



The Influence of Counsellor Trainee Support on Public Speaking and Foreign Language Speaking Anxiety in the Class Setting

Emre Güvendir¹, Oya Onat Kocabıyık², Sinem Dündar³

^{1,3}Trakya University, Turkey, ²Tekirdağ Namık Kemal University, Turkey,

ARTICLE INFO

Article History:

Received 15.08.2019

Received in revised form
11.12.2019

Accepted 17.12.2019

Available online

31.01.2020

ABSTRACT

This mixed methods study examined the influence of cognitive behavioral approach based counsellor trainee support on prospective English teachers' public speaking anxiety and foreign language speaking anxiety in the class setting. The participants of the study included sixteen third-year prospective English teachers. Both quantitative and qualitative data analysis revealed that the participants benefited from the counselling procedure. The study aims to trigger more interest on different forms of anxiety experienced by prospective teachers and motivate researchers to design interventions that will psychologically assist prospective teachers in their transition to the teaching profession.

© 2020 IJPES. All rights reserved

Keywords:

Peer counselling, public speaking anxiety, classroom anxiety, language anxiety, cognitive behavioral approach

1. Introduction

Emotions may have a central role in a teacher's professional life. Teaching is described as an emotional activity (Hargreaves, 1998; 2001) and teachers' emotions are considered relevant not only for their own well-being but also for an operative classroom environment (Glaser-Zikuda, Stuchlíková, & Janík, 2013; Sutton & Wheatley, 2003; van den Berg, 2002). Learners are usually skilful in identifying teachers' emotions as emotions are accompanied by physiological changes and behavioural manifestations (Keltner & Ekman, 2000). Negative emotions displayed by a teacher create problems if and when they negatively influence learners' performance (Klusmann, Richter, & Lüdtke, 2016; Makhwathana, Mudzielwana, Mulovhedzi, & Mudau, 2017) and the nature of teacher-student interactions (Stuhlman & Pianta, 2002). While negative deactivating emotions on the part of the teacher create an undesirable classroom atmosphere, positive activating emotions render an encouraging influence on student learning (Pekrun, Goetz, Titz, & Perry, 2002).

Several studies have reported that teachers' negative emotions not only influence learners but also have a profound impact on themselves. Lower competency views, professional dissatisfaction, emotional exhaustion, and continued anxiety have been frequently stressed by teachers who display negative emotions in relation to their teaching experiences (Chang, 2009; Keller Frenzel, Goetz, Pekrun, & Hensley, 2014; Kyriacou, 2001; Spilt, Koomen, & Thijs, 2011). For instance; a report released by the Organization for Economic Cooperation and Development (OECD, 2005) has revealed that negative emotions and high levels of stress and anxiety resulted in higher retirement rates for teachers. The findings of these studies show that it is important for teachers to have the ability to regulate their emotions in anxiety and stress triggering situations in order to have fruitful

¹ Corresponding author's address: Department of Foreign Languages, Trakya University, Edirne, Turkey

e-mail: emreguvendir@trakya.edu.tr

<http://dx.doi.org/10.17220/ijpes.2020.01.002>

teaching careers. Therefore, it is vital to equip teachers with the skills to self-identify and manage their negative emotions both before and during their professional careers.

The capacity to regulate emotions is important for teachers, however, not all people have the skill to do it successfully (Makhwathana et al., 2017). Hence, one of the goals of teacher training programs at universities should be identifying the factors that produce negative emotions for prospective teachers and find remedies before they step into their professional life. However, a review of the literature shows that most studies of teacher and prospective teacher characteristics and student achievement have focused on indicators of professional knowledge (Hill, Rowan, & Ball, 2005) while paying little attention to teachers' and prospective teachers' emotions. Especially, one factor that has not been adequately addressed in relation to teacher training is *anxiety* experienced by prospective teachers which result in negative emotions about the teaching profession and create negative personal and occupational consequences. Research has shown that teachers' anxiety influences student achievement (Beilock, Gunderson, Ramirez, & Levine, 2010), self-regulation, and goal orientation in teaching and learning (Malpass, O'Neil, Harold, & Hocevar, 1999).

There are different types of anxiety, but this study focused on "public speaking anxiety" and "foreign language speaking anxiety in the class setting" experienced by prospective English teachers considering the fact that oral presentations are an essential part of both college and work responsibilities, and public-speaking competence is one of the elements of professional success, a strategic skill to gain a competitive edge, credibility, and a positive status (Marinho, de Medeiros, Gama, & Teixeira, 2016). Furthermore, prospective foreign language teachers who experience foreign language speaking anxiety in the class setting in addition to public speaking anxiety could be in a more critical condition as they have to manage additional negative emotions in terms of giving public presentations in a foreign language.

Public speaking anxiety is a cluster of evaluative feelings about speechmaking (Daly, Vangelisti, Neel, & Cavanaugh, 1989) that is experienced by the majority of the general population (Burnley, Cross, & Spanos, 1992; Witt, 2006). Bodie (2010) classifies public speaking anxiety as a specific subtype of communication-based anxiety. Individuals who are influenced by public speaking anxiety experience a variety of physiological symptoms in reaction to an upcoming or actual public presentation, including palpitations, sweating, gastrointestinal discomfort, diarrhoea, muscle tension, and confusion (Daly, McCroskey, Ayers, & Hopf, 1997). Other negative consequences of public speaking anxiety are poor speech preparation (Daly, Vangelisti, & Weber, 1995), inadequate decision-making (Beatty & Clair, 1990) and ineffective speech performance (Beatty & Behnke, 1991; Menzel & Carrell, 1994) and public speech avoidance (Beatty & Behnke, 1980; McCroskey & Beatty, 1984). Research has shown that public speaking anxiety is often cited as a primary reason why someone is unable to progress in his or her career (Cunningham, Lefkoe, & Sechrest, 2006). Although research on public speaking anxiety experienced by university students abound (e.g. Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018; Nash, Crimmins, & Oprescu, 2015; Tillfors & Furmark, 2007), public speaking anxiety experienced by prospective teachers is a topic that has not withdrawn enough attention in educational research. This constitutes a problem as a high number of prospective teachers graduate without receiving psychological support which may create long term career difficulties for them.

Another topic that has not been sufficiently addressed is the foreign language speaking anxiety in the public speaking class setting experienced by student teachers of English. Classes today demand students to be more active by demonstrating oral performance in front of the class, presenting different topics and also participating in classroom discussions, which may create or increase anxiety (Öztürk & Gürbüz, 2014). Prospective foreign language teachers are also responsible for displaying their teaching skills in front of their class in a foreign language. However, as Tüm and Kunt (2013) stated although research interest in foreign language anxiety among language learners has been extensive, only a small body of research has addressed anxiety among student teachers who are non-native speakers of the target language. Yet, there are strong reasons to believe that anxiety as an affective state are prevalent among those student teachers, especially as they approach the start of their teaching careers. On the other hand, studies that focused on foreign language

anxiety among student teachers and foreign language teachers (see Gürsoy & Korkmaz, 2018; Horwitz, 1996; Ipek, 2007; Tüm & Kunt, 2013) were descriptive and did not aim to create interventions to decrease or eliminate anxiety. Hence, it is important to design intervention studies that support student teachers in coping with anxiety before they start their professional teaching career.

The capacity to regulate emotions is important for teachers, however, not all people have the skill to do it successfully (Makhwathana et al., 2017). Hence, one of the goals of teacher training programs at universities should be identifying the factors that produce negative emotions for prospective teachers and find remedies before they step into their professional life. However, a review of the literature shows that most studies of teacher and prospective teacher characteristics and student achievement have focused on indicators of professional knowledge (Hill, Rowan, & Ball, 2005) while paying little attention to teachers' and prospective teachers' emotions. Especially, one factor that has not been adequately addressed in relation to teacher training is *anxiety* experienced by prospective teachers which result in negative emotions about the teaching profession and create negative personal and occupational consequences. Research has shown that teachers' anxiety influences student achievement (Beilock, Gunderson, Ramirez, & Levine, 2010), self-regulation, and goal orientation in teaching and learning (Malpass, O'Neil, Harold, & Hocevar, 1999).

There are different types of anxiety, but this study focused on "public speaking anxiety" and "foreign language speaking anxiety in the class setting" experienced by prospective English teachers considering the fact that oral presentations are an essential part of both college and work responsibilities, and public-speaking competence is one of the elements of professional success, a strategic skill to gain a competitive edge, credibility, and a positive status (Marinho, de Medeiros, Gama, & Teixeira, 2016). Furthermore, prospective foreign language teachers who experience foreign language speaking anxiety in the class setting in addition to public speaking anxiety could be in a more critical condition as they have to manage additional negative emotions in terms of giving public presentations in a foreign language.

Public speaking anxiety is a cluster of evaluative feelings about speechmaking (Daly, Vangelisti, Neel, & Cavanaugh, 1989) that is experienced by the majority of the general population (Burnley, Cross, & Spanos, 1992; Witt, 2006). Bodie (2010) classifies public speaking anxiety as a specific subtype of communication-based anxiety. Individuals who are influenced by public speaking anxiety experience a variety of physiological symptoms in reaction to an upcoming or actual public presentation, including palpitations, sweating, gastrointestinal discomfort, diarrhoea, muscle tension, and confusion (Daly, McCroskey, Ayers, & Hopf, 1997). Other negative consequences of public speaking anxiety are poor speech preparation (Daly, Vangelisti, & Weber, 1995), inadequate decision-making (Beatty & Clair, 1990) and ineffective speech performance (Beatty & Behnke, 1991; Menzel & Carrell, 1994) and public speech avoidance (Beatty & Behnke, 1980; McCroskey & Beatty, 1984). Research has shown that public speaking anxiety is often cited as a primary reason why someone is unable to progress in his or her career (Cunningham, Lefkoe, & Sechrest, 2006). Although research on public speaking anxiety experienced by university students abound (e.g. Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018; Nash, Crimmins, & Oprescu, 2015; Tillfors & Furmark, 2007), public speaking anxiety experienced by prospective teachers is a topic that has not withdrawn enough attention in educational research. This constitutes a problem as a high number of prospective teachers graduate without receiving psychological support which may create long term career difficulties for them.

Another topic that has not been sufficiently addressed is the foreign language speaking anxiety in the public speaking class setting experienced by student teachers of English. Classes today demand students to be more active by demonstrating oral performance in front of the class, presenting different topics and also participating in classroom discussions, which may create or increase anxiety (Öztürk & Gürbüz, 2014). Prospective foreign language teachers are also responsible for displaying their teaching skills in front of their class in a foreign language. However, as Tüm and Kunt (2013) stated although research interest in foreign language anxiety among language learners has been extensive, only a small body of research has addressed anxiety among student teachers who are non-native speakers of the target language. Yet, there are strong reasons to believe that anxiety as an affective state are prevalent among those student teachers, especially as they approach the start of their teaching careers. On the other hand, studies that focused on foreign language anxiety among student teachers and foreign language teachers (see Gürsoy & Korkmaz, 2018; Horwitz, 1996;

Ipek, 2007; Tüm & Kunt, 2013) were descriptive and did not aim to create interventions to decrease or eliminate anxiety. Hence, it is important to design intervention studies that support student teachers in coping with anxiety before they start their professional teaching career.

1.1. Context and Research Focus

Teacher training activities in Turkey are conducted by faculties of education. In order to be a student of an English language teaching teacher training program, students have to get a sufficient score from the university entrance exam that directs them multiple choice questions. The English section of the university entrance exam focuses on structure, reading comprehension, translation, and vocabulary knowledge. Prospective English teachers' communicative skills are not tested before they enter a Turkish university. Additionally, several studies have shown that the majority of these students are exposed to grammar-oriented English education before they enter university and their language education does not include communicative activities and introduction of authentic materials that could prepare them to interact using the target language (Bal, 2006; Güvendir, 2017; Ozsevik, 2010). During the teacher training program, prospective English teachers are expected to use the target language in communicative activities and give oral classroom presentations which may be quite challenging and anxiety provoking for them as their formal training provides limited opportunities to use the target language communicatively.

There is no nationwide application in Turkey that aims to measure prospective teachers' anxiety levels and provide remedies for them. Universities in Turkey employ psychologists or counsellors with the aim of providing psychological support to students. However, research has shown that although the number of students who need psychological counselling is high, the rate of applying for psychological help among university students in Turkey is low (Kacur & Atak, 2011). Psychological support is not at the desired level due to the lack of sufficient staff to provide psychological counselling services (Kızıldağ, Demirtaş Zorbaz, Gençtanırım, & Arıcı, 2012). For instance, during the 2018-2019 academic year, there was only one professional psychologist in the psychological counselling centre of the university where the research was conducted while the number of university students was 48.542. Consequently, a considerable number of students in Turkey step into the teaching profession without benefiting from the counselling services provided by their universities.

In this study, the researchers constructed an intervention procedure that aimed to support prospective English teachers in coping with public speaking and foreign language speaking anxiety in the classroom setting. Considering that there was only one psychologist at the university where the research was carried out, the researchers decided to get assistance from the fourth year students studying at the Guidance and Psychological Counselling Program of the same university. In particular, the study examined the influence of cognitive behavioural approach based counsellor trainee support on prospective English teachers' *public speaking anxiety* and *foreign language speaking anxiety in the class setting*.

Several reasons motivated the researchers to use the cognitive behavioural approach as a basis for the counselling procedure. Research has shown that negative emotions have cognitive roots as individuals first develop cognitive elements, and then react emotionally in any situation they encounter (Lazarus, 1999). Studies on the concept of cognitive emotion regulation, which is used as a synonym for cognitive coping, reveal that both coherent and incoherent coping strategies are involved in cognitive emotion regulation (Garnefski & Kraaij, 2018; Kocabiyık, Çelik, & Dünder, 2017; Kraaij, Garnefski, & Vlietstra, 2008; Onat & Otrar, 2010). As these emotion regulation strategies lead to different results in diverse situations, it is significant for individuals to choose these strategies flexibly and accurately (Sakakibara & Endo, 2016). Students have beliefs about learning that affect their learning process and emotional states. Some students feel confident in their learning environment, while others feel uneasy and anxious (Ellis, 1994). According to the cognitive behavioural approach, negative feelings may stem from misleading thoughts that individuals develop about different situations. Although negative life experiences can lead to the growth of disturbances in individuals, individuals sometimes have misconceptions about unexperienced but projected situations (Dattilio, 2010).

Proponents of the cognitive behavioural approach argue that misleading and dysfunctional thoughts that affect an individual's mental state and behaviour are the common mechanisms underlying all psychological disorders (Beck, 2011). Hence, in order for the individual to have healthy thoughts again, s/he must regulate them (Beck, 2005).

Cognitive structures or schemas sometimes contain dysfunctional, irrational, automatic judgments and beliefs that reduce awareness in individuals (Beck, 2011). The examination of the dysfunctional thoughts developed in relation to foreign language and public speaking anxiety reveals that these thoughts are very diverse. For example; negative assumptions about the four language skills of students, negative L2 self-efficacy beliefs, considerations such as the idea of being evaluated negatively by others, may lead to anxiety. This adversely affects the learning process of the students (Cheng Horwitz, & Schallert, 1999). Changing negative and unrealistic thoughts with alternative and healthy ones becomes important in terms of solving anxiety-oriented problems and creating self-awareness (Köroğlu, 2013). Studies have shown that interventions based on cognitive behavioural approaches are highly effective in solving anxiety-related disorders (Aydın, Tekinsav-Sütücü, & Sorias, 2010; Otte, 2011; Otto, Smits, & Reese, 2004; Wood, Drahot, Sze, Har, Chiu, & Langer, 2009). For this reason, this study used cognitive behavioural approach to counsel prospective English teachers who displayed high levels of public speaking anxiety and foreign language classroom anxiety. The study aimed to enable the participants to identify the relationship between emotion, thought and behaviour, to realize automatic and unrealistic thoughts and to change them with healthy ones. In particular, the study addressed the following research questions:

1. What is the effect of cognitive behavioural approach based counsellor trainee support on the participants' "public speaking anxiety" and "foreign language speaking anxiety in the class setting"?
2. What are the participants' reflections on the counselling experience and how can their reflections be used for improving the effects of further interventions positively?

Additionally, the study aimed to trigger more interest on different forms of anxiety experienced by prospective teachers and motivate researchers to design consecutive interventions that will psychologically assist prospective teachers.

2. Method

2.1. Research Design

This study utilized a *mixed methods study design* which included the use of both quantitative and qualitative methods in a single study (Fraenkel & Wallen, 2009). For the quantitative part, the study used *one-group pretest-posttest design* which included the measurement of a single group not only after being exposed to an intervention, but also before (Fraenkel & Wallen, 2009). The study used *thematic analysis* to examine the written reflections of the participants qualitatively (Maguire & Delahun, 2017). The researchers collected and analysed data on public speaking and foreign language speaking anxiety in the class setting. Data were collected concomitantly and analysis procedures sought to answer similar research questions. After the separate qualitative and quantitative data analysis, the findings were brought together to address the mixed methods inquiry (Onwuegbuzie & Johnson, 2006).

2.2. Participants and Counselling Procedure

Participants of the study included sixteen third year prospective English teachers (12 females and 4 males) studying English Language Teaching at Trakya University/Faculty of Education, during the 2018-2019 academic year. The average age of the participants was 21. Learners volunteered to participate in the current research. Although these participants had high levels of public speaking and foreign language speaking anxiety within the classroom context, they had never received any form of psychological support by the time the study was conducted. On the other hand, third year of the English Language Teaching program at Trakya

University included courses such as ‘teaching language skills’, ‘English language teaching methodology’, ‘teaching English to young learners’, and ‘literature and language teaching’ that required the participants to give oral classroom presentations in English.

As a part of the counselling procedure, sixteen psychological counsellor candidates studying in the Department of Guidance and Psychological Counselling at Trakya University during the 2018-2019 academic year were randomly assigned to the experimental group. These candidates voluntarily contributed to the study and provided counselling within the context of the ‘individual psychological counselling practice’ course. Each psychological counsellor candidate conducted eight counselling sessions with the same counselee and an additional interview session.

Psychological counsellor candidates conducted a counselling session with only one counselee at a time and received supervision from their course coordinator for each session. The course coordinator met with the candidates each week and supervised them for each session. Counsellor candidates took the audio and video records of all the counselling sessions with the permission of their counselees, wrote the session summaries, and transcribed four sessions determined by their supervisor. Prior to the supervision, the supervisor examined the session summaries and the transcriptions. During the supervision, the counsellor candidate summarized what s/he focused on during the sessions with the counselee, and the supervisor provided feedback on the points s/he considered significant and relevant. In addition, the supervisor aimed to increase the efficiency of the counselling process by referring to several techniques such as peer-feedback and question and answer.

Psychological counselling sessions were based on cognitive behavioural approach. Before starting the counselling sessions, the supervisor and the counsellor candidates reviewed the basic philosophy of the cognitive behavioural approach with a focus on its view of the human nature, theoretical structure, therapy process, and the common methods and techniques employed in its practice. Subsequently, the supervisor and the counsellor candidates planned the subjects, methods, and activities for the upcoming counselling sessions. The planning of the consultation sessions was done by taking the relevant literature into consideration (e.g. Beck, 2005, 2011; Corey, 2005; Meydan, 2015). In line with this plan, as shown in Table 1, the candidates conducted approximately 45-50 minutes of counselling sessions for eight weeks. Table 1 also demonstrates the activities that took place in the individual counselling sessions.

Table 1. Psychological counselling session activities.

• Session	• Activities
I.	<ul style="list-style-type: none"> • Giving information about the psychological counselling process, its characteristics, general objectives, and the rules of the process, • Focusing on the symptoms of public speaking and foreign language anxiety to determine the problem of the counselee, • determining the objectives related to the problem.
II.	<ul style="list-style-type: none"> • Giving information about the basic features of cognitive behavioural approach, • showing the relationship between emotion, thought, and behaviour according to A-B-C model, • recording the experiences of public speaking and foreign language speaking anxiety in accordance with A-B-C model, • homework assignments.
III.	<ul style="list-style-type: none"> • Giving information about basic beliefs-intermediate beliefs- automatic beliefs, • expressing automatic beliefs, intermediate beliefs, and basic beliefs about public speaking and foreign language anxiety, • homework assignments.
IV.	<ul style="list-style-type: none"> • Analysis of automatic thoughts, • learning how to detect negative automatic thoughts, • developing alternative ideas for negative automatic thinking,

- homework assignments.
- V.
- Giving information about cognitive distortions,
 - determining the cognitive distortions the counselee has got,
 - examining the relationship between these cognitive distortions and anxiety,
 - homework assignments.
- VI.
- Developing functional alternative thoughts instead of negative automatic thoughts and cognitive distortions,
 - developing alternative thoughts with the help of questions,
 - homework assignments.
- VII.
- Giving information about the ways to cope with anxiety,
 - practicing the relaxation activity,
 - sharing the likely situations that cause anxiety before and during presentations,
 - preparing counselees for these situations,
 - homework assignments.
- VIII.
- The overall evaluation of the sessions,
 - counselees' self-evaluation
-

2.3. Instruments

This research used two different scales to measure any change in the participants' level of public speaking anxiety and foreign language speaking anxiety in the class setting. The instruments were administered at the beginning and at the end of the counselling sessions.

The study used written reflections in order to identify the participants' opinions about the counselling process and to form suggestions for improving the effects of further interventions that have similar purposes. Thus, the participants submitted written reports that provided a critical overview of the interventions at the end of the counselling process.

2.3.1. *Personal Report of Public Speaking Anxiety*

In order to measure the participants' public speaking anxiety, the study used Personal Report of Public Speaking Anxiety (PRPSA) scale developed by McCroskey's (1970). This instrument measures the level of public speaking anxiety experienced by participants. It is widely respected and regularly used by instructors and researchers of communication, serving as universal standard in the field. The PRPSA is considered a reliable instrument with alpha estimates $>.90$.

2.3.2. *Public Speaking Class Anxiety Scale*

The study used Public Speaking Class Anxiety Scale (PSCAS) by Yaikhong and Usaha (2012) to measure English language speaking anxiety in the class setting. The items on this scale were adopted from widely used anxiety scales: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970); and Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992). The scale had an internal consistency of $.84$ which makes it potentially useful to measure English language speaking anxiety levels within the classroom context.

2.4. Data Analysis

As the first step of the data analysis, the study tested the significance of the difference between the pre-test and the post-test PSCAS scores. In order to determine whether there were any extreme values in the pre-test and post-test scores, the researchers converted all scores to z scores and scaled the Z score between $+3$ and -3 with an average of 0. Values other than these values are defined as multivariable end values and removing

these values from the data set is recommended. (Walsh & Betz, 1990). Since all values in the current data set were between -3 and +3, there was no end value in the data. Subsequently, the researchers examined the skewness and kurtosis values of the scores in order to test whether the pre-test and post-test scores were normally distributed. The results of the pre-test and post-test scores were found to be normal (Kline, 2011; Muthén & Kaplan, 1985) since the skewness (.008- .924) and kurtosis (-.478-.297) values were between -1 and +1. Consequently, the researchers used Paired samples t-test to examine the significance of the difference between the pre-test and the post-test PSCAS scores.

As the second step of the data analysis, the study tested the significance of the difference between the pre-test and the post-test PRPSA scores. The researchers converted all scores to z scores to identify the extreme values in the data. As all values in the current data set were are between -3 and +3, there was no end value in the data. Following this procedure, the researchers looked at the skewness and kurtosis values of the scores in order to test whether the pre-test and post-test scores were normally distributed. The values of skewness (.205- .595) of the pre-test and post-test scores were between -1 and +1, while the values for kurtosis (-1.275-.055) were not between -1 and +1. Considering these values, the researchers concluded that the data were not distributed normally. Accordingly, the study used the Wilcoxon signed rank test which is one of the nonparametric methods to test the significance of the difference between pre-test and post-test PRPSA scores. The study took .05 significance level as the basis for determining the significance of the difference for both analyses.

The researchers calculated the Cronbach Alpha coefficient to determine the reliability of the data obtained. While the reliability of the data obtained as pre-test scores from the PSCAS was .833, the reliability of the data obtained for the post-test scores was .751. For the PRPSA scale, the pre-test scores had a reliability of .833, and the post-test scores had a reliability of .756. Accordingly, the reliability of the pre-test and post-test data obtained from both scales was high (> .70).

As the third step of data analyses, the study used *thematic analysis* to examine the written reflections of the participants qualitatively. "The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research" (Maguire & Delahun, 2017, p. 3353). According to Bardin (as cited in Oliveira, Bitencour, dos Santos, & Teixeira, 2016, p. 74) thematic content analysis consists of three stages: 1. Pre-analysis, 2. exploration, and 3. treatment and interpretation. In accordance with these stages, firstly, the counselee reflection reports were transferred to the computer and the researchers repetitively read the reflections at different times and highlighted the important points of the texts by considering the research questions of the study. Subsequently, the researchers compared the similarities and differences of the highlighted points and transformed the similarities into themes. Associated themes were grouped together and reviewed to examine whether they represented the participants' reflections. Finally, the final themes and sub-themes were formed. Following the coding process, intercoder reliability was calculated. Intercoder reliability is "the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion" (Lombard, Snyder-Duch, & Bracken, 2010, p. 2). Intercoder reliability was measured by calculating Cohen's Kappa value. Cohen's Kappa is a measure of reliability that corrects for chance agreement (Cohen, 1960). It accounts for the fact that raters are expected to agree with each other a certain percentage of the time simply based on chance. The Cohen's Kappa value for the current study was .91 which indicates a highly acceptable reliability value. Lombard et al. (2010) state that coefficients of .90 or greater are approximately always adequate for the index or indices to be used. The study benefited from expert views to ensure validity. Hence, three experts examined the analysis of the data and the consistency of the themes (Baker, Wuest, & Stern, 1992). The themes and sub-themes formed as a result of expert approval are presented in Table 4. The study used direct quotations to ensure the transferability of the reflections related to themes.

In the exploration stage of the thematic analysis, the researchers placed the themes in Maxqda 12 software. This software is a package for analysing qualitative data that can be used for content analysis. The creation of codes and themes in the software is controlled by the user who can create codes before, during or after the material is analysed. Maxqda 12 associates codes with the selected data in several ways; some part of the text is indexed to an existing code; a new code is created and associated with a part of the text, a theme is sought

in a text and the parts pertaining to that theme are automatically coded (Oliveira, Bitencourt, Teixeira, & Santos, 2013).

3. Findings

Table 2 shows the results of the *t*-test for the significance of the difference between the pre-test and the post-test of PSCAS scores.

Table 2. *t*-test results for the pre-test and post-test scores of PSCAS scale.

	N	Mean	S	sd	t	p	Effect Size
Pre-test	16	54.688	9.257	15	4.015	0.001	1.003
Posttest	16	43.375	7.864				

The results on Table 2 show that the difference between the pre-test and the post-test scores is statistically significant ($t_{15}=4.015$; $p<.05$). The comparison of the mean of the pre-test and the post-test scores display that the post-test score mean ($\bar{X}=43.375$) is lower than the pre-test score mean ($\bar{X}=54.688$). In addition, the magnitude of the significant difference between the two means was calculated by the effect size. Accordingly, the obtained value was found as 1.003. If the effect size is 0, it means that the mean is equal to the fixed value to which it is compared. Effect size greater than 1 is considered too large, 0.8 large, 0.5 medium, and 0.2 small (Green & Salkind, 2005). According to the effect size obtained here, the difference between the pre-test and the post-test mean scores is very large.

Table 3 presents the results of the *Wilcoxon signed rank test* for the significance of the difference between the pre-test and the post-test of PRPSA scores.

Table 3. Wilcoxon signed rank test results for the pre-test and post-test scores of PRPSA scale.

Post-test-Pre-test	n	Mean Rank	Sum	z	p	Effect Size
Negative Rank	16	8.500	136.000	3.517	.000	.879
Positive Rank	0	.000	.000			
Equal	0					
Total	16					

The results on Table 3 show that there is a significant difference between the mean of pre-test and post-test scores ($z=3.517$; $p<.05$). Considering the mean and total of the difference points, one can conclude that this difference is in favour of the pre-test score. According to these results, the mean of the post-test scores is lower than the pre-test scores. The obtained effect size shows that the difference between the mean rank of pre-test and post-test scores is very large.

The qualitative data analysis of the written reports generated four main themes and eleven sub-themes (see Table 04). The main themes are 'counselling skills', 'counselling techniques', 'the benefits of the counselling procedure', and 'suggestions'. The sub-themes are 'trust', 'effective listening', 'respect and acceptance', 'self-confidence', 'problem solving', 'empathy', 'questioning automatic thoughts', 'cognitive restructuring', 'homework assignments', 'number of sessions', and 'early counselling exposure'.

Table 4. Main themes and sub-themes.

Main Themes	Sub-themes
1. Counselling Skills	- Respect and acceptance - Effective listening - Trust
2. Counselling Techniques	- Questioning automatic thoughts - Cognitive restructuring - homework assignments

3. The benefits of the counselling procedure	- Problem solving - Self-confidence - Empathy
4. Suggestions	- Number of sessions - Early counselling exposure

Each of the themes shown on Table 4 above will be explained with direct quotations.

3.1. Main theme: Counselling skills

One of the points that the participants considered remarkable was the counsellors' counselling skills and their approach to the participants. Their reports show that mutual understanding and a sense of trust left a positive mark on the participants. Effective counselling skills influenced the counselees positively and contributed to the construction of a relaxed atmosphere where they expressed their problems openly and trusted their counsellor for remedial actions.

Sub-theme: Respect and acceptance

"I felt very good to have someone who just listened to me without judging." (Position: 1-1; 28.01.2019 21:21)

Sub-theme: Effective listening

"Since the very beginning, I had a beautiful energy with my counsellor and I was able to express myself in a very comfortable way during the interview because I felt that I was being understood by the person listening to me." (Position: 1-1; 28.01.2019 21:20)

Sub-theme: Trust

"Actually, I was apprehensive before the first interview. I always experienced this feeling with people I had first met. But with the sincerity and warmth of my counsellor in the first session, my apprehension vanished." (Position: 2-2; 27.01.2019 17:49)

3.2. Main theme: Counselling techniques

Participants reported that counselling techniques such as 'questioning automatic thoughts', 'cognitive restructuring', and 'homework assignments' helped them recognize the negative beliefs that resulted in anxiety and gave them an opportunity to restructure their thoughts. As a result, the participants started to see being criticized after the presentations as a valuable process that assisted them in constructing better presentations.

Sub-theme: Questioning automatic thoughts

"I think the counselling sessions had a positive effect on my anxiety. Owing to these sessions, my thoughts such as -Will my voice shake when I speak English during the presentation?-, -Will I forget what to say- disappeared. I realized the automatic thoughts that led to these concerns." (Position: 1-1; 27.01.2019 17:04)

Sub-theme: Cognitive restructuring

"I'm no longer worried about making mistakes during my presentations, because we are humans and we learn from our mistakes. After the counselling sessions, I started to value the constructive criticisms that others make and try to provide a better performance based on these criticisms." (Position: 1-1; 27.01.2019 17:13)

Sub-theme: Homework assignments

"I think the homework assignments that my counsellor gave me on the things I should do before the presentations, during the presentations and what I should think etc. have worked for me." (Position: 1-1; 27.01.2019 17:33)

3.3. Main theme: The benefits of the counselling procedure

The examination of the written reports shows that the participants benefited from the counselling sessions. As an outcome of those sessions, the participants felt more confident; constructed better problem solving skills; and started to quit self-centred thoughts, and aimed to create better presentations that targeted the satisfaction of the audience.

Sub-theme: Problem solving

"The counselling process resulted in good outcomes in terms of solving my anxiety problems. Counselling sessions gave me the opportunity to create self-awareness and help myself. I have found solutions to my anxiety problems." (Position: 2-2; 27.01.2019 17:25)

Sub-theme: Self-confidence

"In our interviews, we compared the presentation that I made in English and Turkish and we found that I wasn't really that bad at the presentations in English. This made me feel more confident." (Position: 1-1; 27.01.2019 17:15)

Sub-theme: Empathy

"Before the sessions, as a prospective teacher, I had self-centred thinking such as "how will I teach this topic in the classroom?". However, after the sessions, I started to think of the best ways to make my future students learn and enjoy my lessons." (Position: 1-1; 27.01.2019 17:03)

3.4. Main theme: Suggestions

Although the overall reflections of the participants displayed positive reactions to the counselling process, they also included recommendations for further applications. One of these recommendations was about the number of sessions and stressed reducing the number of sessions. The other recommendation was about the timing of the sessions and it reported a preference for starting these counselling sessions at the beginning of the university education and longitudinally monitoring the participants' anxiety levels.

Sub-theme: Number of sessions

"The counselling program was very beneficial and helpful for me. But I think it might be better to reduce the number of sessions in the following applications." (Position: 4-4; 27.01.2019 17:56)

Sub-theme: Early counselling exposure

"Identifying anxious students exposing them to counselling sessions much earlier, namely as from the 1st grade and re-doing them if these problems re-emerge will provide great benefit for the students." (Position: 3-3; 27.01.2019 17:29)

4. Discussion

The study examined how counsellor trainee support that adopted cognitive behavioural approach as its medium of counselling influenced prospective English teachers' public speaking anxiety and foreign language speaking anxiety in the class setting. Both quantitative and qualitative data analysis revealed that the participants benefited from the counselling procedure.

Counselling skills of the counsellors were stressed by the participants as significant in terms of coping with anxiety provoking situations. Effective counselling skills influenced the counsees in a positive way and contributed to the co-construction of a comfortable atmosphere where they voiced their difficulties openly and trusted their counsellor for further actions. Correspondingly, other studies have found that it is essential to adopt a supportive attitude based on empathy and respect in the counselling process in order to maximize the benefits that participants can acquire (Dobson, 2008). Additional characteristics of the counsellor such as flexibility, self-awareness, sincerity, openness to communication, and sensitivity also enhance the efficacy of the consultation process (Corey, 2005). Having these features will contribute to the adoption of a collaborative attitude by the consultants, which will help their participants develop a more positive perspective on themselves and others and learn that both personal and interpersonal problems can be solved (Beck, 2005). Supporting this view, the study findings show that mutual understanding and a sense of trust between the counsellors and the counsees left a positive mark on the participants.

According to the findings of the study, the use of techniques such as automatic thinking, cognitive restructuring and homework assignments in the counselling process was effective in reducing the anxiety levels of the participants. In line with this finding, several studies have highlighted the effectiveness of cognitive behavioural therapy techniques in coping with anxiety, arguing that techniques such as psychoeducation, cognitive restructuring, exposure to internal stimuli, homework assignments and relaxation are effective in reducing it (Olthuis, Watt, MacKinnon, & Stewart, 2014; Otte, 2011; Öngider & Baykara, 2015;

Sertelin Mercan & Yavuzer, 2017; Wood et al., 2009). The aim of cognitive restructuring, in particular, is to change the beliefs of the individual who experiences anxiety (Clark & Beck, 2010) by minimizing and eliminating its symptoms (Beck, 2018). In cognitive behavioural approach, cognitive and behavioural techniques are used, and the importance of giving assignments is emphasized, both during the sessions and outside the sessions (Corey, 2005).

The study findings show that techniques used by the counsellors helped the participants to construct the skills that are necessary for solving their anxiety related problems. As a matter of fact, the counsees listed the benefits of the counselling process as the improvement of problem solving skills, gaining self-confidence and empathizing with others by eliminating self-centred thoughts. In particular, as the literature have addressed, the primary goal of cognitive therapy is to ensure that the counselee is his/her own therapist (Beck, 2005) which was also one of the purposes of the current study. In addition, Stopa and Clark (2000) stated that individuals with high levels of social anxiety perceived their ability and social performance to be low, which led to an increase in their anxiety levels and further deterioration of social performance. Especially in the group guidance and group counselling studies based on the cognitive behavioural approach, this approach was found to be effective in decreasing the anxiety levels of individuals while improving self-esteem levels (Bauer, Sapp, & Johnson, 2000; Bozanoğlu, 2005) and developing empathy skills (Beck, 2005).

In the current study, the participants stressed reducing the number of sessions while demanding a preference for starting these counselling sessions at the beginning of their university education. The fact that they wanted to receive such a service during the first year of university education shows that they have benefited from the consultation process effectively. In particular, the suggestion that the number of sessions should be less indicates that short-term counselling applications may be preferred more by students who plan to benefit from the consultation services. Therefore, short-term counselling sessions that consider cognitive behavioural approach as a medium of psychological support can be planned to assist university students.

Considering the overall study findings, it will be valuable to provide similar guidance services in educational institutions where psychological support is not at the desired level due to the lack of sufficient staff to provide psychological counselling. Psychological well-being of prospective teachers and their healthy transition to the teaching profession is crucial as teachers' negative feelings not only influence learners but also have a profound influence on themselves. The researchers of the study hope that positive findings of the current research will withdraw more interest on different forms of anxiety experienced by prospective teachers and motivate scholars to design similar intervention procedures that will psychologically support their transition to the teaching profession. In this study, the researchers have not included group counselling sessions and our results do not reveal longitudinal effects of the counselling procedure which might be considered by researchers in subsequent studies.

References

- Aydın, A., Tekinsav-Sütücü, S., & Sorias, O. (2010). Ergenlerde sosyal anksiyete belirtilerini azaltmaya yönelik bilişsel-davranışçı bir grup terapisi programının etkililiğinin değerlendirilmesi. *Türk Psikiyatri Dergisi*, 21(1), 25-36.
- Bal, S. M. (2006). *Teachers' perceptions of communicative language teaching (CLT) in Turkish EFL setting: Theory vs. practices*. Unpublished Master's thesis, Cukurova University, Adana, Turkey.
- Baker, C., Wuest, J., & Stern, P.N. (1992). Method slurring: the grounded theory/ phenomenology example. *Journal of Advanced Nursing*, 17, 1355-1360. doi: 10.1111/j.1365-2648.1992.tb01859.x
- Bauer, S. R., Sapp, M., & Johnson, D. (2000). Group counseling strategies for rural at-risk high school students. *High School Journal*, 83(2), 41-51.
- Beatty, M. J., & Behnke, R. R. (1980). An assimilation theory perspective of communication apprehension. *Human Communication Research*, 6, 319-325. doi: 10.1111/j.1468-2958.1980.tb00153.x
- Beatty, M. J., & Behnke, R. R. (1991). Effects of public speaking trait anxiety and intensity of speaking task on heart rate during performance. *Human Communication Research*, 18, 147-176. doi:10.1111/j.1468-2958.1991.tb00542.x

- Beatty, M. J., & Clair, R. P. (1990). Decision rule orientation and public speaking apprehension. *Journal of Social Behavior and Personality, (Special issue)*, 105-116.
- Beck, J. S. (2005). *Cognitive therapy for challenging problems. What to do when the basics don't work*. New York, NY: Guilford Press.
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: Guilford Press.
- Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement. *Proceedings of the National Academy of Sciences, 107*(5), 1860–1863. doi:10.1073/pnas.0910967107
- Bodie, G. D. (2010). A racing heart, rattling knees, and ruminative thoughts: Defining, explaining, and treating public speaking anxiety. *Communication Education, 59*(1), 70-105. doi: 10.1080/03634520903443849
- Bozanoğlu, I. (2005). Bilişsel davranışçı yaklaşıma dayalı grup rehberliğinin güdülenme, benlik saygısı, başarı ve sınav kaygısı düzeylerine etkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 38*, 17-42. doi: 10.1501/Egifak_0000000110
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review, 21*(3), 193-218. doi: 10.1007/s10648-009-9106-y
- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49*(3), 417-446. doi: 10.1111/0023-8333.00095
- Clark, D. A., & Beck, A. T. (2010). *Cognitive therapy of anxiety disorders: Science and practice*. New York, NY: Guilford Press.
- Clevenger, T., & Halvorson, S. K. (1992). *Converting the PRCA-State Version 2 to the Speech Anxiety Scale*. Tallahassee: The Florida State University.
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement, 20*, 37–46. doi: 10.1177/001316446002000104
- Corey, G. (2005). *Theory and practice of counseling and psychotherapy*. Belmont, CA: Thomson/Brooks/Cole.
- Cunningham, V., Lefkoe, M., & Sechrest, L. (2006). Eliminating fears: An intervention that permanently eliminates the fear of public speaking. *Clinical Psychology and Psychotherapy, 13*(3), 183-193. doi: 10.1002/cpp.487
- Daly, J. A., Vangelisti, A. L., Neel, H. L., & Cavanaugh, P. D. (1989). Pre-performance concern associated with public speaking anxiety. *Communication Quarterly, 37*, 39-53. doi: 10.1080/01463378909385524
- Daly, J. A., Vangelisti, A. L., & Weber, D. J. (1995). Speech anxiety affects how people prepare speeches: A protocol analysis of the preparation processes of speakers. *Communication Monographs, 62*, 383- 397. doi: 10.1080/03637759509376368
- Daly, J. A., McCroskey, J. C., Ayers, J., & Hopf, T. (1997). *Avoiding communication*. Cresskill, NJ: Hampton Press.
- Dattilio, F. M. (2010). *Cognitive-behavior therapy with couples and families: A comprehensive guide for clinicians*. New York, NY: Guilford.
- Dobson, K. S. (2008). Cognitive therapy for depression. In M. A. Whisman (Eds.), *Adapting cognitive therapy for depression: Managing complexity and comorbidity* (pp. 3-35). New York, NY: Guilford Press.
- Ellis, R. (1994). A theory of instructed second language acquisition. In N. Ellis, (Eds.), *Implicit and Explicit Learning of Languages* (pp. 79–114). London: Academic Press.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. New York, NY: McGraw-Hill.
- Garnefski, N., & Kraaij, V. (2018). Specificity of relations between adolescents' cognitive emotion regulation strategies and symptoms of depression and anxiety. *Cognition and Emotion, 32*(7), 1401-1408. doi: 10.1080/02699931.2016.1232698
- Gläser-Zikuda, M., Stuchlíková, I., & Janík, T. (2013). Emotional aspects of learning and teaching: Reviewing the field – Discussing the issues. *Orbis Scholae, 7*(2), 7–22. doi: 10.14712/23363177.2015.18
- Green, S. B., & Salkind, N. J. (2005). *Using SPSS for Windows and Macintosh: Analyzing and understanding data*. New Jersey: Pearson.
- Gürsoy, E., & Korkmaz, H. (2018). Speaking anxiety of freshmen and senior ELT prospective teachers. *Eğitimde Kuram ve Uygulama, 14*(1), 48 – 60. doi: 10.17244/eku.346886
- Güvendir, E. (2017). Turkish students and their experiences during a short-term summer visit to the U.S. *Study Abroad Research in Second Language Acquisition and International Education 2*(1), 21–52. doi: 10.1075/sar.2.1.02guv

- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854. doi: 10.1016/S0742-051X(98)00025-0
- Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103(6), 1056-1080. doi: 10.1111/0161-4681.00142
- Hill, H. C., Rowan, B., & Ball, D. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42, 371-406. doi: 10.3102/00028312042002371
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. doi:10.2307/327317
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372. doi: 10.1111/j.19449720.1996.tb01248.x
- Ipek, H. (2007). *Foreign language teaching anxiety*. Eskisehir: Anadolu Universitesi Yayinlari.
- Kacur, M., & Atak, M. (2011). Üniversite öğrencilerinin sorun alanları ve sorunlarla başleme yolları: Erciyes Üniversitesi örneği. *Sosyal Bilimler Enstitüsü Dergisi*, 31(2), 273-297.
- Keller, M. M., Frenzel, A. C., Goetz, T., Pekrun, R., & Hensley, L. (2014). Exploring teacher emotions: a literature review and an experience sampling study, In P. W. Richardson, S. A. Karabenick, & H. M. G. Watt (Eds.), *Teacher Motivation: Theory and Practice* (pp. 69-82). New York: Routledge.
- Keltner, D., & Ekman, P. (2000). Facial Expression of Emotion. In M. Lewis & J. Haviland-Jones (Eds.) *Handbook of Emotions* (pp. 236-249). New York: Guilford Publications, Inc.
- Kızıldağ, S., Demirtaş Zorbaz, S., Gençtanırım, D., & Arıcı, F. (2012). Hacettepe Üniversitesi öğrencilerinin psikolojik danışma yardımı almaya ve bu yardımın sunulduğu birimlere ilişkin görüşleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8(3), 185-196. doi: 10.17860/efd.83756
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*. New York: The Guilford Press.
- Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108, 1193-1203. doi: 10.1037/edu0000125
- Kocabıyık, O., Çelik, H., & DüNDAR, Ş. (2017). Genç yetişkinlerin bilişsel duygu düzenleme tarzlarının ilişkisel bağımlı benlik kurgusu ve cinsiyet açısından incelenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 45, 79-92. doi: 10.15285/maruaebd.279969
- Köroğlu, E. (2013). *Bilişsel - davranışçı psikoterapiler. Temel kavramlar, temel yaklaşımlar*. Ankara: HYB.
- Kraaij, V., Garnefski N., & Vlietstra A. (2008). Cognitive coping and depressive symptoms in definitive infertility: a prospective study. *Journal of Psychosomatic Obstetrics and Gynecology*, 29(1), 9-16. doi: 10.1080/01674820701505889
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53, 27-35. doi: 10.1080/00131910120033628
- Lazarus, R. S. (1999). *Stress and emotion: A new synthesis*. New York: Springer.
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2010). Practical resources for assessing and reporting intercoder reliability in content analysis research projects. Retrieved on 25 September 2012, from <<http://astro.temple.edu/~lombard/reliability/>>
- Maguire M., & Delahunt B. (2017). Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *The All Ireland Journal of Teaching and Learning in Higher Education*, 8, 3351-3354.
- Makhwathana, R. M., Mudzielwana, N. P., Mulovhedzi, S. A., & Mudau, T. J. (2017). Effects of teachers' emotions in teaching and learning in the foundation phase. *Journal of Psychology*, 8(1), 28-35. doi: 10.1080/09764224.2017.1335677
- Malpass, J. R., O'Neil, J., Harold, F., & Hocevar, D. (1999). Self-regulation, goal orientation, self-efficacy, worry and high stakes math achievement for mathematically gifted high school students. *Roeper Review*, 21(4), 281-290. doi: 10.1080/02783199909553976
- Marinho, A., de Medeiros, A., Gama, A., & Teixeira, L. (2017). Fear of public speaking: Perception of college students and correlates. *Journal of Voice*, 31(1), 127-138. doi: 10.1016/j.jvoice.2015.12.012
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*, 37, 269-277. doi: 10.1080/03637757009375677
- McCroskey, J. C., & Beatty, M. J. (1984). Communication apprehension and accumulated communication state anxiety experiences: A research note. *Communication Monographs*, 51, 79-84.

doi: 10.1080/03637758409390185

- Menzel, K. E., & Carrell, L. J. (1994). The relationship between preparation and performance in public speaking. *Communication Education*, 43, 17-26. doi: 10.1080/03634529409378958
- Meydan, B. (2015). Bireyle Psikolojik Danışma Uygulamasında Mikro Beceri Süpervizyon Modeli'nin Etkililiğinin İncelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 5(43), 55-68.
- Mörtberg, E., Jansson-Fröjmark, M., Pettersson, A., & Hennlid-Oredsson, T. (2018). Psychometric properties of the Personal Report of Public Speaking Anxiety (PRPSA) in a sample of university students in Sweden. *International Journal of Cognitive Therapy*, 11(4), 421-433. doi: 10.1007/s41811-018-0022-0
- Muthén, B., & Kaplan, D. (1985). A comparison of some methodologies for the factor analysis of non-normal Likert variables. *British Journal of Mathematical and Statistical Psychology*, 38(2), 171-189. doi: 10.1111/j.2044-8317.1985.tb00832.x
- Nash, G., Crimmins, G., & Oprescu, F. (2015). If first-year students are afraid of public speaking assessments what can teachers do to alleviate such anxiety? *Assessment & Evaluation in Higher Education*, 41(4), 586-600. doi: 10.1080/02602938.2015.1032212
- OECD. (2005). *Organization for Economic Cooperation and Development Report*. ISBN 92-64-00782-2. Accessed 10 April 2019. <https://www.oecd.org/about/34711139.pdf>
- Oliveira, M., Bitencourt, C., Teixeira, E., & Santos, A. C. (2013). Thematic content analysis: Is there a difference between the support provided by the MAXQDA® and NVivo® software packages. In *Proceedings of the 12th European Conference on Research Methods for Business and Management Studies* (pp. 304-314).
- Oliveira, M., Bitencourt, C. C., dos Santos, A. C., Teixeira, E. (2016). Thematic content analysis: Is there a difference between the support provided by the MAXQDA® and NVivo® software packages?. *Revista de Administração da Universidade Federal de Santa Maria*, 9(1), 72-82. doi: 10.5902/19834659 11213
- Olthuis, J. V., Watt, M. C., Mackinnon, S. P., & Stewart, S. H. (2014). Telephone delivered cognitive behavioral therapy for high anxiety sensitivity: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 82(6), 1005-1022. doi: 10.1037/a0037027
- Onat, O. & Otrar, M. (2010). Bilişsel duygu düzenleme ölçeğinin Türkçeye uyarlanması: Geçerlik ve güvenilirlik çalışmaları. *Marmara Üniversitesi Eğitim Bilimleri Dergisi*, 31, 123-143.
- Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.
- Otte, C. (2011). Cognitive behavioral therapy in anxiety disorders: current state of the evidence. *Dialogues in Clinical Neuroscience*, 13(4), 413-421.
- Otto, M. W., Smits, J. A., & Reese, H. E. (2004). Cognitive-behavioral therapy for the treatment of anxiety disorders. *The Journal of Clinical Psychiatry*, 64, 21-23.
- Ozsevik, Z. (2010). *The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey*. Unpublished Master's thesis, University of Illinois.
- Öngider, N., & Baykara, B. (2015). Anksiyete tanısı almış çocuklar üzerinde bilişsel davranışçı grup terapisinin etkililiği. *Bilişsel Davranışçı Psikoterapi ve Araştırmalar Dergisi*, 1, 26-37.
- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91-105. doi: 10.1207/S15326985EP3702_4
- Sakakibara, R., & Endo, T. (2016). Cognitive appraisal as a predictor of cognitive emotion regulation choice. *Japanese Psychological Research*, 58(2), 175-185. doi: 10.1111/jpr.12098
- Sertelin Mercan, Ç., & Yavuzer, H. (2017). Bilişsel-davranışçı yaklaşımla bütünleştirilmiş sosyal beceri eğitiminin ergenlerin sosyal kaygı düzeyine etkisi. *Electronic Journal of Social Sciences*, 16(63), 1187-1202. doi: 10.17755/esosder.291364
- Spanos, N. P., Burnley, M. C., & Cross, P. A. (1993). Response expectancies and interpretations as determinants of hypnotic responding. *Journal of Personality and Social Psychology*, 65(6), 1237-1242. doi: 10.1037//0022-3514.65.6.1237
- Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23, 457-477. doi: 10.1007/s10648-011-9170-y

- Stopa, L., & Clark, D. M. (2000). Social phobia and interpretation of social events. *Behaviour Research and Therapy*, 38(3), 273-283. doi: 10.1016/S0005-7967(99)00043-1
- Stuhlman, M. W., & Pianta, R.C. (2002). Teachers' narratives about their relationships with children: Associations with behavior in classrooms. *School Psychology Review*, 31(2), 148-163. doi: 10.1080/02796015.2002.12086148
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358. doi: 10.1023/A:1026131715856
- Tillfors, M., & Furmark, T. (2007). Social phobia in Swedish university students: Prevalence, subgroups and avoidant behavior. *Social Psychiatry and Psychiatric Epidemiology*, 42, 79-86. doi: 10.1007/s00127-006-0143-2
- Tüm, D. Ö., & Kunt, N. (2013). Speaking anxiety among EFL student teachers. *Hacettepe Journal of Education*, 28(3), 385-399.
- Van den Berg, R. (2002). Teachers' meanings regarding educational practice. *Review of Educational Research*, 72(4), 577-625. doi: 10.3102/00346543072004577
- Walsh, W. B., & Betz, N.E. (1990). *Tests and assessment*. Englewood Cliffs, NJ: Prentice-Hall.
- Wood, J. J., Drahota, A., Sze, K., Har, K., Chiu, A., & Langer, D. A. (2009). Cognitive behavioral therapy for anxiety in children with autism spectrum disorders: A randomized, controlled trial. *Journal of Child Psychology and Psychiatry*, 50(3), 224- 234. doi: 10.1111/j.1469-7610.2008.01948.x.
- Yaikhong, K., & Usaha, S. (2012). A measure of EFL public speaking class anxiety: Scale development and preliminary validation and reliability. *English Language Teaching*, 5(12), 23-35. doi: 10.5539/elt.v5n12p23