-preparing, practicing their speeches, and bringing extra material to create a "safety net" for unexpected moments. This matches the idea in academic literature that being well-prepared is a major tool for managing teaching pressure and helping teachers handle classroom demands.

However, as many participants admitted, planning alone cannot stop all anxiety because the classroom is naturally unpredictable. Participant 2 noted that even with careful practice, their preparation was limited when students asked unexpected questions or discussions went off-topic. This aligns with research showing that language teachers feel pressure to answer unpredictable questions no matter how much they have planned. Preparation helps reduce surprises, but it cannot stop them completely.

The fact that over-preparation was the main strategy also raises a question about whether this is sustainable. Planning every detail takes a lot of time. For PhD students who are already balancing research and teaching, this strategy might actually increase their total stress instead of lowering it. This conflict between the benefits of preparation and the cost of time and energy is an important point for future support programs to consider.

5.4.2 Seeking Supervisor or Mentor Support

The second important strategy was the desire for feedback and guidance from supervisors, mentors, or more experienced coworkers. This finding matches the arguments made by researchers like Fuller (1974) and Murray-Harvey et al. (2000), who believe that teacher training should provide both teaching skills and constant professional support.

A significant part of these results is that most participants did not actually have enough access to this kind of mentoring. They identified it as the most important help they needed but felt completely alone in their work. Participant 1 expressed this feeling very clearly:

"What would help me most is having a mentor observe my classes and give me constructive feedback afterwards. Right now, I feel completely alone in this." (Participant 1)

This feeling of professional isolation matches the idea that teachers need specific spaces to process their worries. When these spaces are missing, anxiety has no way to be released and tends to grow over time rather than go away.

5.4.4 Staying Calm and Redirecting

The fourth and final strategy was the conscious effort to stay calm during tough moments and move the class back to the lesson plan. Fewer participants reported using this method, which makes sense because controlling your emotions in the heat of the moment requires experience and self-control that new teachers usually haven't developed yet.

This finding relates to research suggesting that a teacher's early success is often linked to their ability to regulate stress. Staying calm and redirecting is essentially a way of managing stress while it is happening. The fact that only a few people used this strategy is more evidence that the anxiety felt by participants is tied to their lack of experience. With the right support and mentoring, this ability could likely be developed much faster.

5.5 Summary of the Discussion

This chapter has connected the study’s findings to existing research on teaching anxiety. The discussion showed that the three types of anxiety—fear of judgment, language worries, and classroom management—match established theoretical frameworks. The five sources of anxiety, including lack of experience and difficult student behavior, are mostly consistent with previous studies. However, "dual role pressure" (the stress of being both a student and a teacher) stands out as a unique and under-researched problem for PhD students. The four coping strategies show that while participants are resourceful, there are still major gaps in the support they receive from their institutions.

In general, the results confirm that teaching anxiety among PhD student-teachers is a complicated and urgent issue. It requires serious attention from universities, educators, and those who make educational policies. The next chapter will provide the conclusion of the study, including a summary of findings, limitations, and recommendations.

5.6 General Conclusion

This chapter summarizes the study's main findings, acknowledges its limitations, and offers recommendations for universities, supervisors, and future researchers Finally,

5.6.1 Summary of Findings

The study looked at 16 PhD students who also work as teachers. Using semi-structured interviews, the study found three main themes.

5.6.2 Types of Teaching Anxiety

Fear of Judgment (Evaluative Anxiety): Almost every student was terrified that their own students would think they were not smart enough or lacked experience.

Language Stress (Linguistic Anxiety): Many felt pressured to speak "perfect" English. They worried about their accents or forgetting words while teaching.

Losing Control (Classroom Management Anxiety): Students were afraid they wouldn't know how to handle a difficult class or an unexpected problem.

5.6.3 Sources of Teaching Anxiety

- No Experience: Most started teaching with zero training.

- Student Reactions**:** Mean looks or students challenging the teacher's knowledge caused stress.
- The Dual Role: Trying to write a thesis and teach at the same time caused a cycle of exhaustion and guilt. This is a very important and unique finding of this study.
- Bad Student Behavior**:** Students who refused to participate or were disrespectful.
- Language Insecurity**:** Not feeling confident enough in their English skills for a university level.

5.6.4 Coping Strategies

- Over-Preparing: Doing extra work for every lesson so nothing goes wrong.
- Looking for Mentors: Wanting help from older teachers (though many felt they didn't have enough of this).
- Staying Calm: Trying to keep their cool when things get messy in class (only a few people were able to do this well).

5.7. Limitations of the Study

Every study has limits. Here are the ones for this research:

- Small Group: Only 16 people from one university were studied, so we can't say every PhD student in this countryfeels exactly the same.
- Email Interviews**:** Since the interviews were over email, the researcher couldn't see body language or ask follow-up questions immediately.
- Self-Reporting: The results are based on what people *said* they felt. People might sometimes hide how stressed they really are.

5.8 Recommendations

5.8.1 For Universities

- Give Training: PhD students should take a short course on how to teach before they start.

- Provide Mentors**:** Pair new teachers with experienced ones who can watch their classes and give helpful advice.
- Peer Groups: Create spaces where PhD students can talk honestly about their teaching struggles.

5.8.2For Supervisors

- Talk About Teaching: Check in on how the student is doing as a teacher, not just how their thesis is going.
- Watch the Timing: please avoid giving bad news about the thesis right before the student has to go and teach a class. And don’t give them extra work for a small period of time to finish.
- Connect People: Help students find experienced teachers to talk to.

Final Conclusion

This study shows that being a PhD student and a teacher at the same time is very hard. The "dual role" pressure of writing a thesis while trying to look like a professional expert in class is a major source of stress that needs more attention. The voices of these 16 students show that standing in front of a class with no training while struggling with your own research is a serious emotional and professional challenge. Universities must do more to support these students.

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The Appendix

Interview Answers

Participant 1 :

1. Do you experience anxiety while teaching?

Oh, absolutely. Every single time before I walk into that classroom, my heart is racing. I think the main cause is honestly that I don't feel like I belong there yet. Like, who am I to teach anyone? I'm still a student myself.

2. Which situations make you most anxious?

When students ask me questions, I don't know the answer to. That moment of silence after a question just... kills me. I freeze completely.

3. Language proficiency or student evaluation?

Being evaluated. My English is fine; I've been speaking it for fifteen years. But when I see students looking at me with that expression like "is this guy serious?" I just fall apart inside.

4. Loss of control in the classroom?

Yes. Once two students started arguing with each other about a lesson point and they both turned to me to settle it, and honestly? They were both partially right and I just stood there stuttering. It was embarrassing.

5. Experience and student behavior?

I've only been teaching for one semester, so everything still feels new and terrifying. And when students are on their phones it makes me feel invisible and worthless.

6. PhD pressure affecting teaching stress?

One hundred percent. I was up until 3am the night before my last class trying to fix my methodology chapter, and I walked in completely exhausted. I couldn't think straight. Teaching and thesis writing are pulling me in completely opposite directions.

7. How do you cope?

Honestly? Not well. I drink too much coffee and call my mom. I think having a mentor who observed my teaching and gave me real feedback would help enormously. Right now, I feel completely alone in this.

Participant 2

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, I do. I think my anxiety comes from the fact that English is not my first language. Even though my proficiency is quite high, I always have this small voice in the back of my head saying, "what if you make a mistake in front of everyone?" That fear never really goes away.

Q2: In which teaching situations do you feel most anxious?

When I must speak spontaneously. Like when a discussion goes in an unexpected direction, and I must respond naturally and quickly. I rehearse my lessons very carefully but when things go off script, I panic a little inside.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Both honestly, but they are connected for me. Because I am a non-native speaker, I feel like students are always listening extra carefully for my mistakes. So, the evaluation anxiety and the language anxiety feed each other constantly.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. Once I mispronounced a word and a student corrected me in front of everyone. The whole class went quiet, and I could feel my face turning red. I lost my train of thought completely for almost two minutes. It felt like two hours.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Very much. I have only been teaching for one year, so I still don't have enough experience to feel settled. And when students seem bored or unresponsive it makes me question everything. Am I explaining badly? Is my accent too strong? I spiral quickly.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Enormously. My supervisor recently told me my literature review needs major revisions, and I had to teach the very next morning. I could not sleep. I sat in front of my students feeling completely hollow inside. Teaching requires so much emotional energy and sometimes I simply have none left after dealing with thesis stress.

Q7: How do you deal with this anxiety? What strategies or support would help?

I write in my journal after each class. It helps me process what went wrong and what went right. But what I really need is a safe space to practice teaching before I do it for real. Maybe a peer observation group where we support each other without judgment. That would make a huge difference.

Participant 3

Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Honestly, yes, but my anxiety is a little different from what people might expect. I am older than most PhD students and I have worked in other fields before coming back to academia. So, I carry this weird pressure of feeling like I should already know everything by now. Like at my age I have no excuse to be struggling. That expectation I put on myself causes a lot of anxiety.

Q2: In which teaching situations do you feel most anxious?

When I have advanced students who sometimes know more about specific grammar rules than I do. Adult learners are dangerous in that way, they have life experience, and they are not shy about challenging you. When someone raises their hand and starts with "actually, I read that..." I immediately tense up.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

For me it is purely about evaluation. My English is strong; I have been using it academically for many years. But being judged as a teacher, as someone who is supposed to have authority and expertise, that terrifies me. I feel like an impostor wearing a teacher costume.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes, very clearly. I was teaching a grammar lesson on conditionals and one student kept insisting that my explanation was wrong and kept citing some website on his phone. Other students started looking at their phones too to check. Suddenly everyone was fact-checking me in real time. I completely lost the room. I did not know how to regain their attention, and I just kept talking louder which made everything worse.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Both deeply. two years in and I still feel like a beginner teacher. The teaching experience never really accumulates properly because I only teach one course per semester. And adult students especially, when they are disengaged or skeptical, it hits differently than with younger students. They make you feel like you are wasting their time.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Absolutely. I am in my second year and my thesis is seriously delayed. My funding is running out and my supervisor is losing patience with me. So, every time I walk into the classroom I am carrying this enormous invisible weight. I am supposed to be present and energetic for my students but inside I am calculating how many months of funding I have left and whether I will finish in time. It is exhausting to pretend everything is fine.

Q7: How do you deal with this anxiety? What strategies or support would help?

I go to the gym. That is my main coping strategy and honestly it is the only thing keeping me sane right now. But professionally I think what would help most is having a proper teaching mentor, someone who has been through this specific experience of teaching while doing a PhD, not just a general counselor but someone who truly understands the dual pressure. Also, a more reasonable thesis timeline from my supervisor would honestly solve half my problems immediately **.**

Participant 4 :

1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, deeply. And I think what causes it most is the cultural gap between me and my students. I grew up in a very different educational system where the teacher is always the authority and students never question you. Here it is completely different. Students

interrupt, they debate, they challenge you openly and I find that extremely unsettling. I was not prepared for that at all.

Q2: In which teaching situations do you feel most anxious?

Speaking activities are the worst for me ironically, considering that is exactly what I teach. When I ask students to do a speaking exercise and the room goes completely silent and nobody wants to participate, I feel completely helpless. I don't know how to motivate them, and the silence feels like a personal failure.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

My language proficiency causes me some anxiety yes, particularly my accent. I know my accent is strong and sometimes students ask me to repeat myself and I can see a little frustration on their faces. That is very painful. But the evaluation anxiety is worse because I feel like they are not just evaluating my teaching, they are evaluating whether someone like me should even be standing in front of them.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. One time I asked students to form groups for a discussion activity and they completely rearranged themselves differently from what I had planned and started talking about totally unrelated topics. I asked them to refocus several times but they just kept going. I did not want to be harsh because I am not used to confronting students directly, so I just waited and waited until the class was basically over. Nothing productive happened that day and I went home feeling terrible.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Very much so. I only started teaching eight months ago and everything still feels like an experiment. And the student behavior here is so different from what I expected. They are very casual with teachers, sometimes too casual.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes, and it is a very specific kind of stress. My supervisor keeps asking for chapter drafts and I keep asking for extensions and the guilt from that follows me into the classroom every single day.

Q7: How do you deal with this anxiety? What strategies or support would help?

professionally I feel very isolated. I wish there was a community of international PhD students who teach, where we could share our specific struggles openly without feeling judged. Also, I think universities should offer cultural orientation for international teaching assistants, not just language training but real preparation for the cultural dynamics of the classroom. Nobody told me students would challenge me like this and I was completely blindsided.

Participant 5 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Oh God, yes. Constantly. I think the biggest cause for me is simply that I never actually planned to be a teacher. I applied for this PhD and suddenly teaching was part of the package, So I walked into my first classroom feeling completely unprepared and honestly a bit resentful about the whole situation. That combination of unpreparedness and reluctance creates a very specific kind of anxiety that I still haven't shaken off.

Q2: In which teaching situations do you feel most anxious?

The first ten minutes of every single class. That moment when students are settling in and looking at me and waiting for me to take charge. I never know how to open a class naturally. I always feel like I am performing rather than teaching. I rehearse my opening lines on the bus on the way there and they still come out wrong every time.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Neither, which is interesting. My anxiety is more about competence than language or evaluation. Like I genuinely worry that my lessons are just bad. That I am not actually helping anyone learn anything. I lie awake sometimes thinking about whether my students are improving or just tolerating me for the semester.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes, recently actually. I was doing a reading activity and I completely misjudged the difficulty level. The text was way too easy for the students and they finished in five minutes and then just sat there staring at me with nothing to do. I had twenty-five minutes left and absolutely nothing planned. I just started asking random comprehension questions and rambling and I could see them getting bored and restless. I wanted the floor to swallow me whole.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Massively. I am only in my first year, so I have zero confidence built up yet. Every class feels like my first class. So am still struggling in managing class and students' behavior I think if I had enough experience this problem will be solved.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes . I am in my first year which means I am doing coursework, trying to figure out my research topic, meeting with my supervisor, reading hundreds of papers, and teaching. It is genuinely too much. I haven't found any balance at all yet. Last week I spent so long preparing my lesson that I forgot to eat dinner. And then I spent so long worrying about my research the night before class that I barely slept. I showed up to teach running on empty and it showed.

Q7: How do you deal with this anxiety? What strategies or support would help?

I decompress by just switching my brain off completely after teaching. But what I genuinely think would help is having someone observe my teaching and give me honest constructive feedback. Not evaluation, not grading, just a colleague saying here is what worked and here is what you could try differently. Nobody has ever watched me teach and that invisibility makes the anxiety worse somehow.

Participant 6 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, and my anxiety has a very particular flavor. I am teaching academic writing to my student's, and I was struggling with this module since the very first year of my education I always wondered how am going to deliver the information to them that is hard for me too to understand. This creates a very uncomfortable power dynamic that I was completely unprepared for. That is the root of almost everything I feel anxious about.

Q2: In which teaching situations do you feel most anxious?

When I must give feedback on their writing in front of the group. Academic writing is so personal and when I critique someone's work publicly, I always worry I am being either too harsh or too soft.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

My language proficiency does cause some anxiety. Arabic is my first language and French is my second and English is technically my third. So sometimes I search for a precise academic term in the middle of explaining something and it just disappears from my brain completely.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. I once had a student who was clearly much more knowledgeable about citation styles than I was. He kept correcting my examples very politely but very persistently throughout the entire session. By the end other students were looking to him for confirmation after everything I said. I had completely lost my authority, and I did not know how to reclaim it without seeming defensive or petty.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Enormously. With the small experience I have and still feel like an imposter specifically because I have some advanced students. every session feels like a test of my credibility. When a student sighs during my explanation or checks their watch, I take it very personally and it derails my concentration for the rest of the class.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes, in a very ironic way. Am struggling to find past studies and articles and when I did my supervisor suggested I might need to change my theoretical framework entirely after a long period of work. That devastation followed me into the classroom for weeks. I was physically present but mentally I was completely elsewhere, just going through the motions and feeling guilty about it.

Q7: How do you deal with this anxiety? What strategies or support would help?

. Professionally I think universities should have proper mental health support that understands the very specific pressures of being an PhD student who teaches.

Participant 7 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, very much. But my anxiety has evolved over two years. In my first year it was pure panic. Now it is more like a chronic low-level dread that never fully disappears. I think what causes it most at this stage is the feeling that I should have outgrown this anxiety by now. two years in and I still get nervous before class. That itself makes me anxious. I feel anxious about being anxious which is a very exhausting cycle to be trapped in.

Q2: In which teaching situations do you feel most anxious?

Conversation classes are deeply ironic for me because I am quite introverted. I designed this whole course around getting students to talk to each other but the moments when conversation flows naturally and students start joking and using slang and cultural references I don't fully understand, those moments make me feel like an outsider in my own classroom. I laugh along sometimes without fully understanding the joke and I always worry someone will notice.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Language proficiency absolutely. Me and my students we are from different generation, and they have some expression that am still struggling with to understand, internet slang, pop culture references, and sometimes I genuinely do not know what they are talking about. There is a generational and cultural gap between my English and their English even though technically my proficiency level is higher. That gap makes me feel fraudulent teaching a conversation class.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. Once I gave my students gender duties and the students were talking over each other, some were getting genuinely angry, and I had absolutely no tools to de-escalate the situation. I just kept saying okay let us calm down please while they completely ignored me. The class ended with two students still arguing as they walked out the door and I stood there wondering what just happened.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

My experience has helped in some ways but created new problems too. I am better at planning lessons now, but I have also developed very specific fears based on past bad

experiences. Like I now have a genuine phobia of heated classroom debates because of that incident. Student behavior affects me enormously.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

In my third year the thesis stress has reached a critical level. My data analysis is not giving me the results I expected, and I am seriously questioning my entire research design. My supervisor is patient, but I can sense his concern. And I am supposed to stand in front of students twice a week projecting confidence and expertise while internally my entire academic identity is collapsing. The performance required in teaching feels almost impossible when you are falling apart inside professionally.

Q7: How do you deal with this anxiety? What strategies or support would help

I think peer support groups specifically for PhD students who teach would be transformative. Not workshops about teaching techniques but actual honest conversations where people say I had a terrible class this week and here is what happened. That kind of normalizing support would help enormously.

Participant 8 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, constantly. And I think what makes my situation particularly complicated is that I am teaching literature which is deeply interpretive and subjective. There is rarely one correct answer and that openness which I love as a researcher terrifies me as a teacher. Because when a student gives an interpretation I have never considered before I genuinely don't know sometimes whether it is brilliant or completely wrong. That uncertainty about my own judgment causes me enormous anxiety.

Q2: In which teaching situations do you feel most anxious?

Seminar discussions are my biggest nightmare. I can deliver a prepared lecture reasonably well but the moment I open the floor for discussion I lose all sense of control over where

the conversation goes. Literature discussions can go absolutely anywhere and sometimes students take the conversation to places that are emotionally very sensitive, themes of trauma, identity, race, sexuality, and I never feel equipped to navigate those conversations responsibly as someone who is still learning herself.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Yes, both, but in a very specific way. My written English is excellent, I publish in English, I think in English when I am doing research. But my spoken English still has a strong Algerian. When I am nervous my English becomes more Algerian and I can feel it happening and that awareness makes me more nervous which makes it worse. It is a terrible spiral. And yes students evaluate me sometimes I can see that in their looks .

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. We were discussing a novel that deals with racism and one white student said something that had a racist tone, I believe unintentionally, and the reaction from other students was immediate and angry. Suddenly I had a classroom full of very emotional people and I was standing there completely frozen. I did not know whether to address it directly, whether to protect the student who said it, whether to validate the anger of the others.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Very much. Two years in and I still don't trust my instincts as a teacher. I never feel like I am serving everyone adequately which creates a constant background guilt.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Absolutely yes. I am in English Literature which means my thesis requires incredibly deep reading. and it costs a lot of energy. And then I walk into a classroom, and I need

completely different energy, warm, accessible, encouraging, patient. Switching between those two modes multiple times a week is genuinely exhausting.

Q7: How do you deal with this anxiety? What strategies or support would

I think what would help most is training specifically around handling sensitive classroom conversations. Nobody has ever taught me what to do when a discussion becomes emotionally charged. That is a real skill, and I am completely self-taught in it which means I am learning through painful trial and error at my students expense and that bothers me deeply.

Participant 9 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, absolutely. And I think the first reason is that I don't know how to manage classroom and get students engaged

Q2: In which teaching situations do you feel most anxious?

Presentation sessions are the worst. When my students have to stand up and present in English, they are already embarrassed and uncomfortable and they sometimes take that discomfort out on me. They rush through their presentations, refuse to make eye contact, give one-word answers to my feedback questions, and the whole session becomes this painful awkward exercise that nobody enjoys including me.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Honestly my language proficiency causes me moderate anxiety because my accent is quite strong. However, as I told you before my classroom management is not that good and I can feel my students judge me for that.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes, very memorably. I once asked students to do a group discussion activity and one entire group simply refused. Not rudely exactly, but very firmly. They said they had an exam in the next class and needed to study and they just put their heads down and opened their phones to revise right in front of me. The rest of the class watched to see what I would do. I had absolutely no idea what to do. I could not force them, I did not want to escalate, so I just continued with the other groups and pretended not to notice. I felt completely humiliated. And what I did is completely wrong.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Student behavior affects me more than anything else. Three years of teaching and my students still manage to make me feel irrelevant and unwelcome every semester. The experience has made me more resilient technically but emotionally it is actually getting harder not easier because the accumulated disappointments are building up. I went into this thinking things would get better with experience and in some ways they have but the fundamental problem of teaching unwilling students has not changed at all.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes, and there is a very specific irony in my situation. My PhD research have a relationship with my students. My classroom is essentially my research field but instead of being a detached observer I am the person being rejected. That blurring of researcher and teacher identity creates a very strange psychological pressure that I find very difficult to articulate even to my supervisor.

Q7: How do you deal with this anxiety? What strategies or support would help:

I think the most important support would be institutional recognition that teaching unwilling students is genuinely harder than teaching motivated students and that this difficulty should be acknowledged and addressed structurally. Also I would desperately

love training in student motivation and engagement .

Participant 10 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, and I think my anxiety is rooted in something quite specific. Because I believe that student and teacher are equal and the relationship should be friendly, but it does not work in our education program the teacher should be author of his classroom, this totally hard for me.

Q2: In which teaching situations do you feel most anxious?

When I must enforce rules or discipline students. Those moments of required discipline make me genuinely physically tense.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

This is interesting because my English is very strong, most people assume I am a native speaker which actually creates its own pressure. Students expect perfection from me because they perceive me as a native speaker and when I make a small mistake they seem genuinely surprised which makes me feel worse than if they had lower expectations. The evaluation anxiety is moderate but it is there you can notice it in their body language and face expressions, and I always worry that my anxiety is somehow transferring to them and making their already difficult transition harder.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. I had a student who was going through a very obvious personal crisis. She was crying quietly at the back of the classroom during a reading activity and I noticed but did not

know what to do. Do I stop the class? Do I speak to her privately? Do I pretend not to notice and protect her dignity? I made eye contact with her and gave what I hoped was a sympathetic look and kept teaching and felt terrible about it for days afterward. It was not a loss of academic control but a loss of human control, not knowing how to be the right kind of presence for someone who was struggling.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Both significantly. Two years in and I am more competent technically but emotionally I am actually more affected by my students I care deeply on how they feel more than if they understand the lesson. I leave classes sometimes feeling heavier than when I arrived because I have taken on their emotional weight without realizing it. That empathic exhaustion is something nobody warned me about.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes, particularly around time. My thesis requires very careful systematic work and I am someone who needs long uninterrupted periods of concentration to think deeply. Teaching completely destroys that. Even on days when I do not teach I am thinking about upcoming lessons or recovering from recent ones.

Q7: How do you deal with this anxiety? What strategies or support would help?

I think the most transformative support would be proper mentoring around the emotional dimensions of teaching, not just pedagogical techniques but the human side. How do you handle a crying student? How do you protect yourself from absorbing your students anxiety? How do you maintain appropriate boundaries while still being genuinely caring? Nobody teaches us these things and they matter enormously especially when your students are as vulnerable as mine.

Participant 11 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, enormously. And I think what causes it most is the constant comparison I make between myself and my colleagues. I go home with two other PhD students who are both really good in speaking English and they seem so effortlessly confident in the classroom. They joke naturally with students, they improvise brilliantly, they never seem to search for words. I watch them and then I walk into my own classroom feeling deeply inadequate before I even open my mouth. That comparison is toxic and I know it intellectually but I cannot stop doing it emotionally.

Q2: In which teaching situations do you feel most anxious?

When students have to deliver presentations and I have to give immediate verbal feedback in front of everyone. Feedback requires very precise language, diplomatic but honest, encouraging but accurate. Finding exactly the right words instantly in a second language while an entire class watches me is genuinely one of the most stressful things I do regularly. I rehearse feedback phrases at home but in the moment they always come out differently than planned.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Both deeply intertwined. My English accent is weak and I have had students ask me to repeat myself quite frequently. Each time that happens I lose a small piece of confidence that takes days to rebuild. And the evaluation is particularly stressful because my students are very results oriented and they evaluate everything including their teachers.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. During one presentation session a student delivered a presentation that was genuinely excellent, far better than anything I could have delivered myself at his age, and when I gave feedback I could tell from his expression that he did not respect my opinion. He nodded politely but dismissively and looked at his friends with a tiny smile. . I lost my composure internally completely and stumbled through the rest of the feedback session.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

Very much. Two years in and I am technically improving but my confidence has not kept pace with my competence. I can plan better lessons now but I still feel the same crushing self -doubt before each class. Student behavior particularly that dismissive attitude some students have toward speaking activities affects me deeply and personally even when I know rationally that it is not about me specifically.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Absolutely. My thesis is progressing slowly and my supervisor recently suggested I need to narrow my research focus significantly which felt like a personal failure even though I know intellectually it is a normal part of the process.

Q7: How do you deal with this anxiety? What strategies or support would help?

I think having a structured buddy system where new teaching assistants are paired with more experienced ones for regular honest conversations would be transformative. Not formal mentoring with evaluative components but genuine peer friendship with someone who has been through the same experience recently enough to remember how hard it is.

Participant 12

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, and at two years in my anxiety has become something I have almost made peace with but never fully conquered. I think what causes it most now is the awareness of my own limitations as a phonetics teacher specifically. I teach phonetics and pronunciation but my

own pronunciation still not that good and my accent play a role in this. There is a fundamental contradiction in being a phonetics teacher with an accent and students notice it and comment on it and that observation never stops stinging regardless of how many times I hear it.

Q2: In which teaching situations do you feel most anxious?

When I have to model pronunciation in front of the class. I know theoretically exactly how every English sound should be produced, I can describe the tongue position, the lip shape, the airflow with complete accuracy. But when I produce the sound myself it sometimes comes out with my bad accent . That gap is deeply embarrassing for someone who is supposed to be a phonetics good teacher .

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

Language proficiency is my primary anxiety and it is very specific to pronunciation. My grammar is excellent, my vocabulary is extensive, my written English is virtually indistinguishable from a native speaker. But those sounds, certain vowels, certain consonant clusters, they betray me every time. And yes student evaluation is very anxiety inducing because during the phonetics course, students are specifically listening to me very carefully and analytically in a way that students in other courses are not.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. I was modeling the difference between two vowel sounds and a student recorded me on her phone without asking and played it back to show me the difference in my own production. She meant it as a collaborative gesture I think but it felt deeply violating. Hearing my own voice played back with all its imperfections in front of all my students while they all listened analytically was one of the most uncomfortable moments of my entire teaching career. I continued the class but I was completely shaken inside.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

two years has given me enormous knowledge and reasonably good classroom management skills but the core pronunciation anxiety has actually intensified rather than diminished

because I am now more aware of exactly what I cannot fully control. Student behavior do affects me. They are trained to hear things most people miss and that specialized attention is genuinely intimidating.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

In my second year the stress is existential. I should have started a long time ago . but I did not because I was focusing on my performance and ignore my research and this add extra stress during the class that there is something else stressful is waiting to be done out of class

Q7: How do you deal with this anxiety? What strategies or support would help?

I believe advises from a teacher would help after a supervision session .

Participant 13 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, always. But my anxiety is quite creative in its variety. Some days I am anxious because I feel too enthusiastic and worry students find me overwhelming. Other days I am anxious because my energy is low and I worry students find me boring. I cannot seem to find a consistent middle ground and that inconsistency itself makes me anxious. I think the root cause is that I care far too much about what happens in that classroom. I am emotionally overinvested in every single session and that level of caring is simultaneously my greatest strength and my greatest vulnerability as a teacher.

Q2: In which teaching situations do you feel most anxious?

When students share their creative writing with the group. Creative writing is so personally revealing and when students trust me enough to share their work I feel the weight of that trust enormously. I am terrified of saying something that damages their confidence or worse their desire to write. Words said carelessly in a creative writing class can follow a student for years and I carry that responsibility very heavily every single time.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

My language proficiency causes me a very specific anxiety around vocabulary richness. teachers of written expression need a rich vocabulary to give precise feedback on word choice and style. Sometimes a student uses a word that is almost right but not quite right and I know it, but I cannot immediately articulate why or suggest the perfect alternative. That hesitation in a creative writing context feels particularly exposed because language precision is literally the subject matter.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes. A student shared a piece of writing that was clearly personal and clearly about something traumatic, I suspected an eating disorder from the content. The class was silent and moved and looking at me to respond and I had absolutely no training for that moment. I said something about the powerful emotional honesty of the writing and suggested we discuss the craft elements and moved forward but I felt completely wrong about it for weeks. I still think about that student and whether I handled it responsibly.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

My students this year are wonderfully sensitive and creative but also very emotionally volatile. A year of teaching them has taught me to expect the unexpected emotionally but not necessarily to handle it better. Their behavior affects me deeply because I am quite sensitive myself and we sometimes create this feedback loop of anxiety in the room that makes it wore instead of calming it down .

Q6: Do you feel that being a PhD student creates additional stress when teaching?

Yes, and for me the connection is very direct. My PhD is related to what am teaching so being a teacher and observer to complete your research is quit hard .

Q7: How do you deal with this anxiety? What strategies or support would help?

I think smaller class sizes would help enormously because the level of anxiety raise with the number of students and right now my classes are too large and this make it harder for me to manage it.

Participant 14 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this anxiety?

Yes, profoundly. And I think everything causes it honestly because I am in my first year and nothing feels established yet. My research topic is not fully defined, my supervisor relationship is still very new and slightly intimidating, I am anxious about absolutely everything simultaneously and I have not yet developed the ability to separate and manage individual anxieties. It is all just one large overwhelming feeling that I carry constantly.

Q2: In which teaching situations do you feel most anxious?

Every situation honestly but if I had to choose the worst it would be oral group discussion I struggle to manage the class and use my English spontaneously.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

My language proficiency causes significant anxiety because Arabic and French are my dominant languages and my English, while good academically, sometimes feels fragile when I am stressed. When my students laugh at something I said I never know if they are laughing with me or at a mistake I made and that ambiguity is agonizing.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

Yes, my second week of teaching. A student at the back started making noise whenever I turned to write on the board. Other students were clearly trying not to laugh. I could not identify who was doing it, I could not prove anything, and every time I turned around

everything looked normal. It continued for almost twenty minutes and I just kept teaching with my face burning and my voice getting quieter and more uncertain. By the end of the class I was almost whispering. I have never felt so completely powerless in my life.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

I have essentially no experience so everything is maximum anxiety all the time. I have no reference points, no accumulated wisdom, no past successes to draw confidence from. Every class is completely new territory. And students' behavior specifically is something I was given absolutely no preparation for.

Q6: Do you feel that being a PhD student creates additional stress when teaching?

In my first year the PhD stress alone would be sufficient to overwhelm most people. Finding a research topic, navigating a new academic culture, reading enormous amounts of literature, attending seminars, meeting supervisor expectations, all while living far from home for the first time. Adding teaching on top of that, feels genuinely inhumane sometimes. I have cried more in these first months than in my entire previous life combined and I am not someone who cries easily.

Q7: How do you deal with this anxiety? What strategies or support would help?
I think the most urgent support needed is proper preparation before placing PhD students in classrooms. Not a fifteen minute briefing but actual pedagogical training, actual classroom management workshops, actual observation of experienced teachers, actual mentoring from someone who checks in regularly.

Participant 15 :

Q1: **Do you experience any kind of anxiety while teaching English? What do you think causes this**

anxiety? Please explain.

Yes, I experience noticeable anxiety every time I teach. It feels like a knot in my stomach

before class. The main causes are my limited teaching experience and the heavy pressure I feel

from my PhD studies.

Q2: **In which teaching situations do you feel most anxious?**

I feel most anxious during spontaneous speaking activities and when I have to manage

classroom discussions. These moments make me feel exposed.

Q3: **Do you feel anxious about your language proficiency or about being evaluated by students?**

I feel more anxious about being evaluated by students than about my language proficiency. I'm

constantly worried that they will think I'm not a qualified teacher.

Q4: **Are there moments when you feel a loss of control in the classroom? Can you describe one?**

Yes. Last semester, during a group discussion, the students went completely off-topic and I

couldn't bring them back. I felt totally powerless in that moment.

Q5**: Does your level of experience or your students' behavior affect your anxiety? How?**

Definitely. Because I have very little experience, I don't have a wide range of classroom

management techniques. When students become disengaged, I immediately start doubting myself.

Q6**: Do you feel that being a PhD student, especially with the pressure of writing your thesis,**

creates additional stress when you are teaching? If yes, how?

Yes, very much. My mind is always divided between my thesis deadlines and preparing for

class. This mental load makes me more tense and less patient during teaching.

Q7: **How do you deal with this anxiety? What strategies or support would help you feel more**

confident?

I try to prepare my lessons very thoroughly and rehearse key parts aloud. What would help me

most is having a mentor observe my classes and give me constructive feedback afterwards.

Participant 16 :

Q1: Do you experience any kind of anxiety while teaching English? What do you think causes this

anxiety? Please explain.

A1: Yes, I do. My anxiety mainly comes from the fear that students will not respect me as a teacher.

I feel this pressure especially because I'm still relatively young.

Q2: In which teaching situations do you feel most anxious?

A2: I feel most anxious when explaining complex grammar points and when students ask me

unexpected questions.

Q3: Do you feel anxious about your language proficiency or about being evaluated by students?

A3: I'm much more anxious about being evaluated by students than about my language skills. I

worry they will see me as inexperienced or unqualified.

Q4: Are there moments when you feel a loss of control in the classroom? Can you describe one?

A4: Yes. Once when a student challenged my explanation in front of the whole class, I became

completely flustered and lost control of the discussion.

Q5: Does your level of experience or your students' behavior affect your anxiety? How?

A5: My limited experience definitely affects me. When students show low motivation or seem

bored, I take it personally and my anxiety increases.

Q6: Do you feel that being a PhD student, especially with the pressure of writing your thesis,

creates additional stress when you are teaching? If yes, how?

A6: Yes. The constant worry about my thesis progress makes me impatient in class. I feel I don't

have enough mental energy left for teaching.

Q7: How do you deal with this anxiety? What strategies or support would help you feel more confident?

A7: I usually try to stay calm and redirect the class back to the lesson plan. I believe regular feedback from an experienced supervisor would greatly help me improve