

Future Anxiety of French as a Foreign Language Trainee Teachers in Turkey: A Mixed Explanatory Research with Faculty of Education Students*

Aline SARIYILDIZ^a, Veda ASLIM YETİŞ^b

Abstract

The lack of tenured positions for French as a Foreign Language (FFL) teachers in the public sector in Turkey is a recurrent problem. The aims of this research are therefore to determine if this situation affects the level of anxiety due to the non-tenure of FFL trainee teachers, to establish the possible causes of this anxiety and to understand if they are confronted with feelings of incertitude and / or doubt towards their future. Another aim of this research is to investigate the impact of non-tenure on the academic motivation of FFL trainee teachers. The research was conducted following a mixed explanatory method in two consecutive stages starting with the collection of quantitative data through the anxiety scale due to the non-tenure of trainee teachers and the Academic Motivation Scale (AMS). The sample for the quantitative phase involved 428 FFL trainee teachers from 6 Faculties of Education in Turkey. Semi-directed interview forms were used for the collection of qualitative data from 18 FFL trainee teachers from 2 universities involved in the quantitative phase. The research was conducted during the academic year 2019-2020. The findings of our research focus on the problems that FFL trainee teachers may encounter due to the lack of job positions for teachers in the public sector. The results allowed a reflection on solutions that could be envisaged in higher education and at the Ministry of Education in Turkey (MoNE).

Keywords: French as a Foreign Language, Future Anxiety, Motivation, Mixed Explanatory Method, Tenure, Trainee Teacher

Introduction

The French language was the most taught foreign language in Turkey until the 1950s when English became the new Lingua Franca and slowly took over French in schools. As a result, the number of French as a Foreign Language (FFL) teachers in Turkey dramatically dropped (Demircan, 1988). Nowadays, the number of FFL teachers in public and private schools in Turkey (primary to secondary) only reaches 1.081 while the number of English as a Foreign Language (EFL) teachers rockets to 37.513 (Turkish Ministry of Education, 2019). Unfortunately, the number of tenured posts in public schools for FFL teachers has stagnated at 1 or 2 per year over the past few years, as shown in Table 1.

However, 10 Faculties of Education in Turkey still train FFL trainee teachers and around 200 of them graduate each year. Additionally, FFL trainee teachers need to succeed in the Turkish recruitment exam for teachers in order to be able to teach in the public sector in Turkey and therefore obtain a tenured post. This is the problem that FFL trainee teachers have to face as so many of them graduate each year compared to the number of tenured posts on offer. That is why this situation can be a cause of anxiety and loss of academic motivation among FFL trainee teachers.

The word anxiety comes from the greek "anxietas" and includes terms such as a constant and durable apprehension, fear or uncertainty and is a basic

About the Article

Type: Research

Received: 9 December 2021

Accepted: 16 April 2022

Published: 30 June 2022

DOI: 10.31805/acjes.971234

Corresponding Author:

Aline SARIYILDIZ

Bursa Technical University

Bursa/Turkey.

E-mail: aline.sariyildiz@btu.edu.tr

^aAline SARIYILDIZ

ORCID: <https://orcid.org/0000-0002-4219-5817>

Bursa Technical University, International Relations Office, Bursa, Turkey.

E-mail: aline.sariyildiz@btu.edu.tr

^bVeda ASLIM YETİŞ

ORCID: <https://orcid.org/0000-0002-0435-1217>

Anadolu University, Faculty of Education, Department of Foreign Language Education.

E-mail: vaslim@anadolu.edu.tr

*This research was funded by Anadolu University BAP (Project number 1909E144) and was produced from a master thesis (L'anxiété chez les futurs enseignants de FLE en Turquie face à leur avenir: une étude mixte explicative auprès d'étudiants de facultés de pédagogie). This article was presented at the 1st International Foreign Language Education Symposium in Ankara on 28-30th June 2021 and its abstract was published in the Abstract Book.

Suggested APA Citation

Sariyildiz, A., & Aslim Yetiş, V. (2022). Future anxiety of french as a foreign language trainee teachers in turkey: a mixed explanatory research with faculty of education students. *Academy Journal of Educational Sciences*, 6(1), 8-19. <http://dx.doi.org/10.31805/acjes.1033567>



Table 1. Number Of Tenured Posts For Foreign Language Teachers In Secondary State Schools In Turkey Published By The Turkish Ministry Of Education For The Years 2017, 2018, 2019, 2020 and 2021

Branch	Number of tenured posts March 2017(a)	Number of tenured posts March 2018(b)	Number of tenured posts November 2018(c)	Number of tenured posts March 2019(d)	Number of tenured posts January 2020 (e)	Number of tenured posts June 2020 (f)	Number of tenured posts March 2021 (g)
English	2.193	2.002	2.038	1.960	1.731	1.739	1.938
German	105	98	101	200	138	200	210
French	1	3	1	1	1	1	0

(a)/MEB, 2017; (b)/MEB, 2018a; (c)/MEB, 2018b; (d)/MEB, 2019; (e)/MEB, 2020a; (f)/MEB, 2020b; (g)/MEB, 2021

feeling in human beings (Kaya & Varol, 2004; Köknel, 2013, p. 17). Spielberger (1972) adds that anxiety is an unpleasant experience that involves feelings of apprehension, tension and fear. In education, anxiety can affect the learning capacity of students. Indeed, up to a certain degree, anxiety may not have any effect on the learning capacity of students but passed a certain threshold, it can have a facilitating effect. However, too high level of anxiety can have a debilitating effect on the students' learning capacity (Cüceloğlu, 2018).

Previous research focused on numerous factors for anxiety and academic achievement is one of them, as this type of anxiety can indeed have else positive or negative effects on the students' academic results (Bozkurt & al, 2017). In Turkey, most researches focus on occupational and self-efficacy anxiety of teachers and trainee teachers. This includes the relationships with the school management, colleagues, students and their parents, financial anxiety, anxiety due to technical competences or self-development and finally anxiety linked to the subject taught (Sadıkoğlu & al., 2018).

In foreign languages, language anxiety is also a cause of anxiety that should not be neglected as it can have a negative effect on the students' learning (Çapan & Aslım Yetiş, 2016). Especially for trainee teachers as they may experience language anxiety in two different ways. First of all, as learners of a foreign language they might feel some anxiety due to the fear of being judged by their peers or teacher, the fear of failure, the fear of being in an unfamiliar situation or the relationship with their teacher (Bekleyen, 2008; Aslım Yetiş, 2012). Then, as trainee teachers, if the language taught is not their mother tongue, they might feel some anxiety due to the perception of their language skills, their lack of experience, the fear of being judged by their students and/or other teachers or the lack of interest from learners (Aydın & Ustuk, 2020).

Another cause for anxiety is the Turkish recruitment examination for teachers (KPSS), a compulsory exam in order to obtain a tenured post in Turkish state schools. Indeed, the preparation for this exam, the fear of failure and occupational anxiety seem to be recurrent in trainee teachers taking the exam (Doğan Altun & al., 2017). Unfortunately, obtaining a good grade at this national exam is not sufficient for FFL trainee teachers as they are then faced with only one or two tenured posts each year for the whole country. This problem is not specific to FFL trainee teachers and various research have put forward that a lack of tenured posts for trainee teachers could lead to anxiety problems (Yalçın, 2014).

Three previous studies administered the anxiety scale due to non-tenure of trainee teachers but none of them studied FFL trainee teachers focusing on other majors (Eskici, 2016; Ince-Aka & Yılmaz, 2018; Özcan, 2019). That is why this research is all the more important.

But if trainee teachers experience anxiety, does it affect their academic motivation? According to the Self-determination

Theory, motivation is "a hypothetical construct that is used to define the internal and/or external forces that generate the initiation, the direction, the intensity and the persistence of one's behaviour" (Vallerand & Thill, 1993, as cited in Vallerand & al, 2019). Moreover, Eison & Milton reckon that learners that are extrinsically motivated tend to feel more anxious than learners that are intrinsically motivated (Eison & Milton, 1981, as cited in Deci and Ryan, 1985). In some cases, anxiety can also be a factor of motivation if not extreme (Develi, 2006). Academic motivation and anxiety are therefore connected.

The aims of this research are therefore to determine if this situation affects the level of anxiety due to non-tenure of FFL trainee teachers, to establish the causes of this anxiety and to understand if they are confronted with feelings of incertitude towards their future. Another aim of this research is to investigate the impact of non-tenure on their academic motivation.

Method

Research Design

The present research was carried out following a mixed explanatory design. It includes a quantitative phase using two scales followed by a qualitative phase carried out through semi-directed interviews that helps verify and comprehend the quantitative results obtained.

Study Group

Quantitative sample

The sample for the quantitative phase of the research includes 428 trainee teachers from the FFL departments of 6 Turkish Faculties of Education in Turkey during the academic year 2019-2020: Anadolu University, Bursa Uludağ University, Dokuz Eylül University, Gazi University, Hacettepe University and Marmara University. The minimum size for the sample was calculated using the method from Bartlett, Kotrlik & Higgins (2001) so that the sample size is representative of the population.

Qualitative sample

A convenience sampling method was used to select trainee teachers from the FFL departments of Universities 1 and 2 who participated in the quantitative phase of the research. Moreover, maximum scale sampling was privileged in selecting trainee teachers showing the highest and the lowest levels of anxiety due to non-tenure and students spread across the years of study (Table 2).

Data Collection Tools

The first scale used during the quantitative phase was the "Anxiety Scale due to Non-Tenure of Trainee Teachers" by Eskici (2016) which is a 5 point Likert scale consisting of 13

Table 2. Summary Of The Quantitative And Qualitative Samples

Quantitative Sample			Qualitative Sample		
Independent variables	Study Group	Total Number of Participants	Independent variables	Study Group	Total Number of Participants
Gender	Female	303	Gender	Female	10
	Male	125		Male	8
University	University 1	104	University	University 1	9
	University 2	46			
	University 3	67			
	University 4	53			
	University 5	90			
	University 6	68		University 2	9
Socio-economical Background	≤ 3.700 TL*	162	Socio-economical Background	≤ 3.700 TL*	4
	3.700 – 7.400 TL	174		3.700 – 7.400 TL	11
	≥ 7.400 TL	75		≥ 7.400 TL	3
Year of Study	1st year	140	Year of Study	1st year	4
	2nd year	92		2nd year	3
	3rd year	94		3rd year	4
	4th year	102		4th year	7
Total		428	Total		18

*TL: Turkish Lira

items distributed into 2 sub-dimensions: fear of non-tenure and self-perception.

The second scale was the “Turkish version of the Academic Motivation Scale (AMS)” adapted by Can (2015) which is a 7 points Likert scale consisting of 28 items distributed into 3 sub-dimensions: extrinsic motivation, intrinsic motivation and amotivation.

For the qualitative phase, questions for the semi-directed interviews were prepared according to the results obtained from the quantitative phase. The interview forms were then checked by 3 experts and pilot interviews were conducted as recommended by Adıgüzel (2016) for credibility purposes.

Data Analysis

For the first scale of the quantitative phase, a value contained between -1,96 and +1,96 to the Skewness test of normality allowed us to perform parametric tests. But the Skewness and Kurtosis test of normality for the second scale only allowed the use of non-parametric tests. Moreover, in order to better compare the results with the first scale, the results of the AMS scale were transformed into a 5 point Likert scale. Both scales were analysed according to 4 independent variables: gender, university, year of study and socio-economical background of the participants.

For the qualitative phase, semi-directed interviews were realised during the spring semester 2019-2020. Once the interviews were completed, they were transcribed to be analysed. A content analysis was then realized using a moderate inductive analysis as described by Anadon & Savoie-Zajc (2009) and the consensus of coding was verified by experts as recommended by Miles & Huberman (1994). The quantitative and qualitative results were analysed separately and then a mixed analysis of the research was carried out.

In order to carry out this research, approval from Anadolu University Scientific Research and Publishing Ethic Committee for Humanities and Social Sciences was obtained as well as permission from the universities where the research was carried out.

Ethical Permission Information of the Study

In this study, all the rules stated in the Committee on Publication Ethics (COPE) were followed.

Ethics Committee Permit Information

Ethics Board that Conducts the Assessment: Anadolu University, Scientific Research and Publishing Ethic Committee for Humanities and Social Sciences
Date of Assessment Decision: 13/09/2019
Assessment Document Number: 71358

Results

Quantitative Results

The findings for the anxiety scale due to the non-tenure of trainee teachers by Eskici (2016) were analysed using parametric tests.

The sub-dimensions of anxiety fear of non-tenure and self-perception (Table 3) respectively show a mean value of $X=2,97$ and $X=3,08$. The mean value for the full scale reached $X=3,00$. These results do not reflect a level of anxiety due to non-tenure as high as could have been expected, as shown in Table 3.

The results according to the sex of the participants (Table 4) show a slightly higher level of anxiety due to non-tenure for female trainee teachers compared to males, but no significant differences were reported with $p>,05$. Likewise, no



Table 3. Non-tenure anxiety of FFL trainee teachers

Sub-dimensions	Number of items	N	SD	Mean
Fear of non-tenure	10	428	1,14	2,97
Self-perception	3	428	1,32	3,08
Total	13	428	1,16	3,00

Table 4. T-Test Results For Non-Tenure Anxiety According To Gender Of FFL Trainee Teachers

Sub-dimensions	Gender	N	M	SD	t	p
Fear of non-tenure	Female	303	3,02	1,11	-1,408	0,160
	Male	125	2,85	1,20		
Self-perception	Female	303	3,13	1,29	-1,399	0,204
	Male	125	2,95	1,37		
Total	Female	303	3,05	1,13	-1,399	0,163
	Male	125	2,87	1,21		

Table 5. Differences Between Universities For Non-Tenure Anxiety Of FFL Trainee Teachers Of The Same Sex (Two Factors Variance Analysis - Anova)

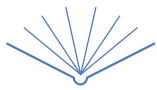
Sex	Sub-dimensions	University	N	M	Source of variance	Sum of squares	SD	F	Sig. p	Post Hoc -Tukey
Male	Fear of non-tenure	Univ. 1	37	2,29	Inter-groups	23,27	5	3,596	0,005*	1-5
		Univ. 2	11	2,95						
		Univ. 3	19	2,88	Intra-groups	154,01	119			
		Univ. 4	14	2,65						
		Univ. 5	22	3,40	Total	177,29	124			
		Univ. 6	22	3,30						
Levene : 2,168 p=0,062										
Male	Self-perception	Univ. 1	37	2,37	Inter-groups	21,93	5	2,484	0,035*	1-6
		Univ. 2	11	3,36						
		Univ. 3	19	3,07	Intra-groups	210,15	119			
		Univ. 4	14	2,83						
		Univ. 5	22	3,21	Total	232,08	124			
		Univ. 6	22	3,45						
Levene : 1,045 p=0,394										
Male	Total	Univ. 1	37	2,31	Inter-groups	22,43	5	3,329	0,008*	1-5
		Univ. 2	11	3,05						
		Univ. 3	19	2,92	Intra-groups	160,36	119			
		Univ. 4	14	2,69						
		Univ. 5	22	3,35	Total	182,78	124			
		Univ. 6	22	3,34						
Levene : 1,850 p=0,108										

*p<.05

significant differences were reported according to the other independent variables.

In general, no significant differences were reported according to the university of origin either (Table 5). However, significant differences were found between male trainee teachers. The level of anxiety due to non-tenure for male trainee teachers at University 1 was significantly lower than those at Universities 5 and 6 (Table 5).

In addition, significant differences were reported at University 1 between male and female trainee teachers, as shown in Table 6. The latter showed significantly higher levels of anxiety due to non-tenure for both sub-dimensions with $p < 0.5$. Indeed, the results for the fear of non-tenure show a mean level for female trainees $M = 2,93$, whereas the mean for male trainees is only $M = 2,29$. Likewise, concerning self-perception, the mean for female trainee teachers is $M = 3,07$ and for male trainees $M = 2,37$.

**Table 6.** Differences Per University For The Sub-Dimensions Of The Scale Of Anxiety Due To Non-Tenure According To The Sex (T-Test For Independent Samples)

University	Sub-dimensions	Sex	N	M	SD	t	p	
University 1	Fear of non-tenure	Female	67	2,93	1,05	-3,030	0,003*	
		Male	37	2,29	0,99			
	Levene : 0,165 p= 0,686							
	Self-perception	Female	67	3,07	1,27	-2,781	0,006*	
		Male	37	2,37	1,17			
	Levene : 1,464 p=0,229							
Total	Female	67	2,96	1,08	-3,011	0,003*		
	Male	37	2,31	1,02				
Levene : 0,454 p=0,502								

*p < .05

Table 7. Descriptive Statistics for the Academic Motivation Scale

Sub-dimensions	Number of items	N	Mean	SD
Extrinsic Motivation	12	428	3,65	0,73
Intrinsic Motivation	12	428	3,49	0,87
Amotivation	4	428	1,94	1,05
Total	28	428	3,64	0,67

Table 8. Mann Whitney U Test Results For Levels Of Academic Motivation According To Gender

Sub-dimensions	Gender	N	M	SD	Mean rank	Z	MWU	p
Extrinsic Motivation	Female	303	3,76	0,69	233,84	-5,040	13076,50	0,000*
	Male	125	3,38	0,75	167,61			
Intrinsic Motivation	Female	303	3,57	0,87	226,73	-3,186	15232	0,001*
	Male	125	3,29	0,83	184,86			
Amotivation	Female	303	1,81	0,99	199,63	-3,927	14432	0,000*
	Male	125	2,25	1,14	250,54			
Total	Female	303	3,74	0,65	234,85	-5,299	12772	0,000*
	Male	125	3,39	0,66	165,18			

*p < .05

The second scale administered was the Turkish Version of the Academic Motivation Scale adapted by Can (2015). The results were obtained using non-parametric tests.

As shown in Table 7, the mean for the full scale $M= 3,64$ (out of 5) shows a higher level of academic motivation than that of anxiety due to non-tenure ($M= 3,00$). Significant differences were reported according to the sex, university and socio-economical background of the trainee teachers.

Significant differences were reported between gender for all the sub-dimensions (Table 8) with female trainee teachers showing overall significantly higher levels of extrinsic (Female $M= 3,76$, Male $M= 3,38$), intrinsic (Female $M= 3,57$, Male $M= 3,29$) and total (Female $M= 3,74$, Male $M= 3,39$) motivation and a significantly lower level of amotivation (Female $M= 1,81$, Male $M= 2,25$).

As shown in Table 9, significant differences between universities were found for extrinsic motivation only. First, a test of Kruksal Wallis put forward some significant differences between universities ($p < .05$) and then a Mann Whitney U test

showed that the level of extrinsic motivation at University 1 ($M= 3,47$) is significantly lower than that of University 4 ($M= 3,89$) and University 2 ($M= 3,80$) Universities. Moreover, the levels of extrinsic motivation between University 4 ($M= 3,89$) and University 1 ($M= 3,89$), University 3 ($M= 3,89$) and University 6 ($M= 3,89$) differ significantly (Table 9).

Some significant differences were reported for extrinsic motivation levels according to the socio-economical background of the FFL trainee teachers (Table 10). The level of extrinsic motivation for trainee teachers from the lowest income groups showed higher levels of extrinsic motivation (Group 1 $M= 3,67$ and group 2 $M= 3,71$) compared to the higher income group (Group 3 $M= 3,42$). However, no significant differences in academic motivation were reported according to the year of study.

Following the analysis of both scales, tests of correlation between anxiety due to non-tenure and academic motivation were performed as shown in tables 11 and 12.

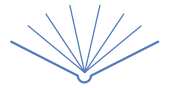


Table 9. *Kruksal Wallis And Mann Whitney U Tests For The AMS According To The University Of FFL Trainee Teachers*

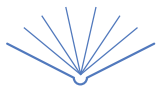
Sub-dimensions	University	N	M	SD	Mean Rank	X ² KHW	p	MWU
Extrinsic Motivation	Univ. 1	104	3,47	0,82	190,47	11,969	0,035*	1-2 1-4 3-4 3-6
	Univ. 2	46	3,80	0,69	238,82			
	Univ. 3	67	3,60	0,73	205,69			
	Univ. 4	53	3,89	0,60	252,48			
	Univ. 5	90	3,70	0,70	222,41			
	Univ. 6	68	3,60	0,64	203,41			
Intrinsic Motivation	Univ. 1	104	3,48	0,83	213,60	3,453	0,630	
	Univ. 2	46	3,66	0,75	238,91			
	Univ. 3	67	3,37	0,94	199,19			
	Univ. 4	53	3,50	0,76	213,08			
	Univ. 5	90	3,54	0,93	221,67			
	Univ. 6	68	3,41	0,93	206,06			
Amotivation	Univ. 1	37	1,70	0,92	187,26	9,751	0,083	
	Univ. 2	11	1,77	0,82	205,10			
	Univ. 3	19	2,22	1,19	239,88			
	Univ. 4	14	2,07	1,11	227,75			
	Univ. 5	22	1,93	1,03	214,31			
	Univ. 6	22	2,05	1,14	227,43			
Total	Univ. 1	37	3,60	0,70	209,67	6,039	0,302	
	Univ. 2	11	3,80	0,57	243,16			
	Univ. 3	19	3,53	0,72	194,99			
	Univ. 4	14	3,73	0,58	227,13			
	Univ. 5	22	3,69	0,70	222,64			
	Univ. 6	22	3,57	0,65	201,10			

*p<.05

Table 10. *Kruksal Wallis And Mann Whitney U Tests For The AMS According To The Socio-Economical Background Of FFL Trainee Teachers*

Sub-dimensions	Socio-economical background	N	M	SD	Mean Rank	X ² KHW	p	MWU
Extrinsic Motivation	≤ 3.700TL**	162	3,67	0,74	210,96	7,149	0,028*	1-3 2-3
	3.700 – 7.400 TL	174	3,71	0,69	215,54			
	≥ 7.400TL	75	3,42	0,78	173,15			
Intrinsic Motivation	≤ 3.700TL**	162	3,51	0,86	210,56	2,306	0,316	
	3.700 – 7.400 TL	174	3,51	0,85	209,86			
	≥ 7.400TL	75	3,32	0,94	187,19			
Amotivation	≤ 3.700TL**	162	2,05	1,09	216,98	4,192	0,123	
	3.700 – 7.400 TL	174	1,86	1,07	192,23			
	≥ 7.400TL	75	1,95	0,93	214,23			
Total	≤ 3.700TL**	162	3,64	0,68	207,83	4,089	0,129	
	3.700 – 7.400 TL	174	3,68	0,64	214,72			
	≥ 7.400TL	75	3,47	0,74	181,81			

*p<.05, TL: Turkish Liras

**Table 11.** Spearman Correlation Test Between Anxiety Due To Non-Tenure And Academic Motivation Of Trainee Teachers Of FFL

Sub-dimensions		Fear of non-tenure	Self-perception	Total (Full scale)
Extrinsic Motivation	Spearman Correlation Coefficient	0,045	0,036	0,043
	p	0,354	0,462	0,372
Intrinsic Motivation	Spearman Correlation Coefficient	-0,070	-0,013	-0,057
	p	0,150	0,796	0,242
Amotivation	Spearman Correlation Coefficient	0,112	0,063	0,102
	p	0,020*	0,193	0,035*
Total	Spearman Correlation Coefficient	-0,047	-0,002	-0,037
	p	0,329	0,960	0,449

* $p < .05$.**Table 12.** Spearman Correlation Test Between Anxiety Due To Non-Tenure And Academic Motivation Of Trainee Teachers Of FFL According To Gender

Gender	Sub-dimensions		Fear of non-tenure	Self-perception	Total (Full scale)
Female	Extrinsic Motivation	Spearman Correlation Coefficient	0,124	0,066	0,112
		p	0,031*	0,251	0,052
Male	Intrinsic Motivation	Spearman Correlation Coefficient	-0,189	-0,122	-0,174
		p	0,035*	0,176	0,053

* $p < .05$.

The test of correlation between all the sub-dimensions of both scales (Table 11) showed a positive correlation between the fear of non-tenure ($p=.02$) and the overall level of anxiety due to non-tenure ($p=.035$) and the levels of amotivation of FFL trainee teachers. According to these results, when anxiety levels rise, amotivation among trainee teachers also increases. Another test of correlation was performed according to gender.

Confirming the previous results, a positive correlation between fear of non-tenure and amotivation for female trainee teachers was found as shown in Table 12. Meaning that as the level of anxiety increases, the level of amotivation of female trainee teachers also increases. In addition, a negative correlation between the fear of non-tenure and amotivation for male trainee teachers was reported. Put differently, when the level of anxiety of male trainee teachers rises, their level of intrinsic motivation decreases.

Qualitative Results

General anxiety of the participants

The results showed that the majority of participants (13 out of 18) felt anxiety in general and that nearly all participants (16 out of 18) felt anxiety towards their future. This anxiety includes anxiety due not only to non-tenure but also due to the KPSS exam, the search for a job or the fear of not being able to provide for one's family.

Of course, I feel anxious about my future. Even if I don't feel it in my everyday life, I can feel it when I think about the future. Because it is all uncertain for me. (P1)

Reasons for anxiety about the future

The anxiety that participants feel is therefore a broader type of anxiety about their future and the reasons for it are diverse. With the near inexistent number of tenure posts each year for

FFL trainee teachers, anxiety due to non-tenure is indeed a cause for anxiety for 7 participants out of 18. But before being able to apply for tenure, trainee teachers have to pass the recruitment exam for teachers (KPSS). This is again a great cause of anxiety for FFL trainee teachers (10 out of 18) who experience anxiety. Indeed, even if they obtain the highest possible score in the exam, their tenure is still improbable with only 1 or 2 posts available each year.

*Anxiety because if I had to take the KPSS exam, I have the feeling that I would fail. That type of anxiety. (P3)
Actually, it stresses you. [...] You have to work particularly hard to prepare for this exam. (P11)*

Another important source of anxiety for FFL trainee teachers is the fear of not finding a satisfying job and not being able to be financially independent and support their family, leading to trainee teachers feeling unhappy in life.

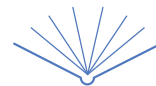
If I am not happy professionally or if I don't earn enough to support myself, these are two things that add more anxiety. (P12)

Following an FFL programme can also be a source of anxiety for trainee teachers. Indeed 10 participants out of 18 consider that the FFL study programme is difficult.

Many students give up before graduating from FFL because they can't make it. (P16)

Moreover, the majority of participants deem their linguistic skills in French inadequate, leaving trainee teachers feel anxious at the idea of teaching a language they don't fully master.

Concerning my level of French, it is not enough for now. Unfortunately, I have doubts about it [my level of French]. (P3)



Without knowing the basics in French, we are taught how to teach. [...] But as for French, it is inadequate. (P17)

Some trainee teachers also experience some anxiety after the first year of preparatory course when they start their first year at the Faculty of Education.

After the preparatory year, I arrived at the faculty. I was like a fish out of water. It was difficult. (P18)

Actions Taken by the Participants to Address Anxiety about the Future

Anxiety is a reality for the majority of the participants and they anticipate a non-tenure and try to plan their careers accordingly. Most FFL trainee teachers (17 out of 18) claim that they are willing to teach French in private schools or courses. Finding a job directly linked to the French language in the private sector (private schools, translation, tourism etc.) is the most common answer from the participants.

I want to work in private schools. Actually, that's my first choice. (P17)

Some are also willing to work in the private sector where they could put their French to profit:

I think I could do some translations. Or I would be interested in becoming a tourist guide. (P1)

Most participants (16 out of 18) are also interested in going to work abroad.

Going abroad is one of the reasons why I decided to study foreign languages. (P9)

But some participants are also ready to work in different sectors of activity. It can range from working for foreign private companies to being a hostess, working in the trade sector, gastronomy or music sector.

We can use it [French] in private companies. Or to work for foreign companies. There are many private companies. There are many sectors where to get experience and work. You can apply to French companies. (P16)

We can therefore deduce that FFL trainee teachers are aware of the difficult situation they have to face and have accepted it. In fact, they deem it unlikely that they will obtain a tenured post.

I am sure that I will not get a tenured post. I have given up hope. (P3)

This desperate situation could have had an effect on the trainee teachers' academic motivation but it seems that this is not the case.

I would say that my motivation has increased. I started to take my responsibilities and the more I assume those responsibilities, the happier I am. (P8)

I worked hard to improve my French and my motivation has increased. (P18)

Overall, it would seem that the participants have accepted the situation and do not expect to obtain a tenured post. They have already thought about other available job opportunities in the private sector. That is why the lack of tenured posts does not seem to affect their academic motivation.

Solutions Put Forward by the Participants

The participants also mentioned several solutions in order to improve the number of tenured posts offered each year to FFL trainee teachers by the Turkish Ministry of Education (MEB). The opportunity for high school students to choose their second foreign language is the most common with 12 out of 18 participants thinking it would be beneficial.

In my opinion, all students should be able to learn a second foreign language and to choose among several languages. (P2)

Moreover, they recommend starting learning a second foreign language earlier (primary or secondary school).

In my opinion, just like for English, there should be compulsory lessons in French or German, taking into account the wishes of the students, as early as primary school. (P7)

These solutions would allow the creation of more tenured posts for FFL trainee teachers as one participant mentioned: "There should be the possibility for students to choose French [as a foreign language] for teachers to be able to get a tenured post." (P17)

At the level of the Turkish Higher Education Council (YÖK), the participants addressed the need to balance the number of tenured posts for FFL trainee teachers with the number of FFL students graduating from Faculties of Education each year.

There are 10 faculties [that offer training in FFL] and 250 graduates. Like I said, the number of tenured posts could be higher. They wouldn't stay unemployed. (P3)

If this department is available at university, then the number of graduate students each year should be examined. If there are 200 / 250 graduates for only 3 tenured posts, then it should be looked into and the situation evaluated. (P18)

Finally, the academic staff educating trainee teachers of FFL has an important role to play. Several participants mentioned the importance of keeping the students motivated and adapting to new generations of students.

[...] University academic staff should not impose the idea that our branch has no job opportunities. I think it is very important. (P5)

I hope that our teachers will adapt to today's World. Because students from our generation are very different. We use new technologies and our lives are very different from that of our teachers. I hope that they will be able to adapt. (P4)

The solutions put forward by the participants could lead to changes at different levels (MEB, YÖK or the university) which could have a positive effect on the number of tenured posts available each year for trainee teachers of FFL and on their level of anxiety towards the future.

Mixed Results

A mixed analysis was performed with 2 objectives in mind: A complementary objective aiming at understanding the quantitative results and an expansion objective through new elements collected with the qualitative analysis.



Low level of anxiety of ffl trainee teachers

Overall, a higher level of anxiety due to non-tenure could have been expected. However, the quantitative results of Eskici's scale (2016) showed a mixed picture with averages of 2,97/5 for the fear of non-tenure, 3,08/5 for self-perception and finally 3/5 for the full scale. Moreover, no significant differences were noticed according to the independent variables.

These results can be explained via the results obtained during the qualitative phase. Non-tenure does not seem to create anxiety among the participants in the semi-directed interviews. They feel that it is highly unlikely (14/18 participants) or unlikely (4/18) that they will qualify for a tenured post, claiming that "seeing the situation as it is, it would be absurd to think that I could obtain a tenured post." (P1) FFL trainee teachers are therefore aware of the situation that awaits them after graduating very early in their university studies.

That is why the results of the quantitative phase show lower anxiety levels than expected, as trainee teachers have accepted the situation and start making career plans as soon as they enter university. These plans include working in private schools or courses, working abroad or even in a different sector of activity.

No lit will not affect me]. Because it's my plan A [a tenured post]. If plan A does not work, I will get on with plan B. (P8)

No, it will not affect me because I planned my future accordingly [not obtaining tenure]. (P18)

Trainee teachers of FFL have the capacity to reflect on the situation and realize the difficulties to obtain a tenured post; they accept the situation and finally reflect on various possible job opportunities.

Academic motivation and its correlation to future anxiety of ffl trainee teachers

Quantitative results show that the level of extrinsic motivation of trainee teachers reaches $X=3,65/5$, of intrinsic motivation $X=3,49/5$ and for the full scale $X=3,64/5$. Moreover, the level of amotivation is rather low with $X=1,94/5$. Taking into account the situation FFL trainee teachers face, their level of academic motivation is higher than expected. It appears that most trainee teachers have voluntarily chosen to study FFL at university which has a positive effect on their motivation. Also, as they have accepted the fact that obtaining a tenured post is highly unlikely, it does not have a negative impact on their academic motivation. On the contrary, they start investigating career opportunities that are available for French speakers early in their university studies.

Some significant differences were noticed in the academic motivation during the quantitative phase of the research; in particular concerning socio-economical groups. Indeed, trainee teachers from lower income groups (groups 1 and 2) seem to have a higher level of extrinsic motivation than those from the higher socio-economical group (group 3). These differences can be explained by the fact that students from lower socio-economical groups wish to graduate as early as possible in order to join the labor market and earn a living. Indeed, most participants in the interviews (14 out of 18) claimed that they were eager to be financially independent of their families.

To sum up, the academic motivation of FFL trainee teachers is higher than expected and their level of anxiety due to non-tenure is lower than expected. This is because the anxiety felt by trainee teachers includes other factors leading to a broader type of anxiety.

A broader type of anxiety: future anxiety

The qualitative phase of the research uncovered some new elements. It is indeed clear that FFL trainee teachers feel anxiety towards their future.

The KPSS exam is a source of anxiety due to the fear of failing and the stress linked to the preparation of the exam itself. The fear of being unhappy in life brings anxiety due to the fear of not finding a suitable job and not being able to earn a suitable living. And finally, studying FFL can be another source of anxiety due to the difficulty of the French language and the lack of linguistic skills felt by participants. This language anxiety is double for FFL trainee teachers: As a learner of French, and as a teacher.

Hopes and Expectations

FFL trainee teachers are aware of the situation very early in their university studies and therefore do not have much hope of obtaining a tenured post in Turkish state schools. This gives them ample time to reflect on the career opportunities available to them, leading to a level of anxiety lower than could be expected.

They are expecting a change in the situation that according to them could start with the introduction of a second foreign language in schools earlier and the possibility for students to be able to choose their second foreign language. These two options would lead to an increased need for foreign language teachers in Turkish state schools and therefore an increase in the number of tenured posts.

Discussion, Conclusion and Suggestions

To conclude, the importance of using a mixed method for this study must be stressed. Indeed, it allowed a better understanding of the quantitative results and highlighted new elements in the qualitative phase.

The research highlights the fact that FFL trainee teachers have accepted the situation as it is statistically highly unlikely that they will obtain tenure. Moreover, they have given up the hope of tenure very early in their university studies which leads to a rather low level of anxiety due to non-tenure. Compared to previous researches using the same scale of anxiety due to non-tenure by Eskici (2016), FFL trainee teachers show lower levels of anxiety than trainee teachers from other branches as shown in table 13.

Table 13. Summary of Previous Researches' Results of the Anxiety Due to Non-Tenure Scale by Eskici (2016)

References	N	Fear of non-tenure (Mean X)	Self-perception (Mean X)	Full scale (Mean X)
Results from this research	428	2,97	3,08	3,00
Menekşe (2016)	468	3,97	2,60	3,65
İnce-Aka et Yılmaz (2018)	80	3,92	3,87	4,01
Özcan (2019)	320	-	-	3,55



In previous studies, FFL trainee teachers were not included. The sample for Ince-Aka and Yılmaz (2018) included maths and science trainee teachers, while Eskici (2016) and Özcan (2019) used a broader sample, including primary trainee teachers, Turkish language or English as a Foreign Language (EFL) to mention a few of them. The fact that FFL trainee teachers are aware of the situation, that they have accepted it and that they have reflected on the various career opportunities available to them, results in a lower level of anxiety due to non-tenure compared to trainee teachers from other branches.

Academic motivation ($X=3,65/5$) can be explained by their voluntary choice to study FFL at university and the satisfaction of their branch. Similarly to Gömleksiz and Serhatlioğlu (2013), amotivation is higher for male trainees compared to females. Regarding significant differences due to the socio-economical background of the trainee teachers (lower income groups showing higher levels of extrinsic motivation), those with a lower income may show higher levels of academic motivation if they wish to graduate as early as possible in order to find a job and start earning a living (Kaya & Varol, 2004). According to Viau (2009), the perception learners have of themselves and their environment determines their choice to get involved or not in their learning. Here, they seem to get involved in their learning process because they claim having voluntarily chosen this field of study, they are aware of the problems they will have to face after graduating and start reflecting on their career opportunities early in their university studies.

But FFL trainee teachers do suffer from future anxiety because obtaining a very high mark in the KPSS exam is not enough. No matter how much work and effort they put in for the KPSS exam or during their university studies, their tenure is still highly unlikely or even impossible. This situation leads to future anxiety due to the fear of not finding a job or not being able to earn a living as it is the case for most university graduates (Sadıkoğlu et al., 2018). Just like most trainee teachers in Turkey, the KPSS exam is another source of anxiety for FFL trainee teachers. The fear of failure and anxiety due to the preparation for the exam as well as the knowledge that they must obtain a really good score to pretend to a tenured post are all factors leading to being anxious (Baştürk, 2007; Karaçanta, 2009; Çetin, 2013).

Moreover, language anxiety is another source of anxiety as participants have claimed that their linguistic skills were inadequate. First, anxiety is felt as learners of a foreign language. Indeed, the fear of being judged, the fear of failure or of being in an unfamiliar situation (Bekleyen, 2008) or even the relationship learner-teacher (Aslım Yetiş, 2012) may affect trainee teachers. Then, anxiety is felt as a teacher of foreign language where trainee teachers will feel anxiety due to the perception of their linguistic skills, their lack of experience, the lack of interest from learners or difficulties linked with time management (Aydın & Ustuk, 2020).

If more tenured posts were offered to FFL trainee teachers each year, academic achievement at university and a higher level of skills (linguistic, pedagogical and communicative) would have more importance in their selection process. This would lead trainees to put more effort in achieving academic success, in turn decreasing their levels of language anxiety.

It is important to stress that trainee teachers are satisfied from their branch and appreciate the French language; therefore decreasing the number of places in FFL departments in Turkish universities should not be recommended. The Turkish Ministry of Education (MEB) seems to focus on the

development of ELT throughout the country with around 2000 tenured posts in 2021 and similar numbers in previous years. It is undeniable that English is the new Lingua Franca and should be taught in Turkish state schools but language diversity should also be considered. French is an official language in many countries in Europe, Africa or Canada and therefore should be considered as a second foreign language to be taught in schools on a broader scale as it can facilitate Turkey's commercial, political, cultural and scientific exchanges with many countries worldwide.

Moreover, the Common European Framework of Reference for Languages (CEFR) highly recommends teaching a diversity of foreign languages in order to promote plurilingualism:

The aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence. (Council of Europe, 2001, p.5)

However, it would seem that the French language, just like other foreign languages other than English, is not widely available as a 2nd foreign language in Turkish state schools and this situation does not allow Turkish learners to "develop a plurilingual competence" as recommended by the CEFR. Developing plurilingualism in Turkey would create a need for a more diverse range of language teachers and increase the need for tenured posts for FFL teachers.

University academic staff can also be affected by the situation as they have to accept the idea that their students will not become teachers, the job they are being trained for. Just like trainee teachers, this can affect their academic motivation. Indeed, if intrinsically motivated, they may be affected by the lack of tenured posts offered to their students and share their future anxiety and fears for an uncertain future. According to Sogunro (2015), the quality of teaching at university has an effect on the students' motivation. Therefore, we could wonder whether the level of motivation from academic staff at universities will have an effect on the quality of the teaching they deliver. Motivation and quality of teaching delivered at university could, in turn, affect the level of anxiety and academic motivation of FFL trainee teachers.

Finally, the following topics could be researched in the future;

This research highlights that FFL trainee teachers do suffer from future anxiety and therefore it would be interesting to develop a broader scale that would include all the factors causing future anxiety among trainee teachers and not only non-tenure.

Comparing the results obtained for FFL trainee teachers with those from other branches and particularly with other Foreign Language Teaching departments in Turkish universities. Indeed, the number of tenured posts for teachers of English or German for instance are much higher than that of FFL teachers. A detailed study taking into account anxiety factors specific to language teachers and very different numbers of tenured posts would be of great interest.

We believe that future anxiety and non-tenure of FFL trainee teachers also have an effect on the motivation of academic staff at universities and that it should be further researched.

The reasons behind the choices made by the Turkish Ministry of Education (MEB) regarding the number of tenured posts

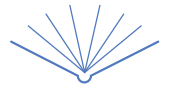


offered each year to trainee teachers and the policies in place for the dissemination of foreign languages in Turkish state schools should be examined and evaluated. Why more tenured posts for FFL trainee teachers are not offered each year, why not start learning a second foreign language earlier? That is why the needs, difficulties and advantages of the above mentioned topics should be examined on a broad scale including many stakeholders such as MEB, state schools in Turkey, teachers, learners or parents.

Plurilingualism in Turkish state schools and the dissemination of various foreign languages as promoted by the CEFRL is another topic that should be examined as it seems that it is not something that is sufficiently encouraged and promoted in Turkey. Plurilingualism would be an added value for graduate students, increasing their employability and, of course, having a positive effect on their levels of future anxiety.

References

- Adıgüzel, O. C. (2019). *Eğitim programlarının geliştirmesinde ihtiyaç analizi el kitabı*. Anı Yayıncılık.
- Anadon, M., & Savoie-Zacj, L. (2009). Introduction: l'analyse qualitative des données. *Recherches Qualitatives*, 28(1), 1-7. [http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero28\(1\)/introduction28\(1\).pdf](http://www.recherche-qualitative.qc.ca/documents/files/revue/edition_reguliere/numero28(1)/introduction28(1).pdf)
- Aslım Yetiş, V. (2012). La production orale en langue étrangère: Vaincre l'anxiété. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 25(1), 145-166. <https://dergipark.org.tr/tr/download/article-file/153466>
- Aydın, S., & Ustuk, Ö. (2020). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44-55. <https://doi.org/10.17323/jle.2020.10083>
- Bartlett, J., Kotrlík, J., & Higgins, C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, 19, 43-50.
- Baştürk, R. (2007). Kamu personeli seçme sınavına hazırlanan öğretmen adaylarının sınav kaygı düzeylerinin incelenmesi. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 17(2), 163-176. <https://app.trdizin.gov.tr/makale/TmpZNU5ESXk/kamu-personeli-secme-sinavina-hazirlanan-ogretmen-adaylarinin-sinav-kaygi-duzeylerinin-incelenmesi>
- Bekleyen, N. (2008). Foreign language anxiety. *Çukurova Sosyal Bilimler Enstitüsü Dergisi*, 13(2), 27-39. <https://dergipark.org.tr/tr/download/article-file/50169>
- Bozkurt, S., Ekitli, G., Thomas, C., & Cassidy, J. (2017). Validation of the Turkish version of the cognitive test anxiety scale-revised. *Sage Open*, (January-March), 1-9. <https://doi.org/10.1177/2158244016669549>
- Can, G., (2015). Turkish version of the academic motivation scale. *Psychological Reports*, 116(2):388-408. <https://doi.org/10.2466%2F14.08.PRo.116k24w5>
- Council of Europe. (2001). *Common european framework of reference for languages: learning, teaching, assessment*. Cambridge University Press.
- Cüceloğlu, D. (2018). *İnsan ve davranışı*. Remzi Kitabevi.
- Çapan Tekin, S., & Aslım Yetiş, V. (2016). Réduire l'anxiété langagière en production orale: Jeux de rôles en FLE. *Humanitas*, 4(7), 73-102. <https://dergipark.org.tr/tr/pub/humanitas/issue/26343/277563>
- Çetin, Ş. (2013). Eğitim Fakültesi Öğrencilerinin kamu personeli seçme sınavına (KPSS) yönelik kaygılarının incelenmesi. *Milli Eğitim*, 197(Kış), 158-168. <https://dergipark.org.tr/tr/download/article-file/442041>
- Deci, E., & Ryan, R. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science and Business Media.
- Demircan, Ö., (1988). *Dünden bugüne Türkiye'de yabancı dil*. Remzi Kitabevi.
- Develi, E. (2006). *Konya'da ilköğretim okullarında görev yapan beden eğitimi öğretmenlerinin sürekli kaygı durumlarının incelenmesi* (Non-published Master thesis). Selçuk Üniversitesi Sağlık Bilimleri Enstitüsü.
- Doğan Altun, Z., Avcı, G., Özüpekçe, S., & Gümüş, N. (2017). Eğitim fakültesi öğrencilerinin kamu personeli seçme sınavı (KPSS) kaygısının incelenmesi. *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish and Turkic*, 12(33), 151-166. <http://dx.doi.org/10.7827/TurkishStudies>
- Eskici, M., (2016). Öğretmen adaylarının atanama kaygılarının çeşitli değişkenlere göre incelenmesi. *Turkish Studies (Elektronik)*, 11(19), 361-378. <http://dx.doi.org/10.7827/TurkishStudies.10035>
- Gömlüksüz, M., & Serhatlıoğlu, B. (2013). Öğretmen adaylarının akademik motivasyon düzeylerine ilişkin görüşleri. *Türkiye Sosyal Araştırmalar Dergisi*, 17(3), 99-128. <https://dergipark.org.tr/tr/download/article-file/200445>
- İnce-Aka, E., & Yılmaz, M. (2018). Fen bilimleri öğretmen adaylarının atanamama kaygılarının incelenmesi üzerine bir araştırma. *Eğitim ve Toplum Araştırmaları Dergisi*, (5), 105-123. <https://dergipark.org.tr/tr/download/article-file/496633>
- Karaçanta, H. (2009). Öğretmen adayları için kamu personeli seçme sınavı kaygı ölçeğinin geliştirmesi (Geçerlilik ve güvenilirlik çalışması). *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, (25), 50-57. <https://dergipark.org.tr/tr/download/article-file/296441>
- Kaya, M., & Varol, K. (2004). İlahiyat fakültesi öğrencilerinin durumluk sürekli kaygı düzeyleri ve kaygı nedenleri (samsun örneği). *Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Dergisi*, 17(17), 31-63. <https://dergipark.org.tr/tr/download/article-file/188564>
- Köknel, Ö. (2013). *Kaygıdan korkuya*. Remzi Kitabevi.
- MEB. (2017). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 12 2019, at http://personel.meb.gov.tr/meb_jys_dosyalar/2017_02/20135938_2017_SYzleYmeli_YYretmen_ALYmY.pdf



- MEB. (2018 a). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 12 2019, at https://personel.meb.gov.tr/meb_iys_dosyalar/2018_02/19171735_SOZLESMELI_OGRETMENLIK_DUYURU_2018_MART.pdf
- MEB. (2018 b). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 12 2019, at http://personel.meb.gov.tr/meb_iys_dosyalar/2018_11/19115854_20000_sYzleYmeli_atama_duyurusu.pdf
- MEB. (2019 a). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 03 2019, at http://personel.meb.gov.tr/meb_iys_dosyalar/2019_03/21174502_2019_Mart_SYzleYmeli_YYretmen_Atama_Duyurusu.pdf
- MEB. (2019 b). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 12 30, 2019, at http://personel.meb.gov.tr/meb_iys_dosyalar/2019_12/20162254_2020_Ocak_SozleYmeli_OYretmen_Atama_Duyurusu.pdf
- MEB. (2020). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 04 15, 2020, at <http://personel.meb.gov.tr/www/2020-haziran-sozlesmeli-ogretmen-atama-takvimi-ve-kontenjanlar/icerik/1029>
- MEB. (2021). Sözleşmeli öğretmenliğe başvuru ve atama duyurusu. Milli Eğitim Bakanlığı. Consulted on 03 07, 2021, at http://personel.meb.gov.tr/meb_iys_dosyalar/2021_03/05160208_2021_MART_SOZLEYMELY_OYRETMEN_ATAMA_DUYURUSU.pdf
- Miles, M., & Huberman, A. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications.
- Özcan, M. (2019). An analysis of prospective teachers' anxiety of not being appointed to teachership. *International Journal of Contemporary Educational Research*, 6(1), 195-204. <http://ijcer.net/tr/download/article-file/737893>
- Sadıkoglu, M., Hastürk, G., & Polat, O. (2018). Fen bilimleri öğretmen adaylarının mesleki kaygı düzeyleri. *Uluslararası Sosyal Araştırmalar Dergisi*, 11(56), 629-637. <http://dx.doi.org/10.17719/jisr.20185639035>
- Sogunro, O. (2015). Motivating factors for adult learners in higher education. *International Journal of Higher Education*, 4(1), 22-37. <http://dx.doi.org/10.5430/ijhe.v4n1p22>
- Spielberger, C. (1972). *Anxiety: Current trend in theory and research*. Academic Press.
- Vallerand, R., Carbonneau, N., & Lafrenière, M.-A. (2019). La théorie de l'autodétermination et le modèle hiérarchique intrinsèque et extrinsèque: Perspectives intégratives. In P. Carré, & F. Fenouillet, *Traité de psychologie de la motivation: Théories et pratiques* (2nd ed.) (pp. 47-66). Paris: Dunod.
- Viau, R. (2009). *La motivation en contexte scolaire*. De Boeck.
- Yalçın, P. (2014). The professional concerns of prospective teachers enrolled in English, French and German teaching departments. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29(4), 256-266. <http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/59-published.pdf>