PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF SIMULATION TECHNIQUES AND SPEAKING ANXIETY: A PILOT STUDY

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ABSTRACT
This pilot study examined pre-service English teachers' foreign language classroom anxiety and their perceptions of simulation-based activities as a means of supporting oral communication. Foreign language anxiety, particularly communication apprehension and fear of negative evaluation, may restrict learners' willingness to participate in speaking activities. Drama-based simulations may offer a supportive environment in which learners can practise communication through structured and realistic roles. Conducted during the 2024–2025 academic year, the study involved 32 pre-service teachers enrolled in an English Language Teaching program at a state university in Türkiye. A descriptive quantitative pilot design was employed within a 14-week drama course incorporating simulation activities. Data were collected using the Foreign Language Classroom Anxiety Scale and a targeted self-report item assessing participants' perceptions of the simulation activities. Descriptive analyses indicated that the overall anxiety mean was close to the midpoint of the scale (M = 2.98), suggesting a moderate level of foreign language classroom anxiety. Participants with higher self-reported language proficiency displayed lower mean anxiety scores; however, this pattern was interpreted cautiously because of the small subgroup sizes. Participants evaluated the simulation activities highly positively (M = 4.34) and generally perceived them as supportive of their speaking confidence and language skills. These findings reflect participants' perceptions rather than evidence of changes in anxiety or speaking performance. Further studies using larger samples, pre-test–post-test measurements, control groups, and qualitative data are needed to examine the potential contribution of simulation-based instruction to language teacher education.
Keywords: Foreign Language Classroom Anxiety, Simulation-Based İnstruction, Pre-Service English Teachers, Speaking Confidence, Pilot Study

INTRODUCTION
This paper aims to explore the challenges learners face when developing their speaking skills, with a special focus on the role of classroom and speaking anxiety. It will also consider practical ways that language educators can support learners—especially future teachers—in becoming more confident and effective speakers. Furthermore, this pilot study aims to explore pre-service teachers' perceptions of simulation-based teaching techniques and their potential to alleviate anxiety and foster language improvement.
As is well known, language is the most basic tool for human communication, and learning to use it effectively means developing four key skills: listening, speaking, reading, and writing.

Among these, speaking often stands out as the most challenging, especially in a foreign language. Unlike writing or reading, speaking occurs spontaneously in daily life. It requires not only knowing the right words and grammar but also being able to think quickly, respond appropriately, and manage the stress of being understood by counterparts. In foreign language learning, helping learners improve their speaking skills is a major goal. For pre-service teachers, this skill is even more critical, since it directly affects both their future teaching and their confidence in using the foreign language.

It is widely accepted that learning to speak a new language fluently and comfortably is not easy. Many learners struggle with issues like limited vocabulary, poor pronunciation, or difficulty being fluent. However, even when they know what to say, psychological barriers—such as low self-confidence, fear of making mistakes, or the feeling of being judged—can hold them back. This ultimately places communicative pressure on the learners.

One of the most common and influential of these psychological challenges is anxiety. This type of anxiety involves a fear of communicating in a foreign language, and it can be strong enough to prevent learners from participating in class or using the language outside of it. For many students learning English as a foreign language, speaking in front of the class can be one of the most intimidating parts of the classroom experience. It is not uncommon for learners—especially undergraduates in English language programs—to feel anxious, hesitant, or even afraid when asked to speak out loud. According to Horwitz, Horwitz, and Cope (1986), this anxiety is shaped by factors like communication apprehension, test anxiety, and the fear of being evaluated negatively by others.

Many recent researchers, such as Aydın (2016), Merç (2015), Dueck et al. (2024), Liu & Jackson (2008), Özcan (2021), and Hsu (2022), show that pre-service teachers are especially vulnerable to high levels of anxiety. Specifically, Özcan (2021) stated that pre-service teachers exhibit various types of teaching anxiety, which not only affects their ability to improve their language skills but also their readiness to teach in the future.

One of the most well-known tools for understanding this issue is the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, and Cope (1986). While FLCAS is explicitly designed to measure generalized, multi-dimensional classroom anxiety, it serves as a critical baseline for understanding the broader affective barriers that encompass speaking anxiety. Over time, researchers have recognized that anxiety is not a standardized issue. For example, Cheng, Horwitz, and Schallert (1999) highlighted that speaking anxiety is a distinct form of anxiety, often more intense and immediate, yet deeply intertwined with general classroom anxiety. Students who experience high levels of anxiety might avoid participating, forget what they want to say, or physically react with symptoms like shaking or sweating (Öztürk & Gürbüz, 2014). In order to make anxiety assessment more accessible, shorter and more targeted versions of the FLCAS have been developed (Botes et al., 2022).

In recognition of classroom anxiety as a major impediment to the development of speaking skills among prospective English language teachers, this pilot study aims to assess baseline anxiety levels and better understand how simulation-based interventions are perceived by learners. The relevance of this study lies in its focus on how affective factors shape pre-service teachers' communicative competence. Investigating student perceptions of simulation-based techniques can offer valid, supportive strategies that can be integrated into language teacher education curricula.

Simulation Techniques

Simulation is a drama-based technique in language teaching in which learners participate in structured, role-based scenarios that copy real-life contexts. Billíková & Kiššová (2013) suggest that this technique involves a clearly specified and realistic place and characters with background information, where duties are created and a problem is solved in the form of a discussion. A simulation provides instructional real-life scenarios where the learners are placed in a "world" defined by the teacher to represent a reality within which students interact. Students experience the realism of the scenario and try to solve the real problem stated in it. It is also defined as a form of experiential learning. It is a strategy that aligns well with the principles of student-centered and constructivist learning; that is, learning that gives students power over what they learn and how they learn it. The most important part of the technique is that it allows students to build their understanding through experiences and interactions, rather than passively receiving information.

Simulation techniques are widely suggested as supportive methods for creating low-stress environments that may help alleviate speaking anxiety. Drama and role-play activities provide engaging scenarios that help learners practice speaking in a safe space. They encourage creativity and reduce fear by simulating real-life communication within a comfortable environment. The findings of Hamad & Alnuzaili (2022) point out that simulations motivate students to develop their speaking skills in ways that suit their interests, which can help decrease the anxiety associated with speaking practice (p. 204).

Learners engage in structured, immersive scenarios that mimic real-world communication situations. Research indicates that simulations help foster speaking confidence and provide authentic communication practice. Several studies suggest that simulation offers a rich, realistic, and supportive space for language practice. For instance, Zvarych et al. (2023) observed that the use of the simulation method in teaching a foreign language contributes positively to students' perceived language proficiency compared to traditional curricula. Similarly, Padua & Smith (2020) found that cultural simulations promoted preservice teachers' cultural competence, noting that interactive activities enhanced both their oral expression and intercultural awareness. Akyüz & Tanış (2020) also noted that drama-based lessons incorporating simulation techniques contributed to perceived improvements in learners' vocabulary, fluency, and pronunciation.

The analysis conducted through the literature review indicates that simulation techniques are generally perceived positively by pre-service teachers. They are reported to create a real-life, safe situation within the classroom environment that supports communication skills. Research conducted by scholars like Bijani & Abbasi (2022), Sevim (2014), and Yang et al. (2022) supports this perspective. Yang et al. (2022) observed that pre-service teachers who engaged in simulation-based instruction reported feeling more comfortable speaking. Participants expressed that taking on realistic roles helped them gain confidence. Similarly, Sevim (2014) highlighted that the safe and non-judgmental atmosphere created by simulation activities made learners more willing to take risks, which in turn reduced their fear of making mistakes.

The simulation technique has also proven to be a valuable tool in teacher education more broadly. Hughes & Traill (1975) highlighted its role in helping future teachers develop classroom communication skills and cultivate empathy through the assumption of teaching roles. Likewise, Bijani & Abbasi argued that "this technique can expose students to different situations they are likely to face in their future career" (2022, p. 626). Simulations engage learners in immersive scenarios that mirror real-life communication, which research suggests can foster confidence and facilitate authentic language use (Fuadiyah et al., 2022; Mohamad et al., 2023; Okyar, 2023).

LITERATURE REVIEW

The Prevalence and Nature of Language Anxiety

Multiple studies across diverse educational contexts consistently demonstrate that pre-service teachers experience varying levels of foreign language anxiety, particularly when engaging in speaking tasks (Cheng, 2023; Fuadiyah et al., 2022; Mohamad et al., 2023; Wang & Liu, 2021). Rather than being a monolithic issue, speaking anxiety is deeply embedded within broader foreign language classroom anxiety (Cheng et al., 1999). It is typically triggered by communication apprehension, fear of negative evaluation, and test anxiety. For instance, qualitative explorations reveal that even when overall anxiety scores appear moderate, a majority of learners still perceive oral presentations or unprepared cold-calling as highly anxiety-provoking, often fearing grammar mistakes or negative peer judgment (Mohamad et al., 2023; Öztürk & Gürbüz, 2014).

Demographic Variables and Anxiety

The literature presents mixed outcomes regarding the influence of demographic factors on language anxiety. Variables such as age, gender, and academic level exhibit complex, context-dependent relationships with anxiety levels (Bailey et al., 1999). While some studies note a general decline in anxiety as learners advance in age, class level, or language proficiency (Aida, 1994; Horwitz et al., 1986), others find high variability or no statistically significant demographic differences (Liu & Jackson, 2008; Piniel & Zólyomi, 2022). This variability underscores the necessity of evaluating anxiety within specific instructional contexts rather than relying on broad, generalized demographic assumptions.

Consequences of Anxiety and the Need for Intervention

The behavioral and academic consequences of elevated language anxiety are well-documented. Anxious students often struggle with self-confidence and fluency (Öztürk & Gürbüz, 2014) and demonstrate a reduced willingness to communicate (Liu & Jackson, 2008). As Maher and King (2023) note from a cognitive-behavioral perspective, anxiety can trigger a negative cycle: fear of negative evaluation leads to silent behavior in class, resulting in missed speaking practice, which in turn generates further anxiety. Conversely, supportive, low-pressure classroom management and experiential strategies—such as role-play—can mitigate these effects and enhance motivation (Alrabai, 2014).

In light of this, understanding baseline classroom anxiety levels and exploring student perceptions of supportive pedagogical interventions—such as simulation techniques—remains a critical step in helping pre-service teachers become confident communicators. Guided by this theoretical framework, this pilot study aims to explore answers to the following research questions.

Research Questions:

1. What are the baseline levels of foreign language classroom anxiety experienced by prospective English language teachers in this pilot sample?
2. How do classroom anxiety levels vary descriptively across demographic variables (e.g., gender, class level, language proficiency)?
3. How do prospective teachers perceive the use of simulation techniques in terms of supporting their speaking confidence and language skills?

METHOD

Research Design

Given the exploratory nature of this pilot study, a quantitative descriptive survey design was employed. A descriptive research design is utilized to outline the current status of a given phenomenon—in this case, the baseline classroom anxiety levels of pre-service teachers and their perceptions of simulation-based activities—rather than establishing causal relationships or testing complex inferential models (Karasar, 2012). This design is highly appropriate for a pilot investigation seeking to capture learners' self-reported experiences and affective states within a specific instructional context, without the methodological constraints of an experimental framework.

Participants

The pilot sample for this study consists of 32 prospective teachers (23 female and 9 male) selected via convenience sampling. All participants were enrolled in the English Language Teaching Department of a state university in Turkey during the Fall 2024 and Spring 2025 semesters. As a pilot cohort, participants were drawn from the 2nd, 3rd, and 4th grade levels, ranging in age from 19 to 30, with an average age of 21.7.

Instructional Context: Simulation Activities

The simulation technique was implemented as the core instructional method in the elective course *Drama in English Language Teaching*, conducted for two hours per week over a fourteen-week semester. After being introduced to the theoretical framework and practicing the simulation technique, students were divided into groups of three or four. Each group designed its own simulation-based presentation, and the rest of the class actively participated in the activities they prepared.

One example of an activity conducted using the simulation technique was titled “Turkey’s Economy and Drama.” In this scenario, students were first introduced to the situation: Turkey’s economy is facing significant challenges, and the President has called for a special national meeting with citizens representing various sectors. The assigned roles included a student, a farmer, the Minister of Economy, a factory worker, a businessperson, a banker, and others. Each participant was required to present ideas and advocate for their sector’s needs. The participants were first provided contextual information about the setting: a national roundtable conference on Turkey’s economy. Their task was to read and prepare their roles in advance and then engage in a structured discussion about how to improve the economy. Participants were encouraged to participate in a respectful and constructive debate by offering suggestions and responding to others' viewpoints. By the end of the session, the group was required to reach a consensus on the three most effective action steps to address the economic crisis, which was achieved using a group voting process.

Another prominent activity, named "Water Waste and Water Shortage Problem," was based on a scenario in which a town faces a severe water shortage due to water wastage. Despite warnings from local authorities, some citizens continue to use water irresponsibly. Farmers struggle to find enough water for irrigation, and schools and public institutions face difficulties maintaining hygiene standards. In response, the local council organizes a meeting to address the issue. People from different parts of the community gather to discuss the problem and propose solutions. The setting for this activity is a town hall meeting organized by the local council in a municipal building, where participants are tasked with addressing the issue of water wastage, finding ways to reduce it, and creating a sustainable water management plan.

In this scenario, participants assume various roles, including a mayor who facilitates the meeting and listens to all participants, and a Water and Environmental Expert who explains the technical aspects of the problem and offers scientific solutions. Other roles include town residents such as a family with children, an elderly citizen, a university student, and an environmental activist. Participants are provided with documentary inputs, such as town water consumption data reporting daily water usage and identifying areas with the highest levels of waste. After the discussion, participants collaboratively identify the most feasible solutions and create a viable action plan.

Data Collection Tools

In this study, data regarding classroom anxiety were collected using the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, & Cope (1986). The FLCAS is a standard 33-item Likert-type scale whose validity and reliability have been widely verified by various researchers, including Aida (1994), Cheng et al. (1999), and Horwitz (1986). The FLCAS has been employed by many scholars; some have treated it as a unidimensional scale, while others have analyzed it in terms of several subdimensions. Additionally, abbreviated versions of the FLCAS have been created and adapted into various languages—including Turkish—for use in different contexts (e.g., Botes et al., 2022; Orakçı, 2018; Sham & Azmi, 2018). Although Horwitz, Horwitz, & Cope (1986) originally used the FLCAS as a unidimensional measure, later studies found multiple dimensions depending on the target language. Aida (1994) identified four dimensions for Japanese, while for English, Cheng et al. (1999), Liu & Jackson (2008), Park (2014), and Tóth (2008) reported two subdimensions. In addition to the FLCAS, participants were asked to respond to a targeted self-report item to evaluate their perceptions regarding the effectiveness of the simulation activities implemented in their drama classes.

The data collection instruments were digitized using Google Forms and distributed to the pre-service teachers during the 2024–2025 fall and spring semesters, with all data being collected online.

Data Analysis

The quantitative data collected through the online forms were analyzed using Microsoft Excel and SPSS software. Given the pilot nature of this study and the restricted sample size (N=32), data analysis was strictly limited to descriptive statistics (e.g., means and standard deviations) to outline baseline anxiety levels and student perceptions, purposely avoiding complex inferential parametric testing (such as ANOVA or t-tests) that would be statistically unreliable for this sample size. To determine the reliability of the collected data, a Cronbach's Alpha value of .74 was obtained. This value indicates that the reliability of the data is at an acceptable level for a pilot investigation.

In this study, the FLCAS was applied and analyzed based on the four sub-dimensions defined by Aida (1994): 'Speech Anxiety and Fear of Negative Evaluation' (Dimension 1), 'Fear of Failing the Class' (Dimension 2), 'Comfortableness in Speaking with Native Speakers' (Dimension 3), and 'Negative Attitudes Towards English Class' (Dimension 4). The average scores for these sub-dimensions, as well as the overall scale average, were calculated and reported descriptively to observe general trends among the participants based on their academic and demographic profiles.

FINDINGS

To examine the first research question concerning pre-service teachers' baseline classroom anxiety, descriptive statistics for the FLCAS subdimensions are presented in Table 1.

Table 1. Baseline Classroom Anxiety Levels of the Participants

Scale Dimensions	N	M	SS
1. Speech Anxiety and Fear of Negative Evaluation	32	2.79	0.88
2. Fear of Failing the Class	32	2.94	0.57
3. Comfortableness in Speaking with Native Speakers*	32	3.25	0.51
4. Negative Attitudes Towards English Class	32	2.95	0.66
Scale Total	32	2.98	0.50

(Note: Subdimension 3 is reverse-scored; a higher mean reflects lower anxiety).

As shown in Table 1, the mean scores of the pre-service teachers' responses are below 3—which corresponds to "Neutral"—for all subdimensions of the scale (Subdimension 4: M = 2.95; Subdimension 2: M = 2.94; Subdimension 1: M = 2.79), and for the overall scale score (M = 2.98), with the exception of Subdimension 3 (M = 3.25). These descriptive findings reveal that the participants' baseline level of anxiety is neither high nor very low, but rather falls within a moderate-to-low range. To address the second research question, "How do classroom anxiety levels vary descriptively across demographic variables?", the mean overall anxiety scores were compared across gender, age, grade level, and language proficiency. Given the restricted sample size of this pilot study, inferential parametric testing was purposely avoided, and the data were evaluated strictly on a descriptive basis. The descriptive variations are summarized in Table 2.

Table 2. Descriptive Comparison of Overall Anxiety Levels by Demographic Variables

Demographic Variable	Group	N	Mean (M)	SD
Gender	Female	23	2.97	0.44
	Male	9	3.03	0.66
Grade Level	2nd Grade	10	2.80	0.32
	3rd Grade	9	3.00	0.48
	4th Grade	13	3.04	0.65
Age Group	19-21	19	2.80	0.33
	22-25	9	3.36	0.62
	26+	4	3.03	0.56
Language Proficiency	B1	2	3.17	1.04
	B2	14	3.14	0.54
	C1	16	2.82	0.38

Descriptively, Table 2 indicates several observable trends within the pilot cohort. Female participants reported slightly lower overall anxiety (M = 2.97) compared to their male counterparts (M = 3.03). Regarding grade levels, 2nd-year students exhibited the lowest mean anxiety (M = 2.80), with a slight descriptive increase observed among 4th-year students (M = 3.04). An inverse relationship was observed between self-reported language proficiency and anxiety: participants with a C1 proficiency level reported the lowest mean scores (M = 2.82) compared to those at the B2 (M = 3.14) and B1 (M = 3.17) levels, suggesting that higher language proficiency may correlate descriptively with lower classroom anxiety.

Finally, to address the third research question, "How do prospective teachers perceive the use of simulation techniques in terms of supporting their speaking confidence and language skills?", findings derived from the targeted self-report evaluation are presented in Table 3.

Table 3. Participants' Perceptions of the Simulation Technique

Evaluation Item	N	M	SD
I find 'simulation' activity quite effective for improving my speaking skill and I feel more confident.	32	4.34	0.70

The findings in Table 3 show that the mean response value (M = 4.34) is strongly situated between the "Agree" (4) and "Strongly Agree" (5) thresholds. This high descriptive average indicates that participants possessed highly positive perceptions of the simulation activities, finding them effective for the development of their speaking skills and for fostering a sense of confidence within the classroom environment.

DISCUSSION AND CONCLUSION

This pilot study attempted to explore answers to three descriptive research questions related to pre-service teachers' classroom anxiety levels and their perceptions of simulation-based teaching techniques.

Based on the findings, the first research question regarding the baseline level of classroom anxiety was answered by indicating that the participants' anxiety levels, both in the total scale and in the subscales, were neither high nor very low. The participants held an "undecided" or neutral position regarding their anxiety levels, which aligns with Liu & Jackson's (2008) report of moderate-to-low anxiety. This result is inconsistent with findings reported by some researchers (such as Anwari, 2019; Cheng, 2023; Mohamad et al., 2023; Wei & Chang, 2023) who reported distinctly high levels of language anxiety. The absence of distinctly high anxiety levels in this pilot cohort suggests that generalizations about this issue should be made with caution. The assumption that students universally experience high levels of speaking and classroom anxiety is a phenomenon that varies depending on time, pedagogical context, and participant characteristics.

The second research question explored whether anxiety levels varied descriptively according to demographic variables. Based on the descriptive analysis, participants' overall anxiety levels did not exhibit sharp variations across most demographic characteristics, though a slight inverse trend was observed regarding language proficiency. The observation that anxiety levels did not strongly differ across demographics contradicts some previously conducted studies that have identified such relationships (e.g., Liu and Jackson, 2008; Piniel & Zólyomi, 2022). Furthermore, the current study's descriptive findings do not entirely correspond with those of Ely (1986) and MacIntyre et al. (2011), who reported that female students tend to experience notably higher levels of anxiety compared to their male peers. This contradiction may be attributed to the complex and highly contextual nature of the relationship between anxiety and demographic variables (Bailey et al., 1999; MacIntyre & Gardner, 1991). Consequently, both the present findings and prior literature suggest that anxiety is context-sensitive; therefore, it may be more meaningful to approach it on an individual level rather than making broad generalizations based on group demographics.

In order to address the third research question, which explored how prospective teachers perceived the use of simulation techniques, the findings indicate that participants evaluated the simulation highly positively. They perceived the role-based scenarios as highly beneficial for improving their speaking skills and for enhancing their self-confidence within a safe classroom environment. Notably, the finding that students felt more confident and less pressured aligns with previous research (Akyüz & Tanış, 2020; Bijani & Abbasi, 2022; Padua & Smith, 2020; Sevim, 2014; Yang et al., 2022). These studies similarly reported that drama-based activities and simulations foster a safe, non-judgmental atmosphere.

The opportunity to rehearse real-world communicative situations in a low-stakes environment appears to enhance learners' perceived communicative competence.

LIMITATIONS

Despite its practical classroom contributions, this pilot study is not without limitations. First, the relatively small sample size (N=32) and single-institution scope limit the generalizability of the findings and precluded the use of robust inferential statistics. Second, as a descriptive pilot investigation, this study did not employ an experimental or quasi-experimental design (e.g., pre-test/post-test or a control group). Therefore, while students *perceived* the simulations as effective, causal claims regarding the actual reduction of anxiety or measurable improvement in language proficiency cannot be empirically established from this data alone.

RECOMMENDATIONS

Based on the positive student perceptions and the limitations of this study, several suggestions can be made for future research and pedagogical practice:

For Teacher Education Programs: Teacher training curricula could benefit from integrating simulation-based and drama-oriented activities more systematically. Providing communicative tasks that allow learners to practice speaking in supportive, simulated environments prior to real-life teaching experiences appears to foster professional self-confidence.

For Future Research: Future studies should aim to replicate this research across more diverse contexts with larger samples to allow for robust inferential modeling. Crucially, employing true experimental or longitudinal research designs (incorporating pre-tests, post-tests, and control groups) is recommended to empirically measure the long-term impact of simulation-based instruction on reducing anxiety and improving communicative performance. Furthermore, utilizing qualitative tools, such as in-depth interviews and classroom observations within a mixed-methods framework, would provide deeper insights into how and why simulation techniques affect learner psychology.

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5th INTERNATIONAL EGE CONGRESS ON SCIENTIFIC RESEARCH

July 22-23, 2026 / Marmaris, Muğla / TÜRKİYE

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Assoc. Prof. Dr. Ahmet Salih İKİZ

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Opening Ceremony

Muğla Sıtkı Koçman University Marmaris Tourism Vocational School
Address: İçmeler Mahallesi, Sivritaş Caddesi, No:5
22.07.2026 / Ankara Time: 13:00-13:20

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ONLINE SESSION-1, HALL-1

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Ankara Time
10^{00} : 12^{00}

23.07.2026
Thursday

HEAD OF SESSION: Aslıhan ADA

AUTHOR(S)	ORGANISATION	TOPIC TITLE
Mahmut ÖĞ	*Ministry of Education, Türkiye*	REFLECTIONS OF ARTIFICIAL INTELLIGENCE-SUPPORTED DIGITAL TEACHİNG ACTIVITIES ON STUDENT ENGAGEMENT AND THE LEARNING PROCESS IN MULTIGRADE CLASSROOMS: AN ACTION RESEARCH
Mahmut ÖĞ	*Ministry of Education, Türkiye*	THE CONTRIBUTION OF GENERATIVE ARTIFICIAL INTELLIGENCE-SUPPORTED VOCABULARY TEACHING ACTIVITIES TO PRIMARY SCHOOL STUDENTS' VOCABULARY DEVELOPMENT IN MULTIGRADE CLASSROOMS: AN ACTION RESEARCH
Figun DİNÇER Yusuf AKYILDIZ Yunus ALYAZ	*Bursa Uludağ University, Türkiye*	PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF SIMULATION TECHNIQUES AND SPEAKING ANXIETY: A PILOT STUDY
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Yegana AHMADOVA	*Azerbaijan State Pedagogical University, Azerbaijan*	THE CONTEMPORARY TEACHER MODEL IN THE ERA OF DIGITALIZATION OF EDUCATION
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Bistra Dimitrova	HEALTH PREVENTION IN AQUATIC ENVIRONMENT	1000
Tatiana TOMOVA	CUPPING THERAPY: TYPES, FUNDAMENTAL PRINCIPLES, AND EVIDENCE-BASED APPLICATION TECHNIQUES	1001
Aida BENDO Ergi BORSHI	BIOMECHANICAL CONSIDERATIONS IN THE DESIGN OF A SIX-WEEK PRESEASON TRAINING PROGRAM FOR ELITE YOUTH SOCCER PLAYERS	1002-1010
Mahmut ÖĞ	REFLECTIONS OF ARTIFICIAL INTELLIGENCE-SUPPORTED DIGITAL TEACHİNG ACTIVITIES ON STUDENT ENGAGEMENT AND THE LEARNING PROCESS IN MULTIGRADE CLASSROOMS: AN ACTION RESEARCH	1011-1032
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Yegana AHMADOVA	THE CONTEMPORARY TEACHER MODEL IN THE ERA OF DIGITALIZATION OF EDUCATION	1061-1068
Berrin SOMER ÖLMEZ Sercan ÖLMEZ	IMPLEMENTATION OF AN EDUCATIONAL PROGRAM TO DEVELOP PROSOCIAL LEADERSHIP BEHAVIORS IN STUDENTS AGED 13-18	1069-1070

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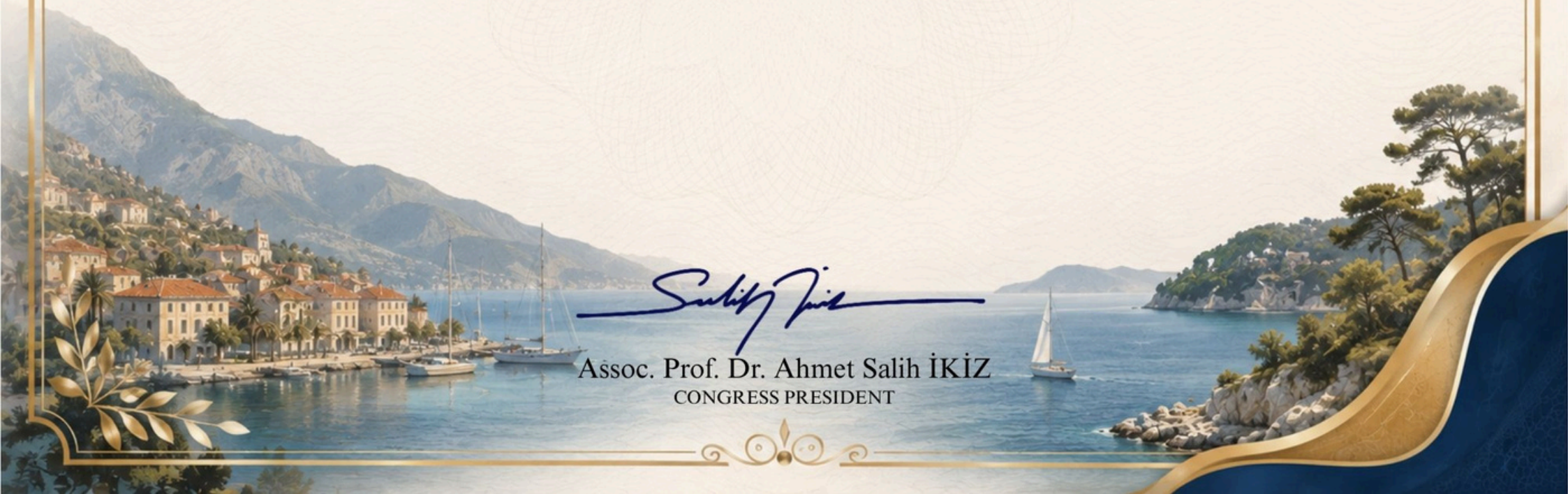
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