Teacher Education and Multiple Intelligences: Foreign Language Teaching Anxiety of Iranian EFL Teachers

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Abstract

The present study aimed at investigating the impact of Multiple Intelligences inspired instruction on Foreign Language Teaching Anxiety (FLTA) of Iranian EFL teachers. To this end, an exploratory sequential mixed-methods approach was employed and twenty males and females in-service EFL teachers were selected from different universities and they were randomly divided into experimental and control groups. In the qualitative phase of the study, the aim was to find the sources of FLTA among the participants. Two participants who showed higher FLTA were selected from each group. In order to homogenize the participants, a retired version of the IELTS test was employed in which no significant difference was reported. The Ryff's (2006) questionnaire was utilized as the pre-test and post-test of FLTA. The instruction phase took place on Skype since the participants were from various universities. The results of the study revealed that the members of the experimental group showed less FLTA than those of the control group. Additionally, extrinsic factors such as negative feedback from principles and supervisors, and losing job were found to be among the most significant sources of FLTA. Accordingly, some recommendations for teacher training programs are provided to empower teacher trainers to be able to help trainees to decrease their FLTA.

1. Introduction

Research on affective factors and their impact has a long tradition in applied linguistics and they have been investigated in numerous studies. For decades, a massive number of studies have investigated different affective factors such as motivation, self-esteem, anxiety, academic optimism, psychological wellbeing, and their impacts on language teaching and learning environment.

According to Aydin (2016) "research results show that foreign language anxiety constitutes a considerable problem in the foreign language learning process among learners", while these studies mainly focus on the learners and learning processes, the teachers are left far behind and the examination of affective factors on teachers' side needs more attention (Aydin, 2016). Although numerous studies have investigated the role of anxiety among learners, few studies have investigated the role of anxiety on teachers' performance. Due to the stressful and challenging career of the teachers (Kyriacou, 2001; Stoeber & Rennert, 2008), they may face some psychological problems. Stress, as a general menace to health, may threaten teaching career, and general outcome of the class, thus, FLTA of the teachers can play a significant role in language teaching programs, therefore, if FLTA is high, it may lead to job dissatisfaction, work-alienation, self-alienation, emotional problems, and burn out (Boyle, Borg, Falzon, & Baglioni, 1995; Kyriacou, 2001).

Another aspect of teaching which has received a great deal of attention is individual differences. Many studies have investigated the role of individual differences (Eysenck & Eysenck, 1978; Daneman & Carpenter, 1980; Davis, 1983; Greenwald, MacGhee 1998), however, few studies such as (Conley, 1984; Vernon & Jensen, 1984; Engle & Kane, 1999; Kane & Engle, 2002; Maltby, Day, Macskill, 2010) have taken the impact of multiple intelligences into account on students' language achievement. In Iran also, few studies (Marefat, 2007: Hajhashemi, Akef, Kuroush, & Anderson, 2012) have taken multiple intelligences into account on behalf of learners. Additionally, no study has investigated the role of training English language teacher based on the theory of multiple intelligences.

Therefore, this study tried to investigate the applicability of teacher education programs based on MI-inspired strategies. The question that may arise here is whether MI-inspired strategies can have a significant impact on the pedagogical outcome of the class. The primary answer of is positive. This study was an effort to investigate whether training English language teachers based on multiple intelligence strategies can enhance the pedagogical outcomes of the English language classes. In one study done by Soleimani, Moinnzadeh, Kassaian, and Ketabi, (2012) it was indicated that Instruction based on Multiple intelligences in comparison with traditional way of teaching has been more effective. Individual differences in classes are one of the biggest barriers that teachers may face; thus, they need to be trained in a way to overcome these barriers. These differences can be turned into opportunities rather than menaces in the classroom through educating teachers based on individual differences and specifically MI. Multiple Intelligences as a cognitive factor, may facilitate students' learning achievements, and it may enable both teachers and students to perform more efficiently in the classroom, and lead to a less stressful situation in which both teachers and learners benefit more from the educational setting. This study seeks to investigate whether teachers' dominant intelligence can

have a significant impact on teachers' FLTA. Several studies have evaluated the efficacy of TTC programs (Al-Hazmi, 2003; Eslami & Fatahi, 2008; Peacock, 2009; Faez & Valeo, 2012); however, they did not take multiple intelligences into account. Furthermore, many other studies (Rastegar & Memarpour, 2009; Moafian & Ghanizadeh, 2009; Vaezi & Fallah, 2011) have investigated the role of teacher's emotional intelligence, but no study has investigated the role of MI in English language education programs. This may lead to myriad problems in the field of teacher education, since not considering various factors in an enriched field such as applied linguistics can lead to various problems.

Not taking MI into account seems to be a common problem in the above studies investigating affective and cognitive factors. In order to rectify these problems, this study claims that the impact of training English language teachers based on multiple intelligence strategies can enhance the pedagogical outcomes of the English language classes and one possible way to overcome this problem is to consider individual differences which is one of the biggest barriers that teachers may face in their classes; thus, they need to be trained in a way to cope with such problems.

MI can facilitate students' learning achievements, and it may enable both teachers and students to perform more efficiently in the classroom. Since this framework provides an atmosphere for the students to behave freely in the classroom, it is thought that it might help students to pick their own preferred type of learning. By ignoring individual differences, especially those proposed through MI, learning may lead to failure. This research tries to constitute a relatively new idea which has emerged from reviewing a number of studies to bridge the gap in the field of teacher education.

2. Literature Review

It is well-acknowledged that FLTA has a major impact on teachers' performance and the outcome of classes. Prior researches suggest that less FLTA results in better performance of teachers and outcome of classes. For instance, Aydin (2016) in a qualitative design investigated foreign language teaching anxiety. He used background questionnaire, interviews, reflections, and essay papers to collect the data. He taught 12 general English topics in 14 academic weeks in 2013. In that period, he informed pre-service teachers about theoretical foundations of language teaching-learning process. Participants then began a practical course in the academic year of 2013-2014. The Practical course also needed 14 weeks of instruction in which subskills of language (grammar, pronunciation, and vocabulary) were taught to the learners. After that, the participants chose activities from 4th edition of Jeremy Harmer book (2007) entitled "The Practice of English Language Teaching". Using content analysis, he came to the conclusion that teachers experience FLTA before, during, and after their teaching activities. He also found that "personalities, perception of low-level language proficiency, fear of negative evaluation, teaching demotivation and motivation, lack of teaching experience, and technical concerns are the factors that cause teaching anxiety".

In another study, Öztürk (2016) investigated FLTA among non-native teachers in Turkey. Using mixed method approach, he investigated FLTA among 103 English language educators from 6 different universities. Data analysis revealed that teachers had a moderate level of FLTA while teaching; however, they felt more anxious while teaching the skills they had low self-

efficacy in them. It was also revealed that gender and educational background had no impact on FLTA whereas, teaching experience had a significant role in FLTA. In the qualitative phase of the study, it was revealed that the level of student, students' knowledge, their manner, and teachers' knowledge of language were primary sources of FLTA.

Moreover, Merci (2011) investigated sources of foreign language student teacher anxiety. Journals and semi-structured interview were used to collect data from 150 participants, 30 of whom were interviewed. For the data analysis, constant comparison method was applied. In this study, 6 main sources of foreign language teaching anxiety were revealed as ": students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous". These sources were re-analyzed and the data were proven after post-hoc tests.

Additionally, Can (2018, a) mentioned that numerous studies have investigated foreign language anxiety while foreign language teaching anxiety still needs to be investigated. He states that this area of research still needs to be explored and addressed. He added that the definition of foreign language anxiety still needs to be worked upon. Foreign language teaching anxiety as a global factor affects students' achievement; hence, more attention is needed to be paid to FLTA. He defined FLTA as:

> "a psychological discomfort or apprehension which is unique for pre-service teachers, language teachers, instructors and practitioners who are responsible for teaching learners how to learn a foreign language effectively and professionally at a real classroom setting by using all skills and subskills required for teaching the target language. Teachers and learners are 2 sides of the same coin". (Can, 2018)

Tüfekçi-Can (2018) tried to investigate foreign language teaching anxiety among pre-service teachers by using questionnaires, interviews, and essay papers. His first aim was to provide a definition of foreign language teaching anxiety. The secondary aim of his study was to explore twenty-five pre-service teachers' anxiety while teaching. The results of this study showed that pre-service EFL teachers have experienced anxiety in teaching cognitively, affectively, and socio-culturally especially when teaching to young learners. He also added that foreign language teaching anxiety negatively affects the outcome and achievement of the classroom, which is in contrast with the study of Oztas (2010). Oztas (2010) mentioned that there was no relationship between foreign language teaching anxiety and the outcome of the classroom. He investigated foreign language teaching anxiety among 131 non-native English language teachers and witnessed no relationship between achievements of schools and FLTA.

In another study entitled "Foreign Language Teaching Anxiety (FLTA) in non-native pre-service English teachers: A phenomenological study in Kazakhstan" Akshalova (2019) investigated the impact of FLTA on the outcome of classes through using questionnaire on non-native English language teachers. It was found that pre-service teachers experienced to be insecure while teaching in the classroom. He also added that FLTA still needs to be investigated for further data. Through a one-on-one interview, data were collected and were analyzed via content analysis. It was revealed that learners whose teachers felt anxious during teaching, gained low achievements at the end of the courses.

In his doctoral thesis, Oztas (2013) investigated foreign language teaching anxiety among non-native student teachers. He argued that the literature of foreign/second language teaching has numerously investigated the role of foreign language anxiety among learners, while student teachers are also a group who has been neglected since they are also learners. In addition, all of the studies have proven that there is a tradeoff relationship between foreign language anxiety and language achievement, therefore, foreign language teaching anxiety as an affective factor may also have a negative impact on the achievement of learners. He hypothesized that non-native student teachers are also at the risk of feeling anxiety in the classroom due to the fact that they are inexperienced. He used extensive-interviews with 4 non-native student EFL teachers at the end of their pre-service course of teacher education to measure their feeling of anxiety. The data were analyzed via applying content analysis and it was revealed that the participants felt foreign language teaching anxiety to some extent which affected their performance in the classroom, and finally may easily leave negative impact on their students' achievements. It can be concluded that foreign language teaching anxiety needs is a variable needing more investigation in different contexts. Hence, this study is an effort to answer the following questions:

RQ1: Do MI-inspired strategies have a significant impact on Iranian EFL teachers' FLTA?

RQ2: What are the sources of FLTA in the Iranian EFL context?

3. Methodology

The design of the current study was a sequential mixed-methods approach and the data were collected in two consecutive phases of quantitative and qualitative. In the quantitative section of the study, a table of content was developed for each session of the course and the course was accurately implemented according to the table of the contents. For collecting data in the qualitative phase, oral interview through WhatsApp and Telegram was employed.

3.1 Participants

The participants of this study were 20 in-service teachers who had had the experience of teaching for at least 2 years. Their age range was between 22 to 35 including both males and females. Prior to the TTC course, participants' proficiency levels were measured through a retired version of IELTS test from the book Cambridge IELTS 10 and no significant difference was observed between them. They were divided into two groups of experimental and control through tossing a coin.

In the second qualitative phase, some unstructured interviews were utilized. The participants of the qualitative phase (described below) were selected through judgmental sampling in which two of the high scored FLTA participants of the control and experimental groups were selected.

Parya (P) a 27-years-old single mother with 4 years of teaching experience whose FLTA was reported to be 74 based on the obtained score from the questionnaire was the first person and was chosen from the control group. She was interviewed though WhatsApp application by chatting. Interview with her took 3 sessions, in which each session lasted for about 20 minutes.

Kimia (K), a single girl aged 23 with 3 years of teaching experience whose FLTA was 72 according to the questionnaire was selected from the experimental group as the second person. She was interviewed through Telegram application from 6th September to 8th September in

which a question was posed and she was given time to think about it. The method of collecting data from her was online chatting as well.

3.2 Instruments

This study tried to check the impact of employing MI-inspired strategies on teacher' FLTA and to find sources of FLTA in teacher education programs in the Iranian EFL context. Prior to measuring teachers' FLTA, they needed to be homogenized; thus, a retired version of IELTS test from the book Cambridge IELTS 10 was used. Then, in order to measure the participants' FLTA, the amount of anxiety was tapped by Ryff's Foreign Language Anxiety Scale (2006)

3.3 Procedure

This study was conducted in an explanatory sequential mixed-methods approach. The quantitative phase of the current study which took place first tried to investigate the impact of the instruction of MI-inspired strategies on FLTA. The qualitative phase of the current study tried to find the sources of FLTA in the Iranian EFL context.

3.3.1 Quantitative Phase

An experimental design was set up to explore the first research question; thus, an online Teacher Training Course (TTC) workshop through *Skype* was held. At first, the participants were homogenized through a retired version of IELTS. Then the participants were divided into two groups through tossing a coin. Both groups received the new edition of the book "*How to Teach English" by Jeremy Harmer* (2007) to decrease diffusion. In order to hold the classes, two groups were created in the *Skype* application. The first group was labeled as the control group and the second group was labeled as the experimental group. Shared content of both groups is depicted in *Table* 1.

Table 1. Shared Content of the Experimental and Control Groups

Selected Part	Title of the Book	Page of the Book
Managing the Classroom	*How to Teach English new edition*	pp. 34-45
Planning Lessons	*How to Teach English new edition*	pp. 156-165
Group work/Pair work	*Materials and Methods in ELT third edition*	pp. 227-244
Assessment in Context: The Alternative to Standardized Testing	*Multiple Intelligences New Horizons*	pp. 167-190

Ten participants were the members of the first group. Their course was begun by focusing on the book, and at the same time by instructing the Rebecca Oxford strategies (1995) and O'maley and Chamot (1990). Their TTC workshop took 8 sessions, 4 weeks of instruction. The content of the TTC workshop for the control group is summarized in *Table 2.*

Table 2. The Content of the TTC Workshop of the Control Group

Number of Session	Topic	Content
1 session before the course	Measuring Foreign Language Teaching Anxiety	FLTAs (Ipek, 2006)
1st practical session on Thursday 26th March	What are psychological factors and how to teach grammar,	An introduction to: introvert and extrovert students, Anxiety, Attribution, willingness to

	pronunciation, and vocabulary based on them.	communicate. Rebecca Oxford, O'maley and Chamot, and some strategies based on the book *How to Teach.*
2nd session	Finding teachers' psychological factors based on the concepts introduced in the 1st session, and introducing ways of finding the same points of the students. And teaching listening and speaking.	Methods of finding these psychological factors based on procedures in the *International Handbook of Teacher Education Volume1.* Providing strategies to deal with the barriers of listening and speaking.
3rd session	Finding students' psychological factors based on the concepts introduced in the 1st session. And teaching reading and writing.	Methods of finding these psychological factors based on procedures in the *International Handbook of Teacher Education Volume 1.* Providing strategies to cope with these barriers in reading and writing.
4th session	Integrated teaching of 4 skills.	Integrated teaching of 4 skills based on strategies mentioned in the book entitled *How to Teach English.*
5th session	How to group students	Types of grouping and how to group students based on their psychological factors and gender.
6th session	How to design a lesson plan	An introduction to lesson plan and characteristics of a good lesson plan based on the book *ELT.*
7th session	How to design activities	Designing inside-class and outside-class flexible activities so as to match students' psychological factors.
8th session	Classroom management	How to manage the class to meet students' cognitive and affective factors.

Meanwhile, the participants of the experimental group received the same book entitled *"How to Teach English"* as the main material. The same selected parts of this book were taught to them; however, the strategies that they were instructed were MI-inspired strategies. They were also following the schedule of the class of the control group for their main book. The content of the experimental group's workshop is depicted in Table 3.

Table 3. The Content of the TTC Workshop of the Experimental Group

Number of the Session	Topic	Content
1 session before the course	Measuring Foreign Language Teaching Anxiety	FLTAs (Ipek, 2006)

1st practical session	What is MI, how to teach vocabulary, pronunciation, and grammar based on them.	A brief history of intelligence, introduction of different intelligences, and some basic concepts. Applying some strategies matched to the intelligences.
2nd session	Finding Teacher's Dominant MI, and teaching listening and speaking.	Using Howard Gardner's questionnaire, providing some examples and useful MI-based methods on teaching listening and speaking.
3rd session	How to Identify Students' MI, and teaching reading and writing.	Observation techniques and some examples, self-reported questionnaire, and useful MI-based methods on teaching reading and writing.
4th session	Strategies for Integrated Teaching 4 skills According to MI	Well-known strategies reported by Spencer Kagan (1995)
5th session	How to Group	Principles and different techniques of grouping according to MI. Some grouping techniques in the book *How to Teach English.*
6th session	How to design a lesson plan	Ways of designing a lesson plan
7th session	How to Design activities	Designing inside-class and outside-class flexible activities so as to match all the intelligences
8th session	Classroom Management	Managing classrooms in favor of multiple intelligences

It should be noted that the participants of the experimental group were taught by the MI-inspired strategies form the book entitled "Multiple Intelligences in the Classroom" by Armstrong (2009). After that the workshops for both groups were put to an end.

3.3.2 Interview

In order to collect the data of the qualitative phase and make the data more fruitful an unstructured interview was planned and conducted with the selected participants. The rationale of the selection of these participants for this section was the higher amount of anxiety that they had elucidated than other participants in questionnaires. They were asked some general questions from their first day of teaching and the experiences they had gained so far.

In order to carry the second phase out two participants, one from the experimental and one from the control group whose FLTA was reported to be high were selected through judgmental sampling. They were interviewed and their classes were observed.

4. Results and Data Analysis

4.1 Quantitative phase

In order to answer the first research question, a non-parametric ANCOVA test was run to compare the experimental and control groups' means on posttest of teachers' foreign language teaching anxiety while controlling for the possible effects of the pretest. Table 3 displays the descriptive statistics for

the two groups on the pretest and posttest of teachers' foreign language teaching anxiety. The results showed that the experimental group had lower mean (M = 44.90) and median (Med = 43.50) than the control group (M = 66.00, Med = 66.00) on posttest of teachers' foreign language teaching anxiety after controlling for the possible effects of pretest.

Table 3. Descriptive Statistics; Pretest and Posttest of Teachers' Foreign Language Teaching Anxiety by Groups

Group			Pre-FLTA	Post-FLTA
Control	N	Valid	10	10
		Missing	0	0
	Mean		46.60	66.00
	Median		48.50	66.00
	Std. Deviation		14.729	15.070
Experimental	N	10	10	10
		0	0	0
	Mean		48.10	44.90
	Median		51.00	43.50
	Std. Deviation		21.377	17.760

Table 4 shows the results of ANCOVA for comparing experimental and control groups on FLTA.

Table 4. The Results of ANCOVA

F	DFH	DFE	P Value
26.984	1	18	.000

Based on these results seen in Table 4 (F (1, 18) = 26.98, p = .000) it can be concluded that the experimental group had a significantly lower mean than the control group on the posttest of teachers' foreign language teaching anxiety after controlling for the possible effects of pretest.

4.2 Qualitative phase

In order to answer the second research question questing for the sources of FLTA in Iran the results of the interviews are shown

The first question, asked in the first session held on 5th September 2020 from both participants was their perspectives about teaching. P mentioned that "teaching was like a university for me". She said that at first, "I had wanted to be an authoritative teacher; however, little by little, by gaining more experience and feedback from learners, I recognized that learners need a happy atmosphere in the classroom. Teaching is a precious and prestigious job for me. I have a high level of job satisfaction". When she was asked to fill in the statement that "teaching is like …", she answered "teaching is like another chance to be alive".

The first session of K was held on 6th September of 2020 through Telegram application. Since the accessibility was restricted, the questions used to be posed and she used to supply her opinions whenever possible. The first question asked from her was about her perspective about teaching. She argued that "teaching is a mixture of art and skill where the artistic part plays a more central role. Teaching is not transmitting knowledge from teacher to learners. Creativity is a key factor here, hence teaching career is weighted towards art. Although teaching is an erosive career, since it is done by heart, it can be very joyful". When she was asked to fill in the statement that "teaching is like …", she responded "teaching is like helping people to get out of the darkness".

The second session with P was held on 6th September. After the greetings and warm-up, reviewing memories and words of previous session, she was asked about her first days of teaching. She noted that "on first days of her classes, she was frightened from the learners and their side books". She mentioned "I didn't know how to teach story books. It was such a big challenge for me to teach it that I couldn't sleep the night before it". When she was asked about her method of dealing with this problem, she responded "I watched many You-Tube video clips and many other online videos and read some papers". Her response when she was asked why didn't she ask the supervisor about her problem was interesting, she answered "I was scared to be labeled a low-educated person and to lose my job". After that, she was asked if that problem was still with her, she answered "no not at all". After observing my colleagues and asking from them, I could solve this problem after the second month of my teaching period.

K's second session was held on 7th September. After the authors reminded her of her words on the first session through a voice file, she was asked about her first days of teaching. She mentioned that "she had wanted to be the authority of the class", she continued "I wanted to be like the president of the class in which the students follow my lead". This belief was with her for a short period until she recognized through experience that this kind of authoritative teacher may never be successful enough. Little by little, by gaining more experience, "I finally became able to establish an appropriate rapport with my learners". Her answer to the question that "How did you deal with this problem?", she answered that "her colleagues and the supervisor". When we sought for more details, she answered that "I was usually scared of the principle. The principle and supervisors' judgments always annoyed me, since they had never provided me a guideline. It scared me because I was afraid to lose my job". This big fear has caused her to underestimate her abilities.

P's last session was held on 8th September. Again, after some reminders of first and second session, she was asked if she were frightened in her teaching period. She started by this sentence "I have always been scared of losing my job". She was asked to continue her reasons of this anxiety, and she answered "I have always felt that I need to gain knowledge in English". She didn't believe that she was expert enough in English language; therefore, she had problems in teaching the content. Her response to the question "what was your biggest challenge in teaching that was interesting?". She answered "teaching grammar to the students who are of high knowledge of English, especially in speaking". When she was asked for the reason, she answered "I could use dictionaries for new words and their pronunciation. I could read the readings or listen to the listening files, but there was not a big guideline for me to teach the

grammar". After further questions, it was revealed that her greatest fear was in speaking with adult learners whose level of subject matter was upper-intermediate. In addition, she was scared of being asked the meaning of some words which were unfamiliar for her. It was also revealed that teaching writing was a big obstacle for her, because she had not received any method for teaching writing. She added that "another reason of her discomfort was the principle and the supervisor of the school". She continued "They used to make different judgments about my career. They used to pick on me in different aspects of my career, but they did not guide me what to do at all". It caused her to feel low self-efficacy, in other words, her perceived self-efficacy was decreased due to the criticizes of the supervisor and principle of her school.

K's last session of interview was on 9th September. Again, after some reminders of first and second session, she was asked if she were frightened in her teaching period. She mentioned that "I have always been scared of proficient learners whom had high level of English language". She added that her biggest fear was to be asked unknown lexical items from those students who had high level of English. When further questions were asked from her, she mentioned that it was hard for her to teach vocabulary, especially the ones which were absent in the children's mother tongue, to kids whose age was between 8 to 10. When she was asked for an example, she said a word such as "recycle" was an example of this problem. For solution, she answered "I think the best way is to develop some books which are local and based on learners' culture".

5. Discussion and Conclusion

This study tried to investigate the impact of MI-inspired instruction on teachers' foreign language teaching anxiety. It also aimed at finding the sources of FLTA in the Iranian setting. This section summarizes the findings and contributions made in the study. The results provide evidence that MI-inspired strategies directly borrowed from Armstrong (2009) play a significant role in decreasing teachers' FLTA. This introduces a possible alternative in the field of teacher education, since it may prove that good teachers are born rather than made which has a long debate in the field of teacher education. This may open a new gate in the literature of teacher education, because of the potential gap in the literature.

However, there are reasons to doubt this explanation of the impact of MI-inspired strategies on teachers' FLTA. One might be the fact that we did not take the ninth intelligence, existential intelligence into account. Alternatively, it could simply mean that there may be some aspects which have not been taken into account. Because of this potential limitation, we consider this problem as a menace to the findings of the study. Even though the previously reported studies were not replicated here, the results of this study suggest that it is well justified to consider MI as a crucial factor in shaping teachers' FLTA.

In the qualitative phase, it was also revealed that other extrinsic factors may affect FLTA. Factors such as receiving negative feedback from principle and supervisor, being stressed to lose one's job, being unfamiliar with or lacking the concepts in materials of teaching, and being anxious about the questions of high-level learners, especially in vocabulary items. The results of the current study are in line with the study of Ipek (2016) in which the sources of FLTA were reported to be lack of content of language and stress for being uniformed questions by learners. This study also confirmed Merci (2011) source which was student and class's profiles.

The results of the study also indicated that low self-efficacy, students' knowledge, and teachers' subject matter as sources of FLTA which were mentioned on Öztürk (2016).

Moreover, the interviews cast doubt on the feedbacks received from the school authorities. This can be considered as a menace rather than an opportunity for teachers, since these feedbacks can contribute to increase in FLTA. Thus, the relationship between teachers and school authorities needs to be established in a way to decrease FLTA.

Analysis of the results leads to the following pedagogical implications for educational systems:

1. Teachers should be familiarized with the theory of multiple intelligences in their training courses. It can be concluded that teachers need to not only be familiarized with the MI concept, but also with the strategies to determine students' dominant intelligences. It is also recommended for teachers to be familiarized with the strategies of MI and its' implications. In addition, they need to know that intelligences are having some cores, which is different for each person to reach. Teachers also need to know that by triggering one type of intelligence, other intelligences may be triggered, therefore, they can achieve their goals by triggering other intelligences.

2. Teachers foreign language teaching anxiety should be reflected and discussed upon in pre-service and in-service teachers. It should be noted that having anxiety in the beginning of the teaching career is normal, thus trying to "be the president of the classroom" may not lead to great achievements. Teachers ought to be well-informed about the materials and what they must teach in the course so as to achieve the best outcomes. In addition, sources of foreign language teaching anxiety must be mentioned in pre-service and in-service courses. They had better know that the principles and supervisors are valid sources to ask questions rather than be frightened from.

3. Principles and supervisors need to recognize the potential impact they leave on teachers. They may not be well-informed about their influence on teachers because they may be considered one source of anxiety for teachers.

4. Teachers should be assured and reassured about their jobs so as to decrease their foreign language teaching anxiety. Teachers need to know that their job is not in any kinds of danger and may not lose their job so easily.

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