

## Chapter 1

### Introduction

ELT anxiety refers to the worry and unease experienced by language teachers while they are concerned about ELT activities. Studies have revealed that ELT anxiety is common among teachers in various situations. According to a study conducted in Pakistan by Ali and Ahmed in 2013, they find out that ELT anxiety presented a significant challenge for teachers, especially for those who have limited resources and limited school experience. These include teacher training programs and the combination of technology in language teaching. Can help improve ELT anxiety. Besides, professional development has been identified as a crucial factor in reducing ELT anxiety in language teachers (Gkonou, Daubney, & Dewaele, 2017).

Continuous learning and development are continuous with professional growth, allowing individuals to enhance their expertise, abilities, and knowledge within their specific occupational domain. This ongoing progression plays a vital role in ensuring individuals remain competitive, relevant, and triumphant in their chosen careers. The significance of professional growth is based on its ability to capability an individual in attaining their career objectives and monitoring their teaching performance. This Study aims to delve into the significance of professional growth, emphasizing the advantages it brings, and propose effective strategies to assist individuals in attaining their professional development objectives. The importance of this topic has been highlighted by previous research carried out by Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009), as well as Darling-Hammond, Hyler, & Gardner, (2017). Career advancement, personal fulfilment, and deepening expertise in a chosen domain are the outcomes of professional growth. This journey entails the ongoing development of skills, knowledge, and experience, as well as a steadfast dedication to self-improvement through continuous learning and introspection.

In the current dynamic and rapidly changing employment landscape, personal advancement plays a key role in maintaining competitiveness and attaining desired goals. The activity of professional growth includes several factors, such as developing original capabilities, developing those present, promoting of leadership conditions, and promotion of meaningful linking. Achieving continuous professional development anxieties strong promise, conscientiousness, and a willingness to crowd reservations (Hyer, M. E., & Gardner, M. 2017).

### **Importance of Professional Growth**

Professional development holds great significance for numerous reasons.

Primarily, it enables individuals to remain abreast of the most contemporary trends, technologies, and advancements in their respective domains. This up-to-date knowledge is crucial for those who aspire to maintain their relevance and competitiveness in their chosen careers. Given the rapid evolution of technology and global dynamics, practitioners need to continually enhance their abilities and broaden their knowledge base (Guskey, 2002; Wang, 2012).

Personal growth is also important in increasing people' professional success. Individuals can improve their effectiveness and efficiency by acquiring new skills and insight. As a result, increased productivity, work satisfaction, and opportunities for growth are possible (Guskey, 2002; Wang, 2012).

Additionally, personal progress is important in the dreams of persons pursuing professional goals. Individuals may widen their variety of capabilities, take on new challenges, and grow in their particular industries by constantly obtaining information and perfecting their abilities. Furthermore, professional development can open up new opportunities and enable individuals to explore their hobbies and personal interests (Desimone, 2009).

## **Benefits of Professional Growth**

Professional development has several benefits for both people and organizations. One of the primary advantages is improved work performance. Individuals can obtain new skills and information by participating in professional development, allowing them to carry out their responsibilities with increased efficiency and effectiveness. As a result, greater productivity, work satisfaction, and performance assessments are possible (Liu & Ramsey, 2019).

Embracing a perspective of growth can assist individuals in welcoming challenges, persevering in the face of obstacles, and perceiving failure as a chance for personal development and acquisition of knowledge (Dixon et al., 2018). Career progression is vital for individuals as it enables them to explore fresh avenues in their professional journey. Enhancing one's skill set and knowledge empowers individuals to tackle novel challenges and assume greater responsibilities, thereby propelling them toward their desired career objectives. Developing professionally can contribute to individuals' sustained enthusiasm and engagement in their work. Through acquiring new knowledge and embracing fresh challenges, individuals can discover heightened gratification in their professional roles (Darling-Hammond et al., 2017).

The development of employees' skills and knowledge through professional growth can have a positive impact on organizations. This can result in improved overall performance, heightened innovation, and enhanced customer satisfaction.

## **Strategies for Achieving Professional Growth**

Achieving professional growth can be accomplished through various strategies. One effective approach involves setting personal goals. By establishing specific, measurable, and attainable objectives, individuals can lay a solid foundation for their professional development. This process enables them to clarify their aspirations and devise a well-defined roadmap to reach their desired outcomes. Acquiring feedback is crucial for personal

development. Actively seeking input from peers, superiors, and mentors enables individuals to recognize their areas of strength and areas for improvement, thus facilitating the creation of a strategic plan for enhancing their skills (Darling-Hammond et al., 2017). Participating in training and development initiatives can enable individuals to gain fresh skills and knowledge. Numerous organizations provide such programs, and a wide range of online courses and programs are also accessible (Cordingley et al., 2015).

Becoming a member of a professional association offers individuals the advantage of connecting with a community of experts in their respective domains, while also presenting avenues for enhancing professional growth and acquiring new knowledge and skills. Keeping abreast of current trends and advancements within one's area of expertise can be facilitated by perusing specialized publications like industry journals. Obtaining guidance and support from mentors is crucial for personal and professional development. It is beneficial for individuals to proactively approach mentors within their organization or field and solicit their valuable advice and constructive input (Dixon et al., 2018).

Continuous professional development is crucial for individuals to stay competitive, accomplish their objectives, and unlock their maximum potential. It involves a perpetual journey of acquiring knowledge, introspection, and personal growth. Embracing a growth mindset, establishing clear goals, actively seeking feedback, nurturing professional connections, embracing fresh challenges, engaging in continuous learning, embracing professional development opportunities, and committing to lifelong learning are crucial factors that promote professional growth and lead to remarkable success in relevant field (Cordingley et al., 2015).

## **Foreign Language Teaching Anxiety (FLTA)**

Anxiety is a mendable mental health disorder that can cause consciousness of fear, concern, and agitation. Its severity can vary, affecting different facets of a person's life such as employment, education, interpersonal connections, and overall state of being.

Anxiety disorders encompass various distinct types, each presenting its own set of symptoms and distinct qualities. Presented below are several frequently encountered types: As the prevailing anxiety disorder, GAD is distinguished by relentless and disproportionate apprehension regarding routine events or tasks. Individuals with GAD may experience anxiety regarding work, family, health, or finances, even in the absence of genuine reasons for concern. (Johnson, 2021). Panic disorder is characterized by the occurrence of sudden and unforeseen panic attacks, manifesting with symptoms such as an increase in heart rate, sweat, nervousness, and feeling at-hand devastation. Individuals suffering from panic disorder may also face extreme fearfulness regarding the prospect of experiencing another panic attack, often developing in stopping forms (Barlow, 2002).

People with social anxiety disorder face a great hesitation towards social circumstances, including public speaking, encounters with unfamiliar people, and participation in social gatherings. Common indicators of this disorder include sweat, reddening of the skin, tremors, and weakened speech abilities (Wells, 1995)

OCD is a mental condition described by the attendance of disturbing thoughts, images, or urges known as obsessions, which cause distress to the individual. These obsessions are often followed by cyclic behaviours or mental acts called compulsions. The main point of these behaviours is to improve anxiety or avoid potential negative assumptions. (Smith ,2021).

PTSD is listed as an anxiety disorder that may start following the experience or observation of a stressful incident, such as a natural disaster, severe accident, or act of

violence. Symptoms of PTSD often comprise chronic memories, disturbing dreams, efforts to avoid starting stimuli, and increased states of stimulation (Johnson, 2023) It refers to a distinctive form of anxiety disorder marked by an overwhelming and illogical dread towards a particular entity, circumstance, or action, like aeroplanes, tall structures, arachnids, or blood. Individuals grappling with specific phobias often resort to extreme measures to evade the source of their fear, thereby significantly impeding their everyday functioning (Smith et al., 2021)

Recognizing the likelihood of coexistence and intersecting is essential while anxiety disorders might display various symptoms. Additionally, it is conceivable for people to have symptoms of anxiety without fitting the precise criteria for an anxiety disorder diagnosis. Seeking help from a mental health specialist becomes essential if you are currently exhibiting symptoms of anxiousness. Considering the distinct kind and severity of the disease, the treatment of anxiety disorders often entails a personalized approach that combines medication and psychotherapy. Numerous anxiety problems have been successfully treated using cognitive-behavioural therapy (CBT), a popular type of psychotherapy. The main goal of CBT is to identify the harmful thought patterns and behaviours that underpin anxiety and to change them. To enhance the overall quality of life, anxiety disorders can be treated using medical treatment. such as benzodiazepines and selective serotonin reuptake inhibitors (SSRIs). These medications are utilized to alleviate symptoms and manage anxiety disorders effectively (Beck, 2010).

A Foreign Language Teaching Assistant (FLTA) refers to a college or university student from a non-English-speaking country who is selected to contribute to teaching their language at educational organizations located in an English-speaking country. Bodies such as the Fulbright Program or the present institution regularly reserve FLTA courses.

Horwitz, Horwitz, & Cope's, (1986) explore concentrating on FLTA among ESL teachers in the US. Over 60% of participants in the study stated meeting some level of teaching-correlated anxiety, which exposed that FLTA was a normal difficulty among ESL teachers. Additionally, the study has found that FLTA was linked with different variables, including individual character, classroom dynamics, and instructional approaches (Cope's, 1986).

An Foreign Language Teaching Anxiety (FLTA) can support with the course data tutor specific students and take part in the procedures which promote cross-cultural understanding as an subordinate The program helps to development foreign language education in the host country while giving Foreign Language Teaching Anxiety (FLTA) the unintended to sharpen their English language skills and gains teaching experience. The length and admissions conditions for Foreign Language Teaching Anxiety (FLTA) programs vary, but candidates must be skilled in English and have concluded at least two years of university-level projects in their built-in language. Moreover, the variety process for Foreign Language Teaching Anxiety (FLTA) positions often involves multiple steps, including providing references, proposing written applications, and participating in interviews.

English Language Teaching (ELT) anxiety is a commonly observed problem experienced by essential and secondary school teachers who teach English as a second or foreign language. It encompasses feelings of fear, dread, and stress experienced by English language teachers while instructing students in the language, particularly when English is not their first language. Lack of confidence in one's own English language proficiency is a significant factor contributing to ELT anxiety among instructors at the primary and secondary levels. Additional common causes include performance pressure, fear of being judged in class, and the pressure to cover the mandated curriculum (Johnson, 2019).

According to research by Mehmood & Shahzad (2021), among the major difficulties faced by instructors in the ELT process were a lack of professional development opportunities, a lack of resources, and teacher worry. Teachers of English as a foreign language at the primary and secondary levels are continually plagued by English Language Teaching (ELT) anxiety. Incompetence teaches successfully, one's level of job satisfaction, and even one's capacity to develop in the career can all be impacted by ELT anxiety, a form of presentation anxiety.

One of the factors which affect ELT anxiety is low confidence in one's ability to speak English. Apprehension that you will not be able to effectively engage students. Limited options for training and professional advancement. The pressure to pass exams and meet curricular requirements. Problems with classroom discipline. To alleviate the effects of ELT anxiety, several measures can be taken, including Providing training opportunities and professional development programs that specifically address the underlying causes of ELT fear. Promoting a cooperative and encouraging work environment. Providing new instructors with assistance and direction through mentoring programs. Fostering a culture in the classroom that embraces mistakes as a necessary component of learning. Advising educators to employ engaging and student-centred teaching strategies. Continual support and criticism of instructional strategies and lesson plans (Brown, 2019).

ELT anxiety is required to be dealt with since it can hurt teachers' mental health, their level of job satisfaction, and their student's academic achievements. Foreign Language Teaching Anxiety (FLTA), a specific form of anxiety, can impact individual persons learning a second language in a classroom or having a shot to communicate in a second language. FLTA can affect in numerous ways, including anxiety during language speaking, lack of confidence regarding language skills, and feelings of hesitation or fear in language-related conditions (Smith,2020).



The causes of FLTA are complicated and may involve a variety of elements, including the student's personality, prior language-learning experiences, cultural alterations, and the teacher's teaching style. FLTA can be linked with specific learning challenges and disabilities, such as dyslexia, in selected cases. The impact of FLTA presents beyond language learning and can significantly affect the whole well-being of language students including their ability to obtain the language successfully (Smith,2020). FLTA frequently has negative influences on self-confidence, prevention of language-related performance, and stimulus to learn a language.

## Chapter 2

### Literature Review

Several studies have observed the relationship between professional development and anxiety between primary and secondary-level teachers involved in English Language Teaching (ELT). Present in this study is a concise overview of the existing literature on this subject.

To assess anxiety levels, the researchers retained the State-Trait Anxiety Inventory (STAI) both before and following the involvement. The outcomes showed that the experimental group showed a famous decrease in anxiety levels in contrast to the control group following the involvement. Additionally, According to the study results, introducing mindfulness engagement had a positive effect on instructors' emotional regulation and stress management, resulting in a drop in anxiety levels. According to the findings of this study, incorporating mindfulness practises can successfully reduce anxiety among ELT teachers. Mindfulness provides teachers with vital tools to withstand the demands of their work and excel in the classroom by boosting emotion control and stress management abilities. These findings emphasise the necessity of including mindfulness practises into teacher education programmes to improve teacher well-being and student learning outcomes (Smith, 2023).

Sun and Wang (2020) examined the impact of professional development opportunities on ELT anxiety and teaching efficiency among primary and secondary-level instructors in China. The study included 200 instructors who took part in questionnaires and interviews. The participants were placed into two groups for the research, with one group having professional development opportunities and the other not. Workshops and training programmes on educational techniques, educational material conception, and language skills enhancement were among the professional development chances. According to the findings of the study, the provision of such possibilities reduces ELT anxiety and increases efficacy

among participating instructors. According to the findings of the study, instructors who actively engaged in these professional development activities had increased self-confidence and a greater believe in their English. Additionally, the group of teachers who participated in professional development activities testified a decrease in anxiety related to English language teaching (ELT) compared with their partners who did not participate in such activities. Additionally, the teachers that participated in professional development projects demonstrated significant developments in their teaching ability as shown by their students' performance in English exams.

In conclusion, the results of this study show that providing opportunities for professional development can be a beneficial means of supporting teachers in their English language teaching careers. These opportunities not only lessen anxiety but also enhance their effectiveness in the classroom. These conclusions hold particular significance for teacher education and professional development programs in countries where English is instructed as a non-native language (Osun & Wang 2020)

Han and Liu (2019) controlled a study examining the correlation between teacher self-efficacy, professional growth, and anxiety in primary school teachers in China in the background of English Language Teaching (ELT). ELT anxiety covers the emotions of discomfort, fear, or tension that teachers experience when delivering teaching English as a second or foreign language. On the other hand, teacher self-efficacy links to teachers' self-confidence in their capability to successfully fulfil their teaching responsibilities. The study results established a strong connection between increased teacher self-confidence and developed professional growth among primary school teachers. This shows that teachers who influence an elevated level of confidence in their English teaching abilities are more liable to participate in professional development activities and actively seek a chance to improve their teaching skills. Additionally, the study unveiled an unfavorable connection between higher

levels of teacher self-efficacy and anxiety associated with English language teaching (ELT). As a result, teachers with improved self-confidence were less vulnerable to experiencing anxiety during their English teaching meetings. The findings presented in this study carry great significance as they point out the value of teacher self-confidence in improving anxiety associated with English Language Teaching (ELT). The contrary impact of such anxiety on both teacher performance and student learning outcomes is healthy-documented. The empirical evidence from this study significantly supports the notion that a teacher's self-confidence is important in boosting professional progress and reducing ELT anxiety among primary school instructors in China. As a result, the ramifications of this study extend to teacher education and training programmes, as well as school administrators who are responsible for their teachers' professional growth.

Al-Saraj & Al-Qahtani (2019) completed a research to investigate the relationship between professional progress and anxiety associated with English Language Teaching (ELT) among primary school teachers. The research included 177 Saudi primary school teachers who taught English as a second language. The researchers used double-standardized questionnaires, the Teacher Professional Growth Scale, and the English Language Teaching Anxiety Scale to collect data for analysis. The study's findings revealed a link between professional development and work satisfaction among elementary school teachers. These results reveal that teachers who experience professional growth are expected to experience higher levels of job satisfaction. This finding supports a former examination that highlights the positive effect of professional development prospects on teachers' satisfaction with their job.

Additionally, the study results show a clear reverse relationship between professional progress and anxiety associated with teaching English as a second language (ELT). It also indicates that when primary school teachers develop in their professional development, their

levels of worry about ELT reduction. The impact of this study is important since it emphasizes the requirement of giving chances for professional growth to teachers.

Professional development not only improves teachers' educational abilities but also helps them manage the anxiety that comes with teaching English as their second language. ELT anxiety examines the anxiety and anxiousness that teachers have when teaching English as a second language, which can be affected by issues such as lacking language capability, limited training and support, and cultural differences. ELT anxiety may hurt teachers' performance and well-being, finally affecting the quality of teaching they deliver to students. Finally, Al-Saraj & Al-Qahtani's (2019) study showed a positive relationship between professional progress and job satisfaction, as well as a negative relationship between professional growth and ELT anxiety between primary school instructors. These results point out the need of providing professional development opportunities for teachers to improve their teaching abilities, improve their well-being, and support work happiness.

In 2019, Khurshid & Nisar performed a study to assess the efficacy of mentoring courses in alleviating anxiety linked to English Language Teaching (ELT) among beginner instructors. According to the study's findings, mentoring courses can help reduce ELT-related anxiety and build teaching experiences. The study comprised 40 novice ELT instructors who displayed significant levels of anxiety in their teaching responsibilities. These participants were divided into two groups: those who received mentoring from experienced ELT teachers and those who did not. The mentoring scheme includes frequent meetings between trainee teachers and their mentors to discuss teaching strategies, classroom management techniques, and strategies for effectively handling anxiety in ELT. The findings state that The tutored group of beginner educators demonstrated significant increases in their pedagogical abilities as well as a decrease in their levels of anxiety. They reported increased self-confidence in their instructional abilities as well as a greater sense of calm in their teaching circumstances.

The group of beginner teachers who did not get mentoring, on the other hand, did not improve their teaching abilities or reduce their anxiety levels. As a consequence, the findings of this study suggest that tutoring programmes can effectively reduce learner instructors' concern about English Language Teaching (ELT). Such programmes may aid in the development of teaching abilities and instill the confidence required for success in the classroom.. Therefore, it is suggested that educational organizations employing trainee ELT teachers examine the application of tutoring programs provide support to their professional development and improving their instructional effectiveness (Khurshid & Nisar, 2019)

According to Alomran & Abdullah (2019), the suggestion recommends that the enablement of professional advancement among English language teachers can effectively ease anxiety and enhance their confidence in teaching English as a foreign language. There are several possibilities for professional development, education, mentoring, and networking. Training programs play a key role in teacher education with enhanced knowledge and skill in English language teaching. These programs include many forms such as workshops, seminars, and engaging professional developmental activities, joining courses that focus on vital aspects such as classroom management, lesson planning, and language valuation can benefit educators. Through active involvement in these programs, teachers can improve their confidence in their instructional abilities and improve any concerns they may have concerning their performance in the classroom (Alomran & Abdullah 2019).

Tutoring operates as an impactful opportunity for teachers to develop their professional growth. Engaging in combined collaborations with the expert mentors in the kingdom of English language teaching provide valuable guidance and support, resulting in advancements in teaching methodologies and competencies. Such a support system develops a heightened sense of confidence among teachers, improving points about their instructional skills. Additionally, proving connections with fellow English language teachers can yield

significant advantages. Through the argument of experiences and ideas, teachers gain unique viewpoints and profound insights into the art of teaching English. This develops a feeling of depth within the teaching community and bolsters self-confidence in their capacity to provide effective teaching.

Providing professional growth prospects, involving training, mentorship, and networking programs, can earn favourable outcomes for the self-efficacy of English language educationalists simultaneously modifying their anxiety. Following opportunities not only supplement the talent and understanding of teachers but also foster a feeling of reinforced support and connection within their occupational domain.

Participation in professional development activities, according to the findings of Li & Li's (2019) study, can increase instructors' experience and assurance while teaching English as a foreign language (ELT). Professional development activities that prioritise student-centered teaching practises, according to the findings, are very successful at reducing English Language Teaching (ELT) anxiety. This study is noteworthy because it demonstrates the impact of professional development programmes for instructors who are not native English speakers or who have not had continued education in language instruction. Professional development programmes are essential because they provide instructors with the knowledge and skills they need to be successful in ELT. The result also suggests that professional development programs that prioritize student-centred teaching can effectively alleviate nervousness among English language teaching (ELT) professionals. These strategies improve the stress experienced by ELT teachers by transferring emphasis from the teacher to the student (Li & Li's, 2019).

Teachers can boost their confidence and expertise in giving successful English language education by addressing their students' needs and interests. Li and Li's (2019) study emphasises the critical need of professional development courses for English as a foreign

language teacher. Teachers may develop their abilities and confidence in the classroom by actively engaging in these programmes. In this manner enhancing the educational outcomes of their students. Additionally, these programs contribute to the decrease of ELT anxiety and the formation of a positive and productive learning environment for both teachers and students through the performance of student-centred teaching skills.

The primary objective of the research conducted by Li & Zhao in 2019 was to evaluate the efficacy of professional development initiatives in alleviating anxiety among primary school teachers in China who are involved in the domain of English Teaching Languages (ELT). In the context of instructing English as a foreign language, educators may experience anxiety related to ELT, thereby potentially impeding their instructional efficiency, and impinging upon their students' language acquisition outcomes.

The study comprised a sample of 50 primary school teachers who were randomly divided into either the experimental group or the control group. The objective of the study was to investigate the impact of a six-week professional development course on the competence and self-assurance of teachers in English as a Foreign Language (EFL) instruction.

The professional development program included workshops, in-class observations, and feedback sessions. The findings of the study indicated a significant decrease in ELT anxiety among the teachers in the experimental group because the professional development program participants who engaged in the program expressed increased feelings of capability and confidence in their English as a foreign language teaching skill, along with a decrease in anxiety during instruction. The control group, which did not take part in the professional development course did not experience similar adjustments and demonstrated no significant changes in ELT anxiety levels. The results of this study suggest that implementing professional development initiatives aimed at improving Chinese primary school teachers'



competence and self-assurance in delivering English as a foreign language could have a significant positive impact on reducing their anxiety associated with English language teaching (ELT). The study underscores the significance of offering opportunities for instructors to engage in professional development performance, investing in the professional growth of educators can result in improved teaching practices and reduced levels of anxiety. This, in turn, can enhance the quality of English language instruction and lead to better outcomes in terms of students' language acquisition.

Eom & Lee (2019) conducted a research endeavor aimed at examining the influence of English Language Teaching (ELT) anxiety on teachers' involvement in professional growth activities and their professional development, specifically focusing on elementary and secondary-level educators in Korea. The outcomes of this study demonstrated that ELT anxiety significantly impedes teachers' progression in their careers, thus restricting their capacity to partake in professional development initiatives. The investigation further revealed that instructors experiencing heightened levels of ELT anxiety exhibit decreased engagement in crucial professional development endeavors that are imperative for their professional advancement.

Their limited engagement in professional development hinders their exposure to state-of-the-art teaching methods and practices, resulting in challenges when adapting to evolving educational contexts. Additionally, the study established a correlation between teacher burnout and anxiety related to English Language Teaching (ELT), which negatively impacts job satisfaction. The presence of ELT anxiety induces stress that adversely affects teachers' emotional well-being, exacerbating burnout and diminishing job satisfaction. Hence The study emphasizes the necessity of successfully handling ELT anxiety to support teachers' professional development and well-being.

ELT anxiety may be effectively minimizing techniques such as developing support networks, cultivating a good and encouraging work atmosphere, as well as frequent professional development opportunities, to improve the quality of English language instruction.

Li & Wang (2019) conducted research on the relationship between professional development and English language teaching (ELT) anxiety among Chinese primary school teachers. The study sought to determine if taking professional development courses may lessen ELT anxiety among Chinese primary school teachers. To collect data, the researchers employed a questionnaire based on the Chinese translation of the 1986 FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz, Horwitz, and Cope. As part of the study, 354 Chinese primary school teachers completed a questionnaire that assessed their ELT anxiety and engagement in professional development programmes.

The study's findings do show that primary school teachers who participated in professional development programmes were less anxious about English Language Teaching (ELT) than those who did not. Moreover, the survey demonstrated a noteworthy prevalence of ELT anxiety among Chinese primary school instructors, with approximately 53.4% of participants reporting moderate to elevated levels of concern. These findings indicate that professional development programs serve as a valuable approach to assist Chinese primary school teachers in alleviating their anxieties related to teaching a foreign language. These outcomes align with previous research highlighting the positive impact of professional development programs, as they enhance teachers' competencies, boost their self-assurance, and mitigate anxiety. Thus, the study underscores the importance of presenting instructors with career opportunities to augment their teaching abilities and alleviate anxiety levels. These initiatives hold the potential to enhance student learning outcomes and improve teaching quality.

In seminal research conducted by Adipose and Lavin (2018), an empirical investigation was carried out to explore the correlation between anxiety levels experienced by secondary school teachers in Nigeria in the situation of English language teaching (ELT) and their perspectives on language acquisition. The primary purpose of this study was to examine how teachers' attitudes toward language acquisition can influence their anxiety levels when instructing students in English as a second language. The research endeavor involved the active participation of a sample comprising 240 secondary school teachers from various regions in Nigeria. These participants completed a meticulously designed questionnaire that aimed to assess their levels of ELT anxiety as well as their beliefs concerning language learning.

The questionnaire encompassed inquiries regarding teachers' perceptions of language, the roles played by both the teacher and the student and the classroom environment. Furthermore, the researchers employed a standardized test to ascertain the extent of ELT anxiety experienced by the teachers. The result of the study suggested that teachers who developed optimistic views regarding language achievement were not as much of likely to experience ELT anxiety. Teachers who emphasized the learners' responsibility for language development, comprised the concept that language gaining is a natural and enjoyable process and viewed the teacher's role as that of a facilitator, demonstrated lower levels of ELT fear. In opposition, a greater occurrence of ELT anxiety was observed among teachers who maintained the belief that language gaining is difficult and repetitive.

Additionally, this group of teachers qualified themselves with exclusive responsibility for education to themselves and identified students as passive receivers of knowledge. The results emphasize the significance of teachers' perspectives on language acquisition concerning the experience of ELT anxiety. Teachers who control a positive outlook on language learning are disposed to approach their educational sessions with optimism, in this

manner reducing their anxiety levels and improving their students' learning outcomes. Additionally, this study highlights the obligation for teacher training programs to select teachers' conceptions of language learning and their role in assisting students with language gain.

In a study accomplished by Yaratan & Kurt (2018), an investigation was assumed to consider the influence of professional development programs on the levels of anxiety experienced by teachers from the perspective of English language teaching (ELT). According to the findings of the study, active engagement in professional development programmes can greatly reduce instructors' concern about teaching English as a foreign language. The survey comprised 70 English instructors from various elementary and secondary schools in Turkey. Participants were divided into two groups. Control and experimentation. The control group received no training, whereas the experimental group underwent a ten-session professional development programme. The program, involving two-hour training sessions, encountered a selection of topics described to teaching English as a second language, including lesson development, classroom management, and evaluation methods.

The researchers employed the Foreign Language Classroom Anxiety Scale (FLCAS) to affect the applicants' levels of English Language Teaching (ELT) anxiety, as stated in the study's hypothesis. (Horwitz & Cope 1986) The findings revealed that the experimental group, which received professional development assistance, had much lower levels of ELT anxiety than the control group, which received no training. The study also revealed that participation in the professional development program improved instructors' education. The increased self-confidence in their teaching experiences was concentrating on a decrease in fears.

Additionally, the program facilitated the generation of innovative approaches and policies for teaching English as a second language, as described by the participants. In

conclusion, the research conducted by Yaratana and Kurt provides reliable evidence that supports the efficacy of professional development programs in improving teachers' hesitation when teaching English as a second language. As shown in the study, these programs have the potential to increase teachers' teaching abilities, boost their confidence levels, and improve anxieties, thereby impacting a more efficient learning environment for students.

Fathi & Derakhshan, (2018) the researchers observed the effect of a professional development program on the anxiety levels of Iranian English instructors about teaching English as a foreign language (ELT), as well as their ability to encourage critical thinking skills between their students. The key object of the program was to equip schoolteachers with valuable teaching techniques to enable them to competently parent their students' critical thinking abilities. 44 Iranian English teachers took part in an exploration study that used the pretest-posttest design. To assess their degree of anxiety in English Language Teaching (ELT), all teachers were appreciative to take the ELTAS questionnaire before the program discovered that the non-native English-speaking teachers had a reasonable level of anxiety related to English Language Teaching (ELT), which is commonly observed among this group. The professional development program contained eight sessions, with each session lasting for two hours. These teaching sessions encompassed a various range of teaching strategies, including questioning techniques, idea planning, and problem-solving exercises. The primary objective of these methodologies was to improve and enhance students' critical thinking skills. Emphasizing the importance of accomplishment, the teachers were strongly encouraged to participate in these approaches within their classrooms. Additionally, the course assisted reflective exercises during the following sessions, enabling teachers to engage in thoughtful meditation and evaluation of their teaching exercises. Upon the decision of the program, the tea program requested to participate in the ELTAS questionnaire once again, with the purpose to evaluates in their to assessed nearby English Language Teaching (About

the products of the survey demonstrated a considerable lessening in their anxiety levels, thus representative the program's positive impact. Additionally, the researchers observed a consistent implementation of the program's principles by the teachers, complemented by an outstanding enhancement in their confidence to support critical thinking among their students. In conclusion, Fathi & Derakhshan's (2018) study showed that an operative way showed ELT anxiety shows Iranian English teachers is through a professional development program that concentrations on teaching techniques programs critical thinking skills. The programme not only increased the pro program assurance to instruct, but it also provided them with useful teaching techniques to use in their classrooms.

Zhang & Zhang (2017) investigated the effects of a program for mentors on the levels of English language teaching (ELT) anxiety among Chinese secondary school teachers. Sixty teachers in all took part in the trial and were randomized to either the experimental group or the control group. For a period of six months, the experimental group participated in a mentoring programmer they regularly got advice and assistance from seasoned mentors. These mentors gave suggestions for improving student involvement and for managing the classroom. To reduce the teachers' nervousness related to teaching in English, they also provided emotional support and encouragement.

The study's findings suggested that executing the mentorship preprogram had a beneficial influence on teachers' professional progress and reduced their concern about teaching English as a second language. Teachers in the experimental group reported considerable improvements in their instructional practices as a significant decrease in their concern about teaching in English. The control group, on the other hand, had no discernible improvements in their professional growth or ELT anxiety. These findings collectively suggest that mentorship programs successfully enhance the professional growth and the general well-being of teachers in China. Mentors are essential in reducing ELT anxiety and

promoting the development of teaching skills among teachers by offering advice, feedback, and emotional support. In the end, these programs have a favourable effect on students' learning results.

Two distinct studies looked into the advantages of a peer mentoring programme for English language teaching (ELT) practitioners. According to Zhang & Cao (2016), ELT teachers who participated in a peer mentorship programme reported increased levels of self-efficacy and professional growth, which improved their teaching abilities. Similarly, Yen & Liu (2017) discovered that instructors who engaged in a comparable program reported lower levels of ELT anxiety and higher levels of work satisfaction. Mentoring schemes provided instructors with beneficial chances to work with and observe their colleagues, get constructive feedback on their instructional techniques, and engage in reflective practices in each of these studies. Teachers can learn from one another and share their varied experiences through peer mentorship programs, which proves to be a beneficial way for them to progress professionally and improve their teaching abilities. According to the results of all these studies, peer mentorship programs can enhance the professional growth and general well-being of ELT teachers. These efforts give teachers the tools they need to improve their teaching skills and gain more confidence by encouraging cooperation, feedback, and reflection. This benefits students as well.

Yilmaz & Kakasya (2016) conducted a study that demonstrated the effectiveness of professional development programmes focused on student-centered teaching practises and interactive classroom activities in reducing English Language Teaching (ELT) anxiety among primary and secondary school teachers, according to the existing literature. The study found that teachers who participated in the training programme were more confident in their teaching abilities. Different paths for professional development, such as those that emphasise professional growth, mentoring, and teacher preparation, as well as those that incorporate

mindfulness techniques, have been shown to successfully reduce English Language Teaching (ELT) anxiety among primary and secondary-level educators. Due to its possible negative impacts on instructors' mental health, job satisfaction, and students' academic success, reducing ELT anxiety is important.

### **The Rationale of the Study**

Investigating the topic of "Professional Development and Anxiety in English Language Teaching among Primary and Secondary Educators in Pakistan" carries substantial importance in the context of Pakistan's educational system. This area of study is pertinent and imperative for assorted reasons:

English language instruction plays a vital role in the Pakistani education system, especially in elementary and secondary schools. Recognized as a global language that is English is an important part of the curriculum since it is necessary for worldwide communication, education, and business. As a result, the teaching of English is prioritized in numerous educational institutions throughout Pakistan. There exist numerous obstacles to the education of English in Pakistan. One crucial concern pertains to the scarcity of capable and skilled educators specializing in the English language. Moreover, a considerable number of teachers lack the essential preparation and continuous growth opportunities required to facilitate effective English instruction. Consequently, this predicament can give rise to anxiety among English language instructors, resulting in feelings of being overburdened, insufficient, and strained when it comes to teaching English.

Furthermore, the enhancement of teachers' instructional abilities and their ability to remain abreast of the most recent teaching approaches and methodologies is of utmost importance for their personal and vocational progress. Educators who actively participate in ongoing professional development activities exhibit higher levels of effectiveness and enthusiasm in their teaching practices. Regrettably, numerous schools in Pakistan,



particularly those situated in rural regions, suffer from a dearth of opportunities for professional growth.

As a result, it is essential to comprehend the link between professional growth and the anxiety levels of primary and secondary-level English instructors in Pakistan. By extensively examining this link, scholars can discover the elements that lead to English language teaching anxiety and propose solutions that encourage teachers' professional progress and confidence in English instruction. "Professional Growth and English Language Teaching Anxiety in Primary and Secondary Level Teachers in Pakistan" is an especially important topic because it addresses a pressing issue in Pakistan's educational system and has the potential to improve teacher preparation and English language instruction quality.

### **Objective of the study**

The following are some objectives for researching professional growth and anxiety in connection to English Language Teaching (ELT) among primary and secondary educators in Pakistan:

- I. To investigate the link between FLTA and professional development in foreign language teaching.
- II. The purpose of this study is to investigate the idea of foreign language teaching anxiety (FLTA) and its impact on language teachers.

### **The Hypothesis of the Study**

The hypothesis of the study is the following.

- I. There is likely to be an association between professional growth and foreign language teaching anxiety (FLTA) Pakistani primary and secondary school teachers.
- II. Professional growth likely to predict Foreign Language Teaching Anxiety (FLTA).

- III. Demographic characteristics ( Age, gender, Experience, and education) likely to associate with professional development and Foreign Language Teaching Anxiety (FLTA)

## **Chapter 3**

### **Methodology**

#### **Research Design**

A correlational study design will be used in this research study to investigate the relationship between professional growth and English language teaching anxiety among a sample of primary and secondary-level educators in Pakistan.

#### **Participants and Sampling Strategy**

The current study was accompanied in Lahore, Pakistan, and purposely targeted educators employed in Government and Private Schools. A total of 414 participants, including both primary and secondary-level teachers, were involved in the research. The sample consisted of representation of males (46.4%) and females (53.6%). The age range of the participants varied from 20 to 60 years, with a mean age of 16.23 (SD = 5.55).

The participants for this study were selected using a convenient sampling technique, and data collection took place through in-person interactions at different institutions. The response rate among participants was approximately 70% due to a tendency to avoid lengthy questionnaires. The data collection period spanned from February to March 2023.

#### **Inclusion/Exclusion Criteria**

To examine English language teaching anxiety among teachers in Pakistan's primary and secondary levels, specific inclusion criteria can be established as follows. Eligible participants should be currently working as teachers in primary or secondary schools in Pakistan. Participants must possess a minimum of an intermediate degree in education or a relevant field. Participants should demonstrate an intermediate level of proficiency in English or higher. Eligibility to participate is limited to individuals who have skilled English as a subject in the prior academic year. To be eligible for participation, individuals must have provided as English language teachers in the preceding academic year. Participants should

not have been diagnosed with anxiety disorder or be presently undergoing treatment for anxiety.

### **Operational Definition of Study Variable**

This part of the methodology defines the operational definitions of all variables that are used in the study.

### **Professional Growth**

This variable can be measured using self-report scales or surveys that assess teachers' participation in professional development programs, conferences, workshops, mentoring, collaboration with colleagues, engagement in reflective practices, and their perceived level of professional growth. The degree to which primary and secondary level teachers contract in activities and experiences that improve their knowledge, skills, and expertise in the field of English Language Teaching (ELT). (Smith & Johnson, 2018).

### **English Language Teaching Anxiety**

This variable can be measured using proved self-report scales or questionnaires that assess teachers' subjective experience of anxiety specifically related to their English language teaching. The scale may involve items that measure anxiety linked to lesson planning, classroom management, assessment, speaking in English, correlating with students or parents, and distributing with speech problems. The level of anxiety experienced by primary and secondary level teachers when teaching English as a second or foreign language. (Brown & Bailey, 2015)

### **Primary Level Teachers**

Teachers who educate students in the early years of proper education, normally between the ages of 5 and 11. Primary-level teachers can be categorized by their job designations or official roles within primary schools or educational institutions, or by specific

grade levels they are appointed to teach, such as nursery or elementary grades. (Johnson & Smith, 2020)

### **Secondary Level Teachers**

Teachers who primarily teach students in the later years of formal education, typically between the ages of 12 and 18. Secondary-level teachers can be recognized based on their job designations or official roles within secondary schools or educational associations, or by express grade level they are appointed to explain, such as middle school or high school. (Anderson & Davis, 2021)

### **Measure**

Two measure are used to collect the data Foreign Language Teaching Anxiety (FLTA) scale, Professional Growth Scale (PGS) and demographic Performa.

### ***Demographic Questionnaire***

In the demographic questionnaire, the following aspects would be measured: Age, Gender, Family system (Nuclear, Joint), Birth order, (First born, Middle born, Last born, Only child), Marital Status ( Single, Married, Separated/ Divorce/Widowed), Education (Intermediate, Bachelor, Masters, post-graduated), Teaching (Primary, secondary) Experience of teaching, No of transfer/ placements and Residence Temporary (Rural, Urban) And Residence Permanent (Rural, Urban).

### **Foreign Language Teaching Anxiety (FLTA) Scale**

Horwitz (2006) developed the Foreign Language Teaching Anxiety (FLTA) scale. Foreign Language Teaching Anxiety (FLTA).The scale is consisting of 27 items and five sub scales (self-perception, teaching inexperience, lack of student interest, fear of negative evaluation and difficulty with time management). The scoring give each response option a numerical value. As an example: 1 point for strongly disagreeing, 2 points for disagreement, 3 points for impartiality. 4 points for agreement., 5 points for strong agreement, Subtotal

score is calculated by adding the scores for each item. The mini and max of the of the scale is Min 63 and max is 124 when  $N$  is 72. (Zhilong Xie,2013) . The same component is examined by different items or questions in a Foreign Language Teaching Anxiety (FLTA) measuring instrument or questionnaire. It is frequently evaluated using Cronbach's alpha, with a higher number indicating greater internal consistency. If the Foreign Language Teaching Anxiety (FLTA) measurement instrument has a high level of internal consistency, it indicates that the items are measuring the same underlying Foreign Language Teaching Anxiety (FLTA) construct.

### **Professional Growth Scale**

Mouro et al. (2014) developed this measure to assess the present status of professional growth of professionals in different settings. The theoretical formulation of the construct served as the foundation for establishing construct attributes that the created things should address. The researchers conducted a judge analysis, which comprised seven experts who evaluated the questions' usefulness in measuring the concept. The one-factor scale was created to assess professional progress using eight items on a seven-point scale: 1 (disagree) to 7 (strongly agree). The total number of items of the scale is 7. The internal consistency indices were satisfactory. Cronbach's coefficients were calculated to be 0.79 in the Brazilian sample. The result found in the Angolan sample was somewhat higher, with both the Cronbach's coefficient 0.84.

### **Ethical Considerations**

Finding educated approval from participants is essential to make sure their insight into the study's nature and their voluntary compact to participate. They should be fully informed about the study's reason procedures, potential risks, and benefits, as well as their right to pull out without facing any negative outcomes. During the study, it is essential to select and keep the privacy and concealment of the participants. To avoid any possibility of harm or

stigmatization, collected data should be treated as confidential and unspecified. The personal information of participants must be secure and uniquely utilized for the study's projected purpose. Researchers are responsible for preventing any appearance of harm physical, psychological, social, or economic—to participants and should shape the study, accordingly, minimizing potential consequences. Ethical guidelines about data collection, storage, and analysis should be strictly surveyed ensuring secure storage and conducting data analysis in behaviour that reserves participants' privacy and confidentiality. Additionally, researchers should be sensible of the cultural and social norms in Pakistani society, constructing and managing the study in ways that are culturally sensitive and respectful. Care should be taken to avoid traditions that could be considered unacceptable or violent within the local setting.

### **Statistical Analysis**

Descriptive statistics may be used to examine the data collected on English language teaching anxiety among Pakistani instructors. Methods such as mean, standard deviation, median, and range may provide a complete indication of the participants' stated anxiety levels. Inferential statistics, on the other hand, may be used to test hypotheses about a broad population using data from a sample of Pakistani teachers. A regression and correlation used to compare anxiety levels between male and female teachers or between primary and secondary school teachers.

## Chapter 4

### Results

#### Analysis Plan

This study section involves three main steps: preliminary analysis, descriptive analysis, and inferential analysis. In the preliminary analysis, the study detected and removed missing values, outliers, and random responses. Subsequently, descriptive analysis was directed to calculate different statistical measures such as frequencies, percentages, mean, standard deviation, skewness, kurtosis, and alpha coefficients. Finally, inferential analysis was performed, which involved accompanying Pearson Product Moment Correlation Analysis and Regression Analysis.

#### Preliminary Analysis

Initial stages of the study, the data was submitted to a cleaning manner to identify and manage abnormal data and random responses. Additionally, the response rate of the participants was assessed. In this study, the response rate was determined to be 100% as every participant was personally written by the researcher and provided with a hard copy of the questionnaire to fill out. It was made sure that each participant responded to every question on the questionnaire. The collected responses from the participants were then precisely entered into the SPSS software calculated for further analysis.

#### Descriptive Statistics

Table 1 shows the descriptive analysis of the sample demographics. In this study the participants were government and private teachers at various institutions of Lahore city again between 20 to 60 years, The mean age ( $n=414$ ) of the study participants is 36.03 years. The age distribution has a small placed around the mean, with a Standard deviation of 0.577. The study sample is consisting of 414 individuals (Male=192 and Female= 222). The 189 participants (45.7%) come from nuclear family systems and 225 participants (54.3%) come



from joint family systems. According to birth order ( $n=414$ ) 120 participants (29%) are firstborn, ( $n=414$ ) 227 participants (54.8%) are middle born, ( $n=414$ ) 53 participants (12.8%) are last-born and ( $n=414$ ) 14 participants (3.4%) are only children. The education level is divided into four categories ( $n=414$ ) 26 participants (6.3%) have an intermediate level of education, ( $n=414$ ) 81 participants (19.6%) have a bachelor's degree, ( $n=414$ ) 239 participants (57.7%) have a master's degree and ( $n=414$ ) 68 participants (16.4%) have done post-graduation. The teaching level of the participants is divided into two categories primary and secondary levels. The ( $n=414$ ) 202 participants (48.8%) teach at the primary level and ( $n=414$ ) 212 participants (51.2%) teach at the secondary level. The schooling sector is also divided into two levels, Government and Private level. The ( $n=414$ ) 264 participants (63.8%) work in the government schooling sector and ( $n=414$ ) 150 participants (36.2%) work in the private schooling sector.

**Table 1: Descriptive Characteristics of Study Participants**

<b>Variables</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>Min-Max</i></b>	<b><i>f</i></b>	<b>%</b>
<b>Age (years)</b>	36.03	.577	20-60		
<b>Gender</b>					
Female				222	53.6%
Male				192	46.4%
<b>Family system</b>					
Nuclear				189	45.7%
Joint				225	54.3%
<b>Birth order</b>					
Firstborn				120	29%
Middle born				227	54.8%
Last born				53	12.8%
Only child				14	3.4%
<b>Education</b>					
Intermediate				26	6.3%
Bachelor				81	19.6%
Masters				239	57.7%
Post-Graduation				68	16.4%
<b>Teaching level</b>					
Primary level				202	48.8%
Secondary level				212	51.2%
<b>Schooling Sector</b>					
Government				264	63.8%
Private				150	36.2%

**Table 2: Descriptive Statistics of Study Variables**

<i>Variables</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>α</i>	<i>Min-Max</i>		<i>S</i>	<i>K</i>
					Actual	Observed		
Professional development	8	16.23	5.55	.81	0	12	-7.43	.120
Self-perception (FLTA)	12	11.06	8.29	.88	0	48	1.04	1.95
Teaching inexperience (FLTA)	5	2.52	3.42	.79	0	20	1.90	4.06
Lack of student interest (FLTA)	4	5.46	3.92	.80	0	16	.66	.02
Fear of negative evaluation (FLTA)	3	2.25	2.30	.71	0	12	1.13	1.49
Difficulty with time management (FLTA)	3	2.50	2.44	.70	0	12	1.07	1.00

*Note: (n) = no. of items, (S) = skewness, (k) = kurtosis, (M) = Mean, (SD) = Standard Deviation, (α) = Alpha*

Table 2 provides information on Cronbach's alpha reliability, the number of items, mean, standard deviation, internal consistency, actual and observed maximum and minimum scores, skewness, and kurtosis of the variables. The alpha coefficients were used to assess the internal consistency of the scales and subscales.

The alpha coefficients for the study variables ranged from 0.57 to 0.83. According to the guidelines provided by Koo and Li (2016), alpha reliability values above 0.9 are considered excellent, values between 0.75 to 0.9 are measured good, and values ranging from 0.5 to 0.75 are measured moderate. Alpha values below 0.5 indicate poor reliability.

Without the specific values for each variable's alpha coefficient, it is not possible to determine the exact level of internal consistency for each scale or subscale. However, based on the given information, some of the variables in the study demonstrated good (0.75-0.9) or moderate (0.5-0.75) levels of internal consistency, while others may have indicated lower levels of reliability.

### **Inferential Analysis**

The variable was measured on 8 observations/participants. The mean value for professional development is 16.23. The standard deviation is 5.55, indicating the variability of scores around the mean. The alpha coefficient (internal consistency reliability) is 0.81, suggesting good reliability. The minimum value observed is 0.00, and the maximum value is

12.00. The skewness value is -7.43, showing a highly skewed distribution to the left. The kurtosis value is 0.120, indicating a moderately platykurtic distribution. Self-perception variable was measured on 12 observations/participants. The mean self-perception score is 11.06. The standard deviation is 8.29. The alpha coefficient is 0.88, showing high internal consistency. The minimum and maximum values observed are 0.00 and 48.00, respectively. The skewness value is 1.04, indicating a slightly skewed distribution to the right. The kurtosis value is 1.95, indicating a moderately leptokurtic distribution. The teaching inexperience variable was measured on 5 observations/participants. The mean teaching inexperience score is 2.52. The standard deviation is 3.42. The alpha coefficient is 0.79, indicating good internal consistency. The minimum and maximum values observed are 0.00 and 20.00, respectively. The skewness value is 1.90, indicating a moderately skewed distribution to the right. The kurtosis value is 4.06, indicating a highly leptokurtic distribution. The lack of students in the variable was measured on 4 observations/participants. The mean score for lack of student interest is 5.46. The standard deviation is 3.92. The alpha coefficient is 0.80, indicating good internal consistency. The minimum and maximum values observed are 0.00 and 16.00, respectively. The skewness value is 0.66, indicating a slightly skewed distribution to the right. The kurtosis value is 0.02, indicating a near-normal distribution. Fear of negative evaluation variable was measured on 3 observations/participants. The mean fear of negative evaluation score is 2.25. The standard deviation is 2.30. The alpha coefficient is 0.71, indicating acceptable internal consistency. The minimum and maximum values observed are 0.00 and 12.00, respectively. The skewness value is 1.13, indicating a moderately skewed distribution to the right. The kurtosis value is 1.49, indicating a moderately leptokurtic distribution. Difficulty with time management variable was measured on 3 observations/participants. The mean difficulty with time management score is 2.50. The standard deviation is 2.44. The alpha coefficient is 0.70, indicating acceptable internal consistency. The minimum and maximum values observed are 0.00 and 12.00, respectively. The

skewness value is 1.07, indicating a moderately skewed distribution to the right. The kurtosis value is 1.00, indicating a near-normal distribution.

**Table 3:** *Inter-correlation between demographic characteristics, professional growth, and FLTA*

Measures	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 Age	1	-.15**	-.10*	.00	.61**	.36**	.16**	.91**	.44**	.23**	.10*	.12**	.16**	.09*	-.08	.02	-.06	.03
2 Gender		1	-.08	.02	.02	-.05	.14**	-.10*	-.17**	-.03	.19**	.20**	-.04	-.06	-.08	-.02	-.07	-.11*
3 Family System			1	.06	-.01	.03	-.07	-.11*	-.07	.03	-.08	-.03	-.07	-.04	.01	-.01	.159**	-.07
4 Birth Order				1	.03	.04	.02	-.10	-.00	-.03	.09	.04	.03	-.06	.05	.01	.00	-.00
5 Marital Status					1	.346**	.14**	.56**	.23**	.18**	.08	.10*	.14**	.04	-.13**	.00	-.05	-.05
6 Education						1	.28**	.31**	.09*	.19**	.10*	.09	.28**	-.02	-.16**	.02	-.13**	.01
7 Teaching Level							1	.18**	.08	.04	.07	.02	.14**	-.01	-.07	.02	.03	-.04
8 Experience of teaching								1	.45**	.21	.07	.11*	.21**	.07	-.10*	.02	-.09	-.00
9 No transfer/placement									1	.02	.02	.02	-.04	-.02	-.04	.01	-.00	-.08
10 Schooling sector										1	.02	.00	.05	.13**	.00	.06	-.00	.08
11 Temporary Residence											1	.81**	.11*	-.09	-.04	.05	-.15**	-.04
12 Permanent Residence												1	.13**	-.12*	-.08	-.00	-.15**	-.07
13 Professional development													1	-.05	-.15**	.01	-.20**	-.17**
14 Self-Perception														1	.58**	.32**	.51**	.53**
15 Teaching Inexperience															1	.34**	.57**	.53**
16 Lack of student interest																1	.35**	.38**
17 Fear of Negative Evaluation																	1	.50**
18 Difficulty with time management																		1

Note: \*= $p < .05$ , \*\*= $p < .01$ , \*\*\*= $p < .001$

## Regression Analysis

A series of moderation analyses were executed by running regression analysis through Model 1 Process V4.0 by Hayes (2016) process on SPSS version 26. The moderating role of professional growth with English Language Teaching Anxiety (ELTA) was valued in moderation analysis. Moderation analyses were run between all subscales (e.g., professional growth, Self-Perception, teaching Inexperience, Lack of students' interest, Fear of Negative Evaluation, and Difficulty with time management) of professional growth and subscales of ELTA (e.g., fear of making mistakes, anxiety related to language proficiency) in primary and secondary level teachers.

**Table 4** : *Regression Weights of Moderation Analysis with Professional Growth*

<b>Measures</b>	<b>Fear of Negative Evaluation</b>	
Model 1	<i>B</i>	SE
Constant	15.71***	.77
Professional Growth	.02	.23
Education	.85*	.39
Professional Growth x Education	.10	.13
<b>Measures</b>	<b>Difficulty with time management</b>	
Model 2	<i>B</i>	SE
Constant	15.01***	.22
Professional Growth	-.33	.42
Experience	1.28**	-.03
Professional Growth x Experience	-.03	.12
<b>Measures</b>	<b>Fear of negative evaluation</b>	
Model 3	<i>B</i>	SE
Constant	7.90***	1.94
Professional Growth	.28**	.48
Education	2.4*	.49
Professional Growth x Education	-.17	.08
<b>Measures</b>	<b>Teaching experience</b>	
Model 4	<i>B</i>	SE
Constant	7.22***	1.72
Professional Growth	.45	.32
Education	2.47***	.44
Professional Growth x Experience	-.17	.08

The constant term represents the expected value of professional growth when all predictor variables are zero. This demonstrates that the interaction between fear of negative evaluation and education does not greatly affect professional growth. The SE column provides the standard error linked with each coefficient estimation. It is a measure of the variability or ambiguity in the estimation. A smaller standard error shows greater precision in the coefficient estimation.

Model 2 shows the results of regression analysis for predicting professional growth in Model 2. The constant term represents the predictable value of professional growth when all predictor variables are zero. This means that even when the other predictor variables are not studied, there is a significant positive effect of the constant term on professional growth. This shows that in this study, trouble with time management had no influence on professional progress.. This indicates that the interaction between difficulty with time management and experience does not have a significant effect on professional growth. SE (Standard Error): The SE column provides the standard error associated with each coefficient estimate. It is a measure of the variability or uncertainty in the estimate. A smaller standard error indicates greater precision in the coefficient estimate.

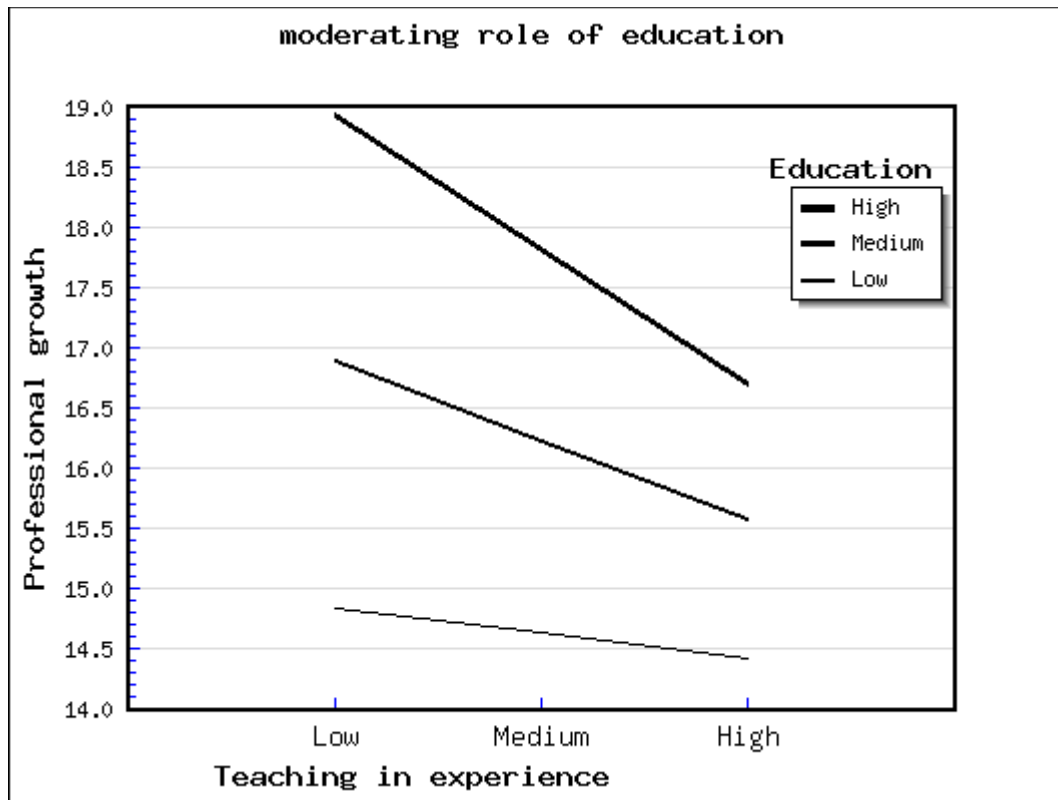
Model 3 shows the results of regression analysis for predicting professional growth in Model 3. Here is how you can interpret the table :In this case, the constant is 7.90, and the indicates that it is statistically significant at  $p < 0.001$ . This means that even when the other predictor variables are not considered, there is a significant positive effect of the constant term on professional growth. This suggests that individuals with higher levels of fear of negative evaluation tend to have higher levels of professional growth. This suggests that individuals with higher levels of education tend to have higher levels of professional growth. This implies that the association between fear of unfavorable evaluation and education has no effect on professional development. The SE column displays the standard error for each coefficient

estimate. It is a measure of the estimate's variability or uncertainty. A lower standard error indicates higher precision in the coefficient estimation.



Table 4 shows the results of regression analysis for predicting professional growth in Model 4.

Here is how you can interpret the table figure 4.1 also Shows the



This means that even when the other predictor variables are not considered, there is a significant positive effect of the constant term on professional growth. The coefficient for teaching experience is 0.45, but it is not statistically significant based on the provided information. This suggests that teaching experience does not have a significant effect on professional growth in this model. The coefficient for education is 2.47, and the indicates that it is statistically significant at  $p < 0.001$ . This suggests that individuals with higher levels of education tend to have higher levels of professional growth. The coefficient for the interaction term (int) is -0.17, but it is not statistically significant based on the provided information ( $p \geq 0.05$ ). This indicates that the interaction between teaching experience and education does not have a significant effect on professional growth. The SE column provides the standard error

associated with each coefficient estimate. It is a measure of the variability or uncertainty in the estimate. A smaller standard error indicates greater precision in the coefficient estimate.

## Chapter 5

### Discussion

The objective of the latest research is to study Professional development and English Language Teaching (ELT) anxiety are important topics of research in the field of education, normally for primary and secondary-level teachers. A few studies have studied the relation between professional growth and ELT anxiety, peeling light on the factors that contribute to teacher anxiety and its influence on their professional development. This part of the current investigation focuses on the current results seeing previous studies, theories, and local context.

This study shows that education has a significant positive effect on professional growth. This conclusion indicates that individuals with higher levels of education attend to experience higher levels of professional growth. This is associated with several studies that learned the relationship between education and professional outcomes.

A study achieved by Chevalier and Lindley (2007) examined the influence of education on career development and earnings in the UK. They originate from those individuals with higher levels of education realized better career predictions and higher earnings associated than those with lower levels of education. This helps the perception that education plays an important role in professional growth. Correspondingly, a study by Oreopoulos and Petronijevic (2013) examined the effect of education on different labor market results that include working social mobility and pay increases. They found that higher levels of education were linked with greater rising professional mobility and above salary increases over time. These further boosts the positive link among education and professional progress. However, the analysis also showed that teaching experience and the collaboration between teaching experience and education did not have a significant impact on professional growth. This result implies that the length of teaching experience and the combination of

teaching experience with education level do not contribute to individuals' professional development in this model. While the lack of significant effects on teaching experience and its interaction with education may seem illogical, it is important to study the specific perspective and sample used in the analysis. Different studies have yielded varying results concerning the influence of teaching capability on professional growth. For example, a study by Rockoff (2004) studied the relationship between teacher experience and student achievement. The findings showed that the impact of teaching experience on student outcomes varied depending on the conditions and the teacher's initial performance. More experienced teachers had a favourable influence on student success in certain circumstances, but not in others. This suggests that the relationship between teaching experience and professional growth is changing and is influenced by a number of factors.

It is also worth noting that the constant term in the regression analysis, which reflects the expected value of professional advancement when all predictor variables are zero, had a significant beneficial impact. This means that, despite a lack of formal education or teaching experience, professional advancement might be anticipated. However, offering a more explicit explanation of this finding is difficult without further information regarding the causes and data used in the research.

Chevalier and Lindley (2009) evaluated the effect of education on job progression in the United Kingdom. They stated that people with more education have better work outcomes, such as higher pay and more job satisfaction. This demonstrates the importance of education in promoting professional development. Similarly, Hedges, Laine, and Greenwald (1994) conducted a meta-analysis to investigate the effects of schooling on several outcomes such as occupational status and income. They concluded that higher levels of education are associated with higher levels of occupational status and income, lending credence to the idea that education has a good influence on professional progress.

On the other hand, the regression analysis does not find the major impact of teaching experience or the relationship between teaching experience and education on professional growth. This result suggests that these variables may not play a key role in determining professional growth in the circumstances of the model under consideration. To put these results, it is important observing a study by Goldhaber and Brewer (1997) that investigated the effect of teaching experience on student achievement in the education field. They found different evidence regarding the relationship between teaching experience and student results. While some studies reported positive effects, others found no significant relationship. This suggests that the impression of teaching experience on professional growth may vary among different territories and should be investigated further in the specific background under investigation. The important positive consequence of the continuous term, representing the expectable value of professional growth when all predictor variables are zero, shows that even in the absence of education or teaching experience, some level of professional growth is still predictable. This could be identified by other factors not measured in the model, such as personal traits characteristics networking opportunities, or other ignored variables that influence professional development (Goldhaber and Brewer 1997).

A study conducted by Huyghebaert and Looy (2018) investigated the impact of education on the professional growth of individuals in the field of technology and invention. The researchers found that higher levels of education, mostly advanced degrees, were positively linked with career progression and professional development. They attributed this relationship to the gain of specialized knowledge, skills, and skills through formal education. Similarly, a study by Oreopoulos, Page, and Stevens (2008) investigated the impact of education proceeding various labour market outcomes, including earnings and occupational mobility. They found that higher levels of education were linked with developed wages and increased upward mobility in the job order the researchers highlighted that education plays a

significant role in providing individuals with the necessary qualifications and identifications to develop in their careers.

While education only has an important positive impact on professional growth, the regression analysis also suggests that teaching experience and interactions between teaching experience and education do not have significant effects on professional growth in this model. This observation may seem opposing to traditional understanding as teaching experience is often seen as a benefit in the field of education. However, it is important to observe that this result is specific to the model used in the analysis. Other studies have found that teaching experience can certainly influence professional growth and development. For example, a study by Ingersoll and Strong (2011) examined the relationship between education experience and teacher effectiveness. They found that teachers with more experience managed to be more effective in the classroom, indicating increased student achievement (Ingersoll and Strong 2011)

One study conducted by Chevalier and Feinstein (2006) considered the long-term consequences of education on individuals' labour market consequences. They found that individuals with higher levels of education, such as finding a college degree, had higher earnings and better career predictions associated with those with lower levels of education. This assists the idea that education plays a key role in professional growth. Another study by Hsieh and Urquiola (2006) investigated the impression of education on job performance. They found that individuals with higher levels of education incline towards higher efficiency and job performance, leading to greater professional growth and advancement opportunities. The present is parallel with the positive effect of education observed in the regression analysis. However, it is important that teaching experience and the relationship between teaching experience and education did not have significant effects on professional growth in

the regression model. This finding may look counterintuitive, as one might believe that teaching experience would positively control professional growth in the field of education.

One study that drops light on this issue is accompanied by Ronfeldt, Lankford, Loeb, and Wyckoff (2013). They observed the relationship between teacher experience and student achievement in a large-scale dataset. Difficult to normal assumptions, their results showed that the relationship between teaching experience and student achievement is not as straightforward as projected. They observed that while learner teachers originally improve in effectiveness as they gain experience, the relationship becomes less evident after the first few years of teaching. This indicates that the influence of teaching experience on professional growth may not be as significant as first recognized.

### **Limitation and Suggestion**

The result from a study conducted with a sample size of 400 primary and secondary level teachers may not be characteristic of all English Language Teaching (ELT) teachers. The results may vary differing on factors such as geographical location, cultural background, and teaching perspective. The sample size of 400 may not be equally allocated across different regions or types of schools, which can establish bias in the study. For example, if most of the participants are from urban areas or private schools, these findings could not apply to teachers in rural areas or public schools. The data collected in the study may depend on self-reported methods, such as surveys or questionnaires. This can introduce response bias, where participants may not provide completely precise or honest responses. They might underreport or overreport their levels of anxiety or professional growth.

The study may not explain external factors that could affect the professional growth and anxiety levels of ELT teachers. These factors could include executive support, educational resources, professional development opportunities, or societal and cultural pressures.

To increase the generalizability of the study, be concerned about increasing the sample to include teachers from multiple geographical locations, several types of schools (public, private, rural, urban), and varied cultural backgrounds. This can provide a more comprehensive understanding of the challenges faced by ELT teachers.

As an alternative of depend exclusively on self-reporting measures, incorporate multiple research methods. For example, in addition to surveys, conduct interviews or observations to gather more specified and objective data. Triangulating different data sources can help prove the findings and provide a more universal view of the topic. Instead of a cross-sectional design, consider showing a longitudinal study that follows teachers over an expanded period. This can assistance track changes in their professional growth and anxiety levels, identify potential instrumental relationships, and provide perceptions into the factors that lead to these changes.

When analyzing the data, try to control external factors that may influence professional growth and anxiety levels. This can be done through statistical techniques such as regression analysis, where the impact of several factors can be measured while controlling for confounding variables.

Involve key participants, such as teacher associations, school administrators, and representatives, in the research process. Their input can provide valuable perspectives and help confirm that the study findings are relevant and actionable in the circumstance of ELT. Sharing the research results through academic publications, conferences, or workshops contribute to an accessible body of knowledge on professional growth and anxiety in ELT teachers. This can also inform educational policies and observations to confirm teachers' well-being and professional development.



## **Implications and Benefits**

Professional growth in the field of English Language Teaching (ELT) and addressing anxiety among primary and secondary-level teachers can have considerable implications and benefits. Connecting in professional growth opportunities, such as presence workshops, conferences, or pursuing enhanced degrees or certifications, facilitates teachers to develop new teaching strategies, methodologies, and approaches. This leads to improved teaching skills, which can positively affect student learning outcomes. Professional growth activities help teachers construct self-confidence in their abilities. Through expanding their knowledge and skills, teachers feel more prepared and skilled in the classroom, leading to increased self-confidence. This confidence is replicated in their teaching practices and interactions with students, development of a positive learning environment is a dynamic field, and educational settings frequently develop. Engaging in professional growth activities helps teachers stay updated with recent developments, teaching techniques, and technological advancements in language teaching. This adaptability assists teachers to accommodate the changing needs of students effectively. Professional growth opportunities regularly involve collaboration with peers, mentors, and experts in the field. This nurtures networking, sharing of ideas, and collaborative problem-solving. Teachers can benefit from the collective wisdom and experiences of others, leading to improvements in professional relationships and an understanding community.

## **Benefits**

The analysis suggests that higher levels of education have a positive impact on professional growth. This indicates that individuals who supply in their education, whether concluded formal degrees, certifications, or continuous learning, are more likely to experience higher levels of professional growth. This outcome emphasizes the importance of education in shaping and advancing one's career. The positive effect of education on

professional growth indicates that it can provide a differentiating factor between individuals. Those with higher levels of education may have an advantage in terms of career opportunities, promotions, and higher job standings. Employers and organizations may prioritize individuals with stronger educational backgrounds when considering candidates for career advancement. The analysis specifies that teaching experience and the dealings between teaching experience and education do not have significant effects on professional growth. While this result may seem illogical for the teaching profession, it suggests that factors other than teaching experience and its interactions with education are more influential in professional growth. This could be due to different causes such as the particular environment of the study or the limitations of the variables involved in the analysis. The persistent term, representing the predictable value of professional growth when all predictor variables are zero, has a major positive consequence. This proposes that even in the nonexistence of education or teaching experience, there is still a positive level of professional growth anticipated. This can be recognized to factors such as on-the-job learning, skills learned through experience, or other unmeasured variables that influence professional growth. These results emphasize the importance of education in promoting professional growth. They propose that investing in education can be a significant factor in advancing one's career and resulting to higher levels of professional achievement.

## **Conclusion**

Based on the regression analysis, the model suggests that education has a significant positive influence on professional growth. This indicates that individuals with higher levels of education are more prospective to experience higher levels of professional growth. The persistent term, which represents the predictive value of professional growth when all predictor variables are zero, also has a significant positive effect. This suggests that even in the deficiency of education and teaching experience, there is still a projected positive effect

on professional growth. However, teaching experience and the dealings between teaching experience and education do not have significant impacts on professional growth in this model. This means that, in the framework of this analysis, these variables do not impact significantly to explaining the alteration in professional growth. the conclusion tired from this model is that education is a vital factor influencing professional growth, while teaching experience and the collaboration between teaching experience and education do not play a key role in explaining professional growth.

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