English Speaking Anxiety of English Teachers in the Czech Republic
(age group 31- 40)

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ABSTRAKT

Cílem této práce je nahlédnutí do teorie úzkosti učitelů anglického jazyka, faktorů a následků provázející tuto psychickou poruchu a v neposlední řadě nabídnout nějaké řešení těchto situací. V teoretické části také najdeme informace o historii učitelské profese zaměřené především na anglický jazyk, kde se dozvíme, jak se různé metody výuky formovaly během doby.

Praktická část se zabývá výzkumem úzkosti učitelů anglického jazyka s přihlédnutím k věkové skupině 31 až 40 let. Výzkum pracuje s výsledky dotazníku a škály, které byly distribuovány a následně vyhodnocovány.

Klíčová slova: Úzkost z mluvení anglického jazyka, úzkost učitelů, výuka anglického jazyka v České republice, učitelská profese

ABSTRACT

The aim of this thesis is to look into the theory of the English teacher anxiety, factors and consequences that accompany this psychical disorder and to offer a solution for those situations. In the theoretical part, you can find information about the history of the teacher's profession focused mainly on the English language, where we find out how different methods have been formed through the time.

The practical part includes the research of the English teacher anxiety with the focus on the age group of 31 - 40 years. The research is based on the results of the questionnaire and scale, which were distributed across the teachers and evaluated consequently.

Keywords: English speaking anxiety, teacher's anxiety, teaching English in the Czech Republic, teacher's profession

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I hereby declare that the print version of my Bachelor´s thesis and the electronic version deposed in the IS/STAG system are identical.

OBSAH

INTRODUCTION

We live in the world that expands dynamically and rapidly so it brings many new requirements often to our everyday life. One of the demands is learning of foreign languages, mainly English, as it is the most common language to be used in the modern world. The foreign language learning process starts in primary school already, and later on a new is added as the second foreign language which can be chosen by the student. German is most commonly chosen as a second language subject. The language skills are then being systematically broadened throughout the whole study. The foreign language acquisition has now become a necessity when one is looking for a new job or starting a career. As the world is now connected not only by the Internet and European country unions, such as EU is, it is nearly a must for every person to speak another language to be able to blend in the modern society and become a benefit for it.

The system of teaching of foreign languages has changed and developed during the history in order to cover the demands and to be in synchrony with the current political and cultural situation in the Czech Republic.

Before the year 1989, the only foreign language taught was Russian. Another language was added in high school. After 1989, the choice of language broadened up and students started to learn foreign languages in primary school. Since then, the foreign language tuition has widely developed and nowadays it responds to the demand of modern society where people travel and study freely worldwide.

With the teaching of the foreign language in a society which has been tied up by many rules from the government (only Russian was supported by government), comes the anxiety of the teacher's hand in hand in some cases. The anxiety was often strengthened by the rules enforced by the government as Russian was the only language allowed to teach. As many of the teachers remember the past political situation, (totalitarian regime) when the government dictated what was to be taught at schools and that there was no possibility for teachers to study abroad to learn the language. A vast majority of them might now suffer from the foreign language teaching anxiety which could be connected to their way of the learning process (Slavica, 2016).

The modern society puts high demands on teachers and they are often the target of criticism. Each period is different but in every, the society sets out some ideas of the "ideal teacher". It is generally acknowledged that the teaching profession is not easy, in terms of

workload. The profession is mentally tiring and could result in some mental disorders or could have a bad impact on the health of the teachers in any way (Průcha, 2002, 60).

The anxiety of English teachers in the Czech Republic is the main focus of the thesis. The thesis is part of a larger research but it is especially focused especially on the age range of 31 – 40 years old teachers in CR. This work is mainly focused on the anxiety as such, as well as introduces the results from the research, which has been done. The thesis also mentions the scholar reforms (includes a brief description of each of them), it also includes the teaching organisation (all stages which are being used to teach the language) to provide some background information about the history of teaching the language in the country.

The thesis is divided into two parts. The first is the theoretical part, where the anxiety as such is described, its causes, factors and consequences as well. It also includes a brief strategy of how to overcome the anxiety. The first part also covers the historical development of learning English and how the approaches and demands changed throughout the time. It provides background information about the Czech Republic educational system, historical reforms and their effect on today´s world.

The second part describes the practical- methodological part of the thesis. It provides theoretical information on the research. Finally, the results and education of this research could be found. The research in this thesis is trying to find any connections between the anxiety and stay abroad of the teachers of within target group (31-40 years old) form the Czech Republic.

I. THEORY

1   ANXIETY

Anxiety as such can be described as a mental and physical state of one's mind, with particular and specific symptoms emotional, physical, and typical behavioural. It can be accompanied by characteristic symptoms such as feelings of tension, nervousness, stress, in other words, it is "an unpleasant emotional state or condition"(Speilberg, 1972, p. 482). Anxiety is influenced by factors as biological, subjective psychological, social or any other which shapes one's character. Anxiety occurs in the situation when a person is performing a task in which he is not perfect, not a proficient (MacIntyre & Gardner, 1994).

1.1   Foreign language anxiety

We can define specific types of anxiety according to specific situations in which they occur. When we speak about anxiety with a connection to speaking and learning a foreign language, we can define it as a "foreign language anxiety". FLA is a negative emotional state when the speaker has negative feelings when speaking in a foreign language or negative beliefs, behaviours when learning a foreign language (Horwitz, Horwitz, & Cope, 1986). The person who suffers from anxiety is having a feeling of tension, nervousness and worry (Spielberg, 1983).

In the 1960s, many scholars agreed that there exists a possibility to connect anxiety with second language learning, and from that time many researchers have been made. According to them, this specific anxiety can be a huge obstacle to learn the language and a big problem when they are trying to learn and speak in the language successfully (Horwitz, Horwitz, and Cope 1986, 125).

We defined two approaches to identifying language anxiety (Horwitz, & Young, 1991):

- Transfer approach- when the specific anxiety is associated with other forms
- Unique approach- when it is not associated with other forms and it is only parallel with FLA.

The FLA can be also divided into two types: system-based and skills-based anxiety, according to the relation of specific aspects.

Skills-based foreign language anxiety

The FLA was mostly associated with speaking and listening as these are two skills which are most commonly accompanied by the anxiety. This was until the Hilleson's (1996) research, which associated the anxiety with reading and writing. Gregesen, & Horwitz (2002) noted different behaviour between the anxious and non-anxious people who were supposed to have speech. While the anxious one was nervous and trying to avoid mistakes, the non-anxious person continued his speech despite the mistakes.

Sellers (2000) found the connection between anxiety and reading and deducted that the anxious learner does not understand the task correctly and also remembers less reading content than his less anxious schoolmate.

System-based foreign language anxiety

While many types of research were focused on the skills-based anxiety, some studied also focused on the relationship between the anxiety, vocabulary and grammar. The pronunciation in a foreign language seems to be significantly related to one's willingness to communicate (Baran-Lucarz, 2014). Pronunciation is also closely related to speaking and listening, although we can find only a few experiments focusing on pronunciation (Kráľová, & Petrova, 2017, 113- 114).

All above-mentioned experiments were conducted on the main-stream regularly common classes where the people with special educational needs have been left in the background for a long time. If the student has a reading difficulty, he/she can see the text blurry and has problems to read it properly; this discourages him/her to continue the study of the language (Kráľová, & Tanistráková, 2017).

1.2   Causes and Factors of Foreign Language Anxiety of Teachers

Majority of foreign language learners considers the speaking anxiety as a huge barrier to their communication (Bilá, 2013). For one it is a threatening situation, when he/she is not able to express himself/herself in a foreign language as he/she would do in his/her native language, therefore anxiety is a logical consequence in such situation (Guora, 1983). One's inability to express himself/herself can put a learner into the cycle of negative self-evaluation. Especially teachers were afraid that the student would not accept them as an

authoritative power. This could be seen as a "threat" for their self-identity (Horwitz, Horwitz, & Cope, 1986).

The factors which play role in Foreign language anxiety could be divided into:

- **Lingual Factors** (connect to language systems)

- **Extra- lingual factors** (related to learning processes) (Králová, 2009)

Lingual factors also include factors such as "distance between two languages" which as Sparks, Ganschow, & Javorsky (2000) stated, has a significant impact on learners. As studies revealed, people with better language skills in their native language, are less anxious than those, with poorer competencies.

According to Horwitz (1986) communication apprehension plays an important role in foreign language anxiety as well. He defines it as fear to make mistakes when communicating with others, performing a language in front of other people. Those learners saw it as a very stressful situation. Moreover, it leads to a fear of not being able to understand the speech of others (Kráľová, 2016).

Horwitz, Horwitz, & Cope (1986) explained that another situation in which anxiety occurred is in the situation such as taking some performances. This anxiety is specified as a test anxiety when the learners are worry to fail in an exam. As Sarason (1984) claimed, test anxiety courses at a higher level in those people who have a negative past experience of a failure. Those learners often put on themselves very high demands, they want to be perfect and anything less than that they considered being a failure. Subsequently, those people suffer from constant test-anxiety (Horwitz, 1986).

Last but not least, another anxiety referred as a "fear of negative evaluation" and is explained as a fear of other´s evaluation. The speaker is afraid to be evaluated and is afraid of making mistakes and be unfavourably judged (Horwitz, 1986). Those people are highly concerned about others opinions and expectations. As a consequence, the learners are trying to avoid such situations as, for example, public speaking (Slavica, 2016).

1.2.1 Consequences of Foreign Language Anxiety

Foreign language anxiety has the same symptoms as any other types of anxiety (Horwitz, 1986). One can experience sweating, trembling, worry, fear, difficulty to concentrate, forgetfulness, freezing and other symptoms (Horwitz, Horwitz,& Cope, 1986). Scovel (1978, 138-139) suggested that there exist two types of anxiety which are working together to motivate one and to warn him:

• Facilitating anxiety – encourages the person to perform a task and stand the ground

• Debilitating anxiety – encourages the person to give up and escape

Both types of anxiety are connected to the limbic system and are related to the "two of four basic drives which are generated by this primitive portion of the human brain" (Scovel 1978, 139).

The FLA may result in many consequences. Students are tempted to skip the classes to ease the tension, hide in the last rows or in even give up completely. All of these actions lead to low results or being stuck at the same level for longer period of time.

The students claimed that they understand the topic and the concept of the language as such, but when it comes to the testing or speaking in front of the class, they forget things they have learned. It is also common to keep doing the same mistakes in spelling, syntax or morphology due to the anxiety (Horwitz, Horwitz, & Cope, 1986). As for the teachers of teachers of the foreign language, the consequences might be similar- they do not want to attend the classes and are shy to speak, therefore the quality of the lesson might get lower.

As MacIntyre and Gardner (1991, 296) suggest, the anxiety negatively influences one's learning process and development in speaking the foreign language. Horwitz (2001, 118), however states, that the anxiety is developed by insufficient study.

The conclusion from above statements is that when students skip the classes or don't pay enough attention to them, they only broaden up the unknown area in the language by doing so and as a result the anxiety grows.

1.2.2 Strategies to overcome foreign language anxiety

"Language learning is a life-long commitment." (Horwitz, 1996). As Horwitz claimed, it should be taken into consideration that the learning is a long process of acquisition of language so we should make it more effective and try to avoid the anxiety by developing strategies to help foreign language learners. It is natural for one to feel stressed or under pressure of anxiety of any kind, but it is important to be able to face the negative emotions and not be under its power (Horwitz, 1996).

To overcome anxiety, some researchers try to develop some useful techniques to be helpful for learners. But it is important to state, that they are very individual and it depends on each personality. Researchers came out with several strategies such as give yourself a positive self-talk before some speech, which you find stressful, or give yourself some reward afterwards which could have a motivational effect. Also, some relaxation techniques such as deep breathing could be mentioned. Nevertheless, the affectivity of these is still discussed among professional these days (Walton, 1981).The speaker might also find helpful to share the feeling of anxiety with other people, colleagues or other students or write those feelings down.

Horwitz (1990) came out with three types of strategies to overcome FLA:

- **Systematic desensitization**

- **Cognitive modification**

- **Skills training**

The systematic desensitization is a psychological strategy or a type of cognitive behavioural therapy which focuses on relaxation. On the other hand Cognitive modification is a therapy which involves some kind of positive self-talk, which can help you to change unwanted feelings.

The researchers developed various strategies thorough out the time, primary according to a different approach which deals with variants kinds of anxieties:

- **Cognitive approach**- changing the learner´s cognitive appraisals

- **Affective approach**- changing the negative experience with the foreign language

- **Behavioural approach**- focused on educational techniques and skill training (Kráľová, 2016)

Nowadays, new techniques are becoming more popular- especially the positive psychology. The learners try to develop much more positive attitudes toward speaking. Such called Positive psychology builds on "five elements of wellbeing" which includes- Positive emotions, Engagement, Relationship, Meaning and Accomplishment (Králová, 2016).

Furthermore, psychosocial training is applied mainly in the US and Western Europe and is considered to be very successful. In comparison to traditional methods, the positive changes stay longer in learner's social competence (Positive Youth Development, 2014).

But most importantly, we should prevent the anxiety at first. As many researchers found out, there is a connection between the level of anxiety and achievement. The study proved, that there is a significant connection between the achievement in the language, the knowledge we have and the anxiety (Horwitz, 1986). The poorer we perform in our learning process, the lower grades we get, the higher level of anxiety we could have. So as a consequence, the advanced learners might not have such problems with the foreign language anxiety as such.

Moreover, the acquaintance between foreign language pronunciation and anxiety was significant in many researches. A good pronunciation is very difficult to acquire, but it is one of the most important elements we noticed while speaking with someone in the foreign language. Even it is the most salient expression of the language ego it can strongly benefit to our level of self-confidence (Guiora, Beit-Hallahmi, Brannon, Dull & Scovel, 1972).

As Baran-Łucarz (2014, 38-39) explained, this type of anxiety could be defined as a Pronunciation anxiety- fear of negative evaluation, fear of being embarrassed in front of others based on the level of pronunciation.

The research study by Kráľová, Škorvagová, Tirpáková, & Markechová (2016) has tested the connection by using the Foreign Language Pronunciation Anxiety Scale as a tool for measuring the level of anxiety. This study shows that while improving the pronunciation, the level of anxiety have been reduced (Kráľová, 2016). This is an important fact for advanced learners and lesser, but also for a beginners. To reduce or even prevent the FLA, we could focus more on pronunciation studying and learning.

To reduce FLA, one of the best methods seems to be via training and practice. More experienced and well skilled you are in a language; the lower might be the FLA. When you study enough, you could feel much more comfortable speaking in the foreign language.

2   ENGLISH LANGUAGE IN THE PAST AND PRESENT IN THE CZECH REPUBLIC

Czech educational system has changed through history simultaneously as the culture changes. To better understand foreign language anxiety of Czech teachers, it is important to look what shapes the character of the educational system in the country and what is the effect of the history on it. Each period is characterized by specific preferences of teaching techniques and the variety of favoured language technique teaching developed thorough time as well (Průcha, 1999,p. 254)-

2.1   History- Overview

In the school year of 1927/28 were taught the following foreign languages as compulsory ones in the high schools in the Czechoslovakian Republic:

Grammar Schools:

- German, Latin – in all the eighth grades
- Greek, French or English – from 5thto 8th grade

Other high Schools:

- German, Czech – in all seven grades
- French – from 2nd to 7th grade
- English – from 5th to 7th grade (Průcha, 1999, 254)

As could be seen from the overview above, this period was influenced mainly by the German language. This was a result of the historical and cultural progression of the country and also of the fact that there was a large minority of German-speaking people living in the Czechoslovakian Republic at that time.

With the end of the war, in 1948, the situation has changed again; the united educational system has been introduced. The reform brought the Russian language as second language teaching in Czechoslovakian schools and it became a compulsory at each educational level of schools, while the other languages went to the shadows and became optional which caused that most of the students did not even come across another language through their whole study life than with the Russian language (Greek, Latin, French or German language).

Russian was the most dominant language till 1989 when the Educational Act introduced teaching other languages to the systems. The students were learning two languages already in their primary schools, where the second language was an optional and the student could choose a suitable and preferred one according to his/her preferences. The variety of languages was extended for languages such as Spanish, Italian and others. Two primary languages, from which one became compulsory for a student, were English and German. This period was crucial for English language learning because it was widely spread in the education and it was slowly becoming very popular (Průcha, 1999, 254).

2.2 Teaching foreign languages throughout the time

The foreign language teaching was highly depended on the methodology of Latin language, which became a model for language teaching in from the 17th to the 19th century. So-called grammatical- translation method became a standard in the education of any foreign language. The principle of teaching languages was literally translation from one language to another, from mother language to foreign and vice versa (Liškař, No.1973p 67). Mostly, the sentences were created artificially and the words were taught in isolation regardless of the changes in meaning of the sentence. Oral exercises were limited, reading was preferred. The sentences were read and translated from word to word by students. These sentences were created to illustrate and show the student how the grammatical systems work, but they had nothing in common with the real situation in life.

Over time, many other methods and approaches have emerged as a reaction to the older ones. After the World War II., the audio-lingual method has been released, because it was necessary to educate soldiers who were scattered around the world. Also, a number of alternative methods were created, which combined knowledge from various disciplines (Liškař, Č., 1973, s. 68).

After the World War II, countries were trying to find a way to link new knowledge about language development with a practical foreign language teaching. The 20. Century was characterized by rapid development of the world itself, which brought new demands and requirements to people. The development of new technologies, gradual improvement of communication technologies in this period has made a significant change and the communication in foreign languages became an integral part (Průcha, 1999). Before 1989 the education was limited to the Russian language, but in the new century, English became more commonly used.

The educational system "Základní škola" which is used by most elementary schools in the Czech Republic, strives for communicative method approach toward teaching foreign languages. The approach is highly connected with the "Europeanism" and the integration in European Union. The system main objective is to prepare the students to communicate with the external world and to understand the importance and need of international communication. It is trying to give the pupils during nine-year a modern general education, acquire main skills to communicate with people and apply those in life (Vzdělávací program Základní škola, 2013). The main goals is to prepare the pupils for practical use of the language and understanding the facts that are beyond the field of mother language experience. Teachers create conditions under which the pupils gradually developing the abilities:

• Their ability to understand the foreign language texts and being able to appropriately respond to them, correctly interpret them

• Ability to communicate in the common situation of everyday life, formulate the proper language used in common types of communication

The system is created to form the condition for pupils to have the opportunity to incearse their overall level of expression and behaviour while developing the ethical and intellectual skills and other components of the personality at the same time. Students get acquired with basic knowledge from the realms of the countries of the specific language area, get the knowledge about the customs and social conventions, broaden the general cultural horizon which is crucial for shaping attitudes and understanding cultural differences, tolerance and respect for cultural values of other people (Vzdělávací program Základní škola, 2013).

The history of foreign language teaching was firstly recorded in Ancient Greece in the first century when the Greek language was thought and as a part of the school education. Later on, in the 4th century, the Latin language slowly becoming popular. But the biggest boom of a foreign language teaching could be dated from Technical Revolution when the other languages we teach today, had spread in the educational system at the time, mostly English, French and German language.

As the history forms and changes, also the techniques and methods of teaching the language synchronously. The linguists are still trying to improve those techniques to make the learning process much more effective than the period before. We can divide the teaching methods into **Classical** and **Alternative Approaches** based on the historical context

(Liškař, 1987, 41). All of those methods are somehow connected; one developed from another, therefore one couldn't exist without the previous.

Classical methods of teaching:

Grammar-Translation Approach- The earliest method emerged around 17th century. The grammar-translation approach was built on simply translating word upon word form one language to another. It was highly used and popular for translating long historical texts.

Later on, the **direct method** emerged as a reaction and criticism of translation method. In contrast, the direct method completely cancelled the direct translation. The foreign language was learned more intuitively with the similar way as the child acquire the language (Kaye,2009).

The **audio-lingual method** was introduced in the USA in 20th century and was based on the knowledge of the language in both grammatical and phonetic level, and also was acquired to be able to give a proper written or spoken language level (Liškař, 1987, 58).

Alternative methods of teaching:

The alternative methods of today's century are considered to be much more effective, entertaining in comparison to classical ones. As for example the **Natural Approach**, which is considered as most effective way to learn a new language. It is recommended to get exposed the culture and communicate in target language on daily basis while using authentic tools and simulation of a real-life situation (Choděra, 2000, 71).

2.3 Reforms in educational system and their impact on teaching foreign language

These reforms changed the way of teaching in many subjects at that time, therefore, foreign languages as well. However, not always this reform had a drastic impact on the educational system. Many changes were limited, some of them unnoticed.

Corrective reforms

These reforms were a spontaneous reaction to the old system. Most of the changes were in the 1989 – 1992 without any preparations ahead. The Russian language stopped being the main one to be taught, other languages were introduced to choose to learn (mainly English and German).

Modernizing reforms

The modern reforms had been introduced in 1994 when the demand of people was to learn other foreign languages besides the Russian only. Therefore, the schools were educating the teachers so they would be able to teach those foreign languages. It was still mainly the English and German but other languages also went into the light, such as French, Spanish etc.

Structural reforms

Structural reforms were put into action in 1995 and are still going in place until the present day. The knowledge of foreign language is taken as a very important skill nowadays, which is reflected in the educational system. Foreign languages are taught in the primary school already and there are many to choose from for students.

System reforms

The changes connected with systems reforms have influenced the whole educational arrangement, and moreover all subjects had been already enforced by the law. They were introduced in 2004 when the new School law came into force and the education started to be based on „Rámcový vzdělávací program"(Kalous, 1979).

2.4   Teaching organisation

Teaching organization in the Czech Republic is divided into several stages:

The First stage is the introduction of foreign language designed to attract the interest and create a positive attitude towards the language. The stage is focused to acquire to sound form of the language. More attention is given to reading and writing, the grammatical convention is taught to the minimum. Vocabulary is carefully chosen according to the pupil's interest (5000- 7000 lexical units). Pupils are trying to communicate and react to the basic life situation and are developing the basic speech skills (such as greetings, apology, congratulations, disapproval, purchase of goods, etc.). Skills are gained also through audio-visual exercises, highly connected with musical, artistic and dramatic education. Teachers developed student's imagination and have a creative approach towards education by using songs, poem, playing roles with students and more. Basic geographical data are introduced, cultural monuments, different customs etc. (Ur, Penny. 1984).

The Second stage is more about obtaining further knowledge and acquisition of foreign language as means of communication. More attention is paid to grammatical skills, language skills; written expressions are becoming highly important. Usage of more wider lexical units and vocabulary from different interest (serious global problems such as drugs, racist etc. and situations: e.g. hope, suggestion, doctor visit, telephone call, referral etc.).

The Third stage is focused on the development of speech skills; more emphasis is placed on written expression and reading skills than in the previous stages. The pupils get more involved in a conversation about different kinds of topics, more information about is given about the language area. Group work and different kinds of methods of learning are introduced which increase the creativity of the students (Vzdělávací program Základní škola, 2013).

Nowadays the English language has become an inseparable part of everyday life. Be it new words that the Czech language takes from English or other words and phrases that are being spread through the Internet every day.

II. ANALYSIS

3 METHODOLOGY

The Methodology of Research examines and describes the planning, organization and implementing of research including the evaluation of research data; moreover, it deals with individual phases of research (Gavora, 2010). This chapter is aimed at providing the analytical part of the study as to explain and provide information on how the study was organized. The subsection is divided into 5 chapters in which detailed description is added. Firstly, the participants of the research are characterized, and then the type of the methods used and the instruments practised. Moreover, the procedures used and applied and last but not least, the chapter ends with a data analysis.

The research begins to collect the data from participants in November 2017 and ended approximately a month later in December. Most of the questionnaires and scales were sent electronically through email address of the teacher, but some of them were collected personally. The research questionnaire gathered via email were scanned and posted. On both Questionnaire and Scale, the participant was ensured with the rules and the purpose of the research. Lastly, the questionnaires and scales were evaluated in January 2018. The research was done and processed in the Czech language even though it was designed for teachers of the English language.

The aim of the research was to study the level of anxiety in foreign English speakers, more precisely Czech teachers and professors in the Czech Republic. The research was focused on their levels of English and also their personal evaluations of the anxiety.

The purpose of the study was also to find any connections between the numbers of years studying, practising the language or some experiences gained from study abroad.

3.1 Objectives

According to the study research by Matsuda, and Gobel (2014), there is a different level of anxiety between those who have stayed in a foreign language country and those who do not have such experiences. The research concluded that learners with such experience were fewer anxious.

It is expected that the teachers with more experiences and contact with native speakers could have a lower level of anxiety in contrast to those, who have studied only in the Czech Republic. As Horwitz (1966) claimed, these days foreign language teachers are supposed to be perfect foreign language speakers, and there are high claims put on them. To

acquire this level of perfection, they have to have a self-concept of competence, which could be gained by communication with foreign language native speakers. (Matsuda, and Gobel, 2014) But in fact, not every teacher has an access to this opportunity because of various reasons.

It is believed among specialist that the key instrument to lower a level of anxiety, teachers can achieve through years of practice. Generally those teachers with more practice in teaching foreign language would have a lower level of anxiety in comparison to those, who have not got many opportunities for studying or practising their skills abroad. This research is trying to prove those presumptions.

Objectives:

1. P1- The more time spent studying the language, the more time spend with communication with foreign speakers.
2. P2- The more time spend with studies, the better self-evaluation.
3. P3- The more time spend in foreign country and being exposed to the language, the lower anxiety would be measured.

3.2   Participants

The participants of this research were Czech native speakers, teachers of English language at several schools and universities across Czechia. They could be either man or woman but all participants have to be between 31 and 40 years old. In this study, the information was collected from 10 participants with an average age 35,3. The research included 5 women and 5 men; the oldest was 40 years old and the youngest 31.

From all participants, the majority of the teachers spend some time abroad- 9 people, but there is a range length of experience with a stay in English speaking countries. Some participants have experienced only from summit vacation, but some spent a long-term abroad while studying or working. From all teachers, only 3 of them spend more than 1-year abroad, the other 7 have the experiences of only one year or less. Those who spend more time abroad have evaluated themselves in terms of the level of English with the grade 1 or 2, which was considered as the best level. Surprisingly, some of the others also evaluate themselves with a good level of English even they do not have such experiences outside of the school field.

In this research each participant was numbered form 1 to 10.

3.3 Methods

The research is conducted by using mixed method research, which operates with both quantitative and qualitative method. According to Onwuegbuzie & Leech (2014), the mixed methods is a great tool for practising researchers to develop techniques that are useful in practice and it can also help bridge the schism between quantitative and qualitative research. The advantage of these methods is to use the benefits of both perspectives.

The data collected in this research:

• Qualitative data gathered from Questionnaire

• Quantitative data gathered from Scale

3.3.1 Instruments

Questionnaire as an Qualitative instrument

At the beginning of the questionnaire, the participants have explained the purpose and goal of the research and that the answers would stay private. Each questionnaire starts with basic personal information such as to give the sex and the age. The research was done in the Czech language.

The question is divided into two parts. The first parts consist of following open questions:

• The study of the English language (the type of the institution and the number of years)

• Practice in teaching English (the type of the institution and the number of years)

• Stay in English speaking countries (place, the length of stay)

• Communication with native speakers (how long, how often, where)

The second part of the questionnaire consists of these questions:

• Evaluate your level of speaking in English from a school grade 1-5

• What is the biggest problem when speaking in English?

• If you are not satisfied with your level of English, how does it turn out?

• What helped you the most recently with your level of speaking in English?

• What could help you in the future with your level of speaking in English?

Evaluation Scale as an Quantitative instrument

The evaluation Scale was disturbed among teachers also in Czech language, later translated into English language for the purpose of this research. In this scale, participant has been asked several questions (1-20). The questions were designed to measure, evaluate the level of their anxiety. On each question, the responds were put in form:

- I totally agree

- I agree

- I do not have an opinion

- I disagree

- I totally disagree

The Foreign Language Speaking Anxiety Evaluation Scale consists of following questions:

1. I feel anxious when I am supposed to speak English

2. I like to speak English with someone who has a good level of English

3. I feel embarrassed when I speak with someone who has a perfect English pronunciation

4. I get anxious when I am supposed to talk in English to other people

5. I am satisfied with my English speaking skills

6. I worry about my weaknesses in English pronunciation

7. I am aware of the fact that I am not able to express myself as well in English as I am in the Czech language

8. I feel embarrassed when I realise that I said something wrong

9. I worry, that because of how I speak English, other people could think that I am stupid or incompetent

10. I think that it is silly to imitate authentic English pronunciation

11. It makes me feel uncomfortable when my students speak better English than me

12. I like unprepared English communication with the students

13. I am afraid that they will not understand me when having a conversation in English

14. I feel ashamed when someone corrects my mistakes when I speak English

15.   It bothers me when my students notice that I made an errors when speaking English to my students

16.   I would like to improve my English speaking skills

17.   I think that it is hard to speak English fluently

18.   It makes me nervous that I am not able to control the grammatical part of my speech

19.   English teachers should be able to speak English like as a native speaker

20.   It bothers when I am not able to think of an appropriate word while speaking

The Evaluation Scale was created by doc. PaeDr. Zdena Kráľová, and was used for the purpose of this research.

3.3.2   Correlation

The question number 1.) I feel anxious when I am supposed to speak English, is taken for the researcher as granted, to analyse the percentage of the anxiety of the participants analysed for the aims of the thesis as to measure the level of FLA among this specific group of teachers.

The question num.1 (I feel anxious when I am supposed to speak English) could be evaluated in terms of FLA:

Table 1: Anxiety Scale evaluation

Totally Agree	Agree	Do not have an opinion	Disagree	Totally disagree
Higher level of anxiety	Not confident	Does not feel anything	Minimum level of anxiety	Zero level of anxiety

As an instrument for measurement the level of anxiety with connection to the length of the stay abroad, the correlation analysis was used. This data collected serves to prove or disapprove the Objective num. 3 which was stated above (The more time spend in foreign country and being exposed to the language, the lower anxiety would be measured.).

For correlation relationship between the length of stay abroad and the level of anxiety of the participants, this table was used:

Table 2: Correlation scale

Number	The length of the stay abroad	Answer
1	3 years	Disagree
2	6 months	Do not have an opinion
3	none	Agree
4	1 year	Disagree
5	2 years	Totally disagree
6	2 weeks	Disagree
7	1 year	Disagree
8	2 months	Disagree
9	3 years	Disagree
10	2 months	Do not have an opinion

For the correlation purposes, each person in the questionnaire was numbered from 1 to 10. Each questionnaire have been analysed in terms of the length of the stay abroad of each teacher, who also answered on the first question of the evaluation scale. Later on, in the last chapter, the correlation results will be provided.

4 RESULTS OF THE QUESTIONAIRE AND EVALUATION SCALE

This chapter will provide the results of this thesis research. Firstly, it will analyze the results of the questionnaire and secondly, the results from the Evaluation Scale. The research presented is a part of the larger research project. Each of the projects is focused on the different category of teachers according to the age. This particular research is concentrated on age group from 31 to 40 years old teachers.

4.1 Questionnaire Results

The questionnaire method was used as an qualitative instruments for gathering the information. Each participant (teacher) was numbered from 1 to 10 for better understanding. Also the open questions helped to build some background information about the participants.

Firstly, the research focused on the number of years of studying. As could be seen from the chard below: there is a variety of the time, which one spend studying before he became a teacher of foreign language. It varies from only 3 years of studying up to university studies, which approximately took more than 7 years to some participants. The participants number 7 and 8 have spent eight years of studying the language. Later on in this research could be seen how effective could it be in a question of anxiety level for those teachers.

Table 3:Number of years of study
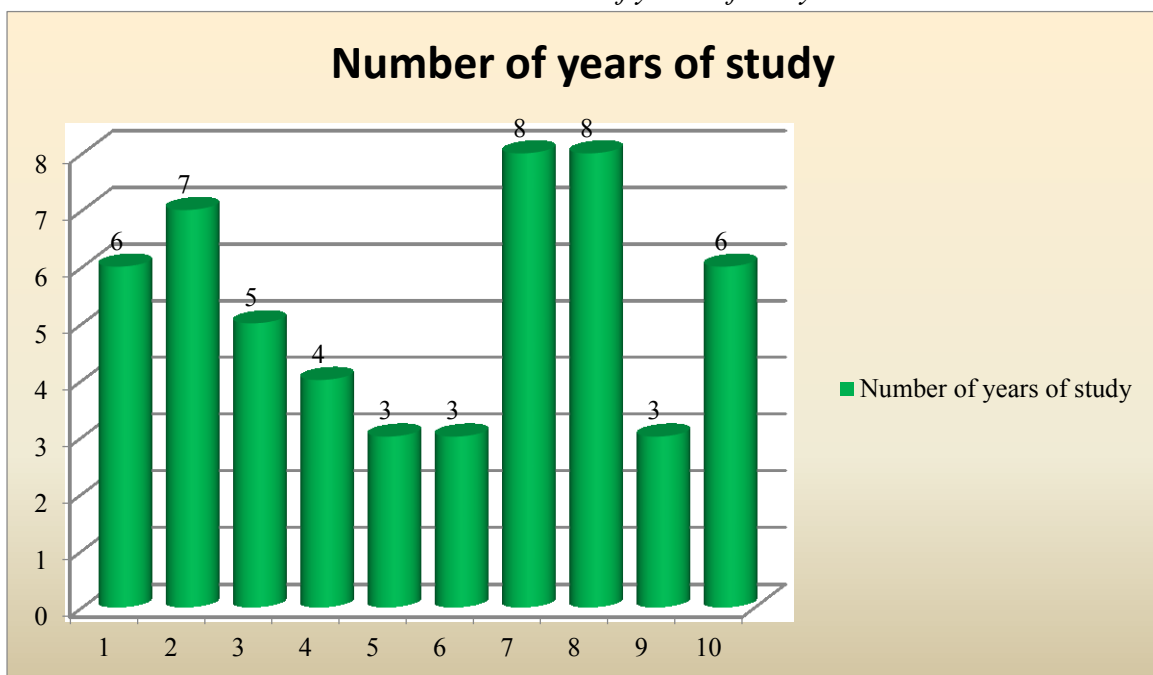
Secondly, the research centralized on the length of the communication of the teachers with foreign people. The length of the interaction could also affect the FLA. The length was numbered in a year measurement. As we can see from the chard: the variety of the lengths is visible. Majority of the participants spend less than 1 year of communication with foreign speakers whereas only teachers´ number 1 and 9 spend more than 3 years in the interaction. Those teachers spend the time abroad studying and practicing the language while getting to know the culture. These participants communicated in foreign language on daily basis for approximately 3 years.

Table 4:The length of the communication with foreign speakers
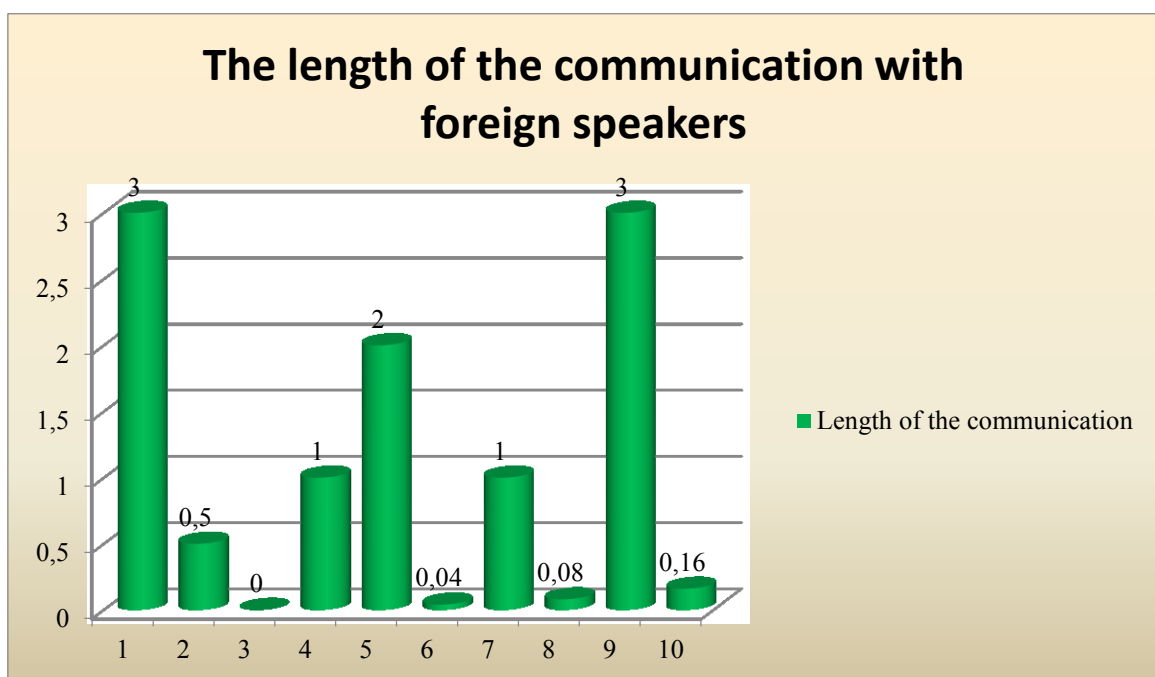
The information from both chards was taken and linked together to evaluate the presumption. This part of the research focused on the evaluation of the presumption P1: The more time spent studying the language, the more time spend with communication with foreign speakers. As could be seen from the evaluative chard below: The length of the studying of the language do not often correspond with the length of the communication with foreign speakers. This phenomenon could be seen especially on the participant´s number 7 and 8, who have a higher score in case of the number of years studying the English language. Therefore, those teachers do not spend so much time abroad to interact with the foreign culture. The participant number 8 spend more than seven year of studying, however the

interaction with foreign speaker lasted for about one month, while she spent some time in England during her summer holiday.

Table 5:Pressumption evaluation
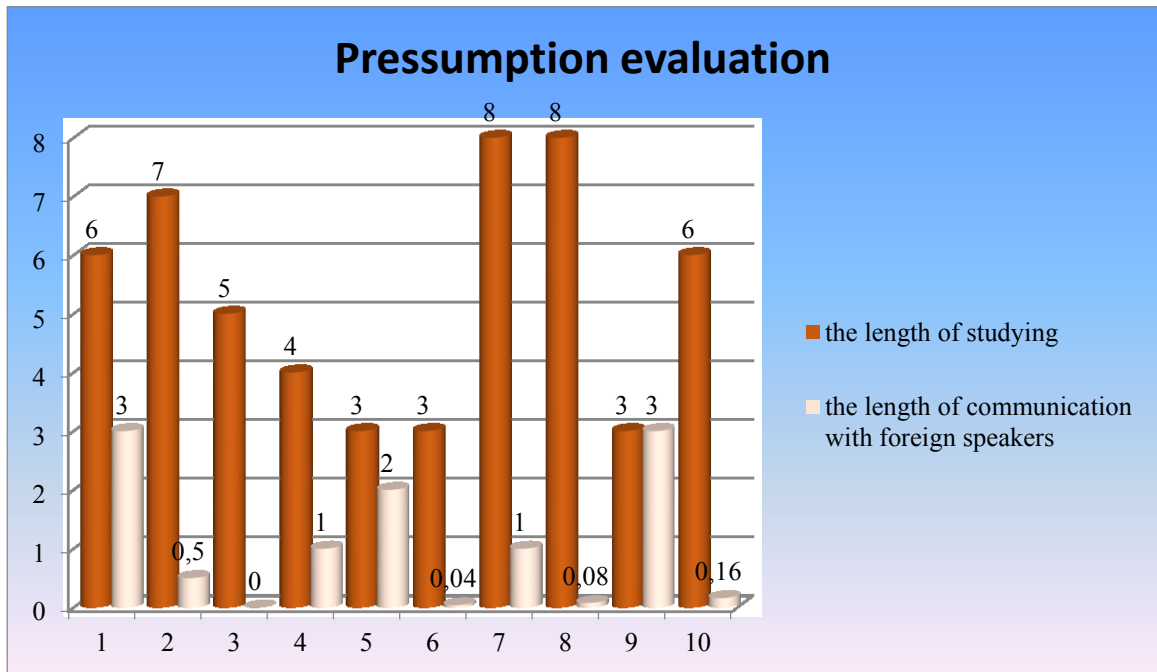
Lastly, the research focused on the second part of the questionnaire. In this section, the participants should evaluate themselves in terms of a level of their communication in English. The evaluation was numbered from 1 to 5 as a typical school grades. It is important to mention that such personal evaluation is very subjective. Each teacher could have different perspective on one selves, some of them could overestimate or either underestimate their speaking skills. As we can see from the chard below: only 3 participants evaluate their speaking skills as a perfect- number 1. Later below, we can see this information connected with the Chard num 1. (Number of years of study).

Table 6: Self-evaluation grade
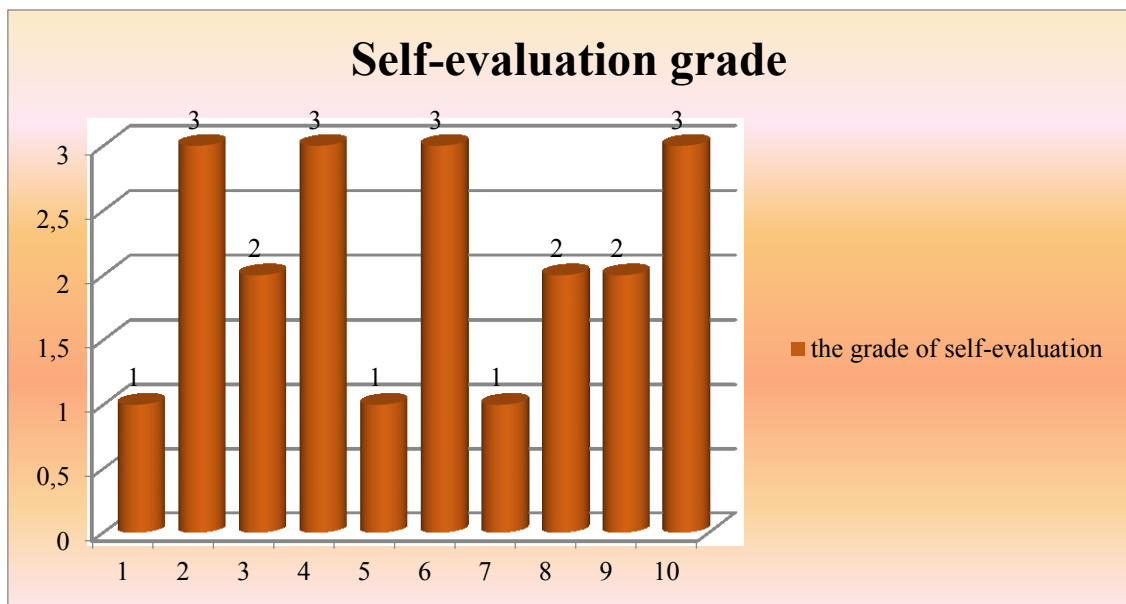
The last part of the Questionnaire research focused on the presumption P2- The more time spend with studies, the better self-evaluation. The research linked together the information gathered from the Chard num 1. (The length of studying) and the Chard num.4 (Self-evaluation grade).

As could be seen from the chard below: in some cases the length of studying does not always mean that the person evaluate his/her speaking skills with the best grade. Some participants with higher education either underestimate their abilities, or just do not excel in conversation regardless of their length of studying the language.

Table 7: The relationship between the length of studying and self-evaluation grade
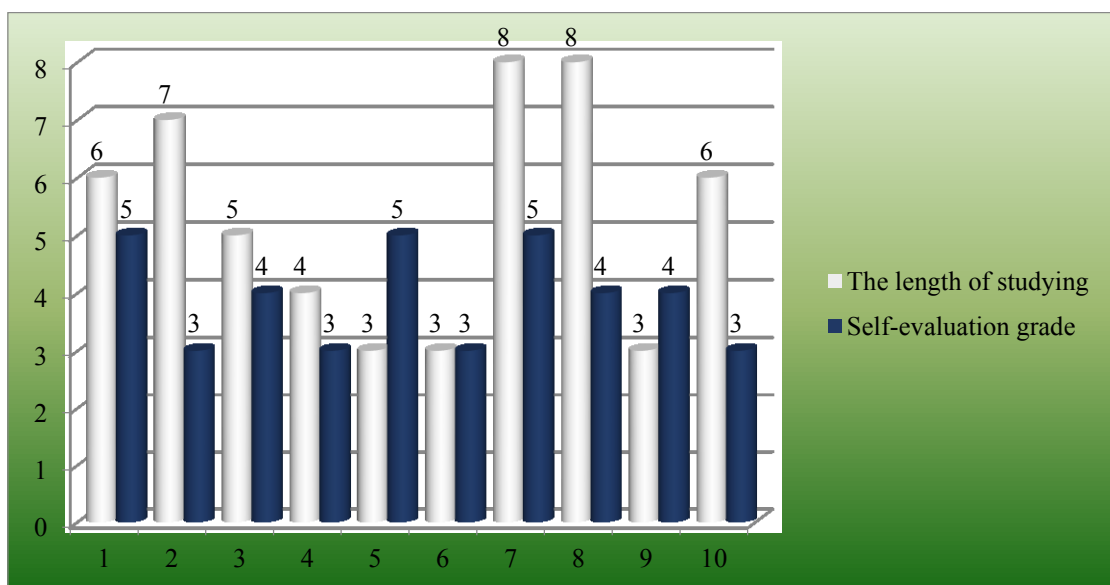
4.2   Evaluation Scale Results

The Evaluation Scale was completed in Czech language, later the Scale questions were translated into English language for the purpose of the thesis. The Evaluation Scale was spread among teachers, some of the scales were collected personally, and some were sent to the researcher via email, in PDF document as mentioned in previous chapter. For this thesis, 10 Evaluation Scales were analysed from 10 people.

Later, each question has been analysed. The questions were designed to measure the anxiety among teacher. Most of them were concerned about English speaking anxiety, asking participants how they feel in different situation, as for example speaking in front of their students. Each question is numbered form 1 to 20. The most interesting questions have been analysed and designed into graphs. The analyses those questions with the number of participants who voted for one answer only ale displayed below:

Table 8: I feel anxious when I am supposed to speak English
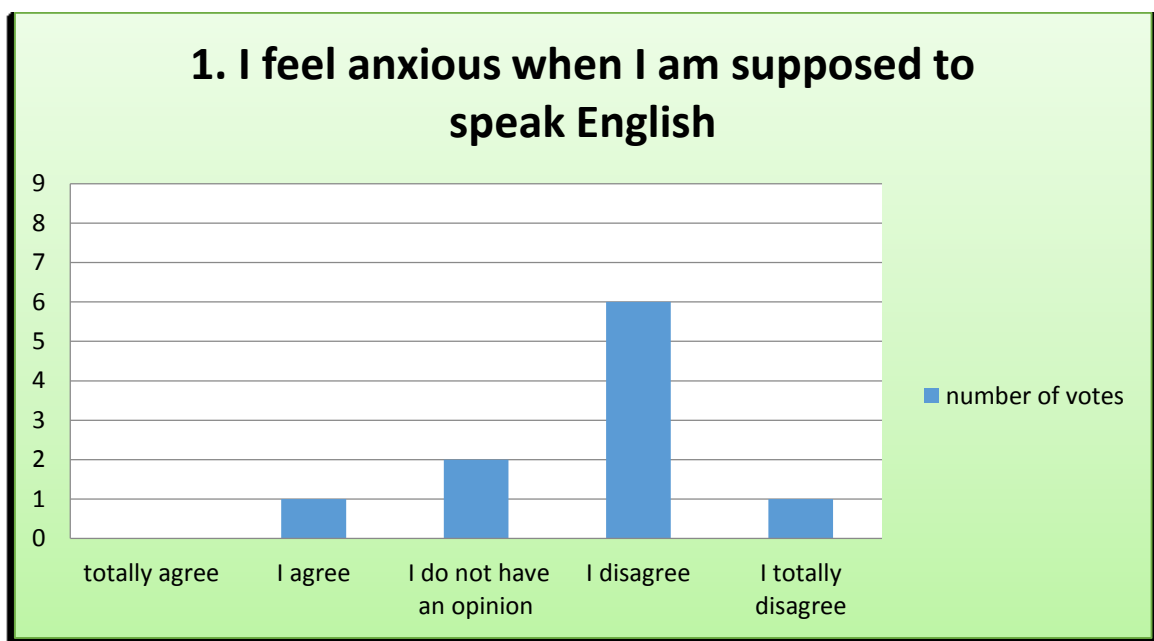

This graph answered one of the most important question in this Scale. The question provide answer how many of the teachers- participants feel anxious when they speak English.

As mentioned in the theoretical part- feeling anxious while performing foreign language can be defined as FLA (Horwitz, Horwitz, & Cope, 1986). This scale question give quite positive results in case of the level of anxiety, as only 1 participant voted for "Agree". Later on in the research, this person will be analysed in more detail.

More precisely, the question num 4. could be used for analysing FLA affected the participants in this research.

*Table 9: I get anxious when I am supposed to talk in English to other people*
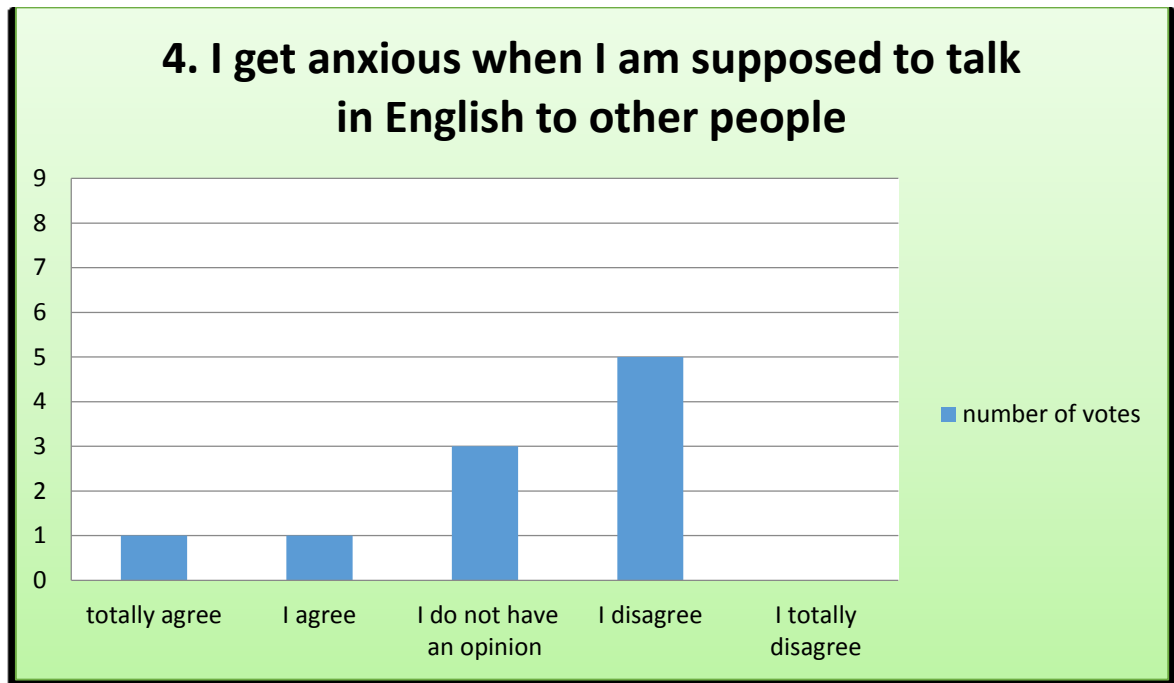
As could be seen from the graph, also this question provides positive information about anxiety level of those particular teachers. Only one teacher answered "totally agree", that he get anxious when he is supposed to talk in English to other people.

Table 10: I am aware of the fact that I am not able to express myself as well in English as I am in the Czech language

7. I am aware of the fact that I am not able to express myself as well in English as I am in the Czech language

number of votes
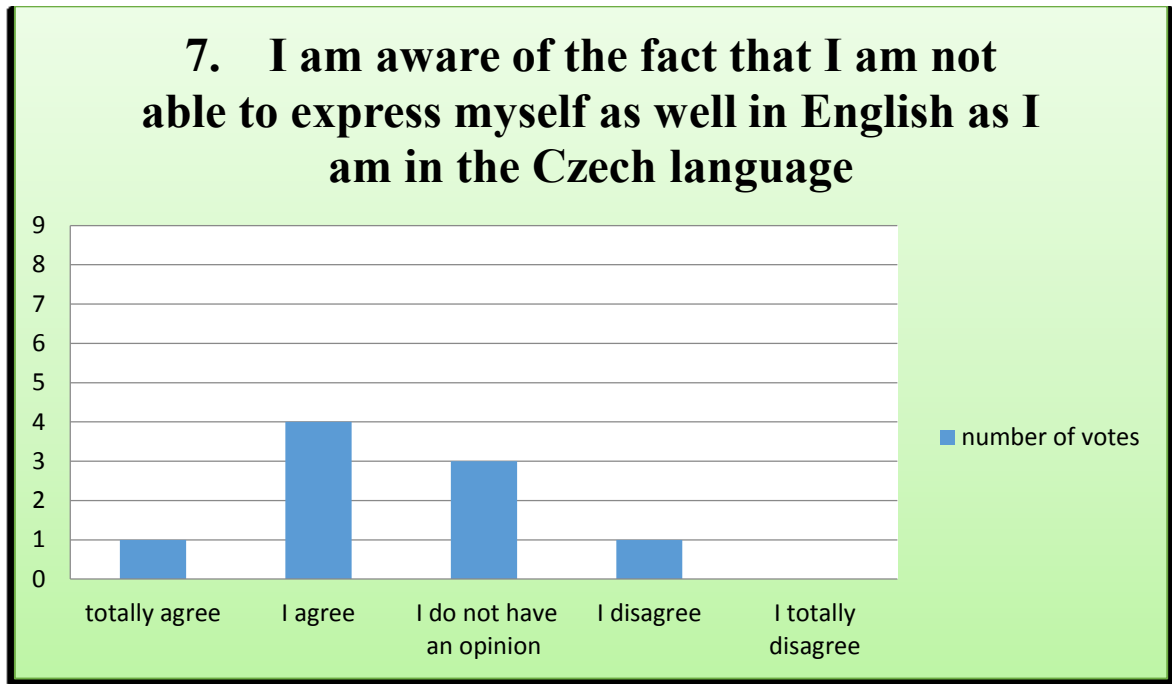
This graph shows quite interesting results. Majority of the participants are aware of the fact that they could not express themselves in English as they could in their mother tongue. The 6 participants are having these problems, which could be quite problematic issue when performing some speech in lessons to their students.

*Table 11: It makes me uncomfortable when my students speak better English than me*

11. It makes me feel uncomfortable when my students speak better English than me

number of votes
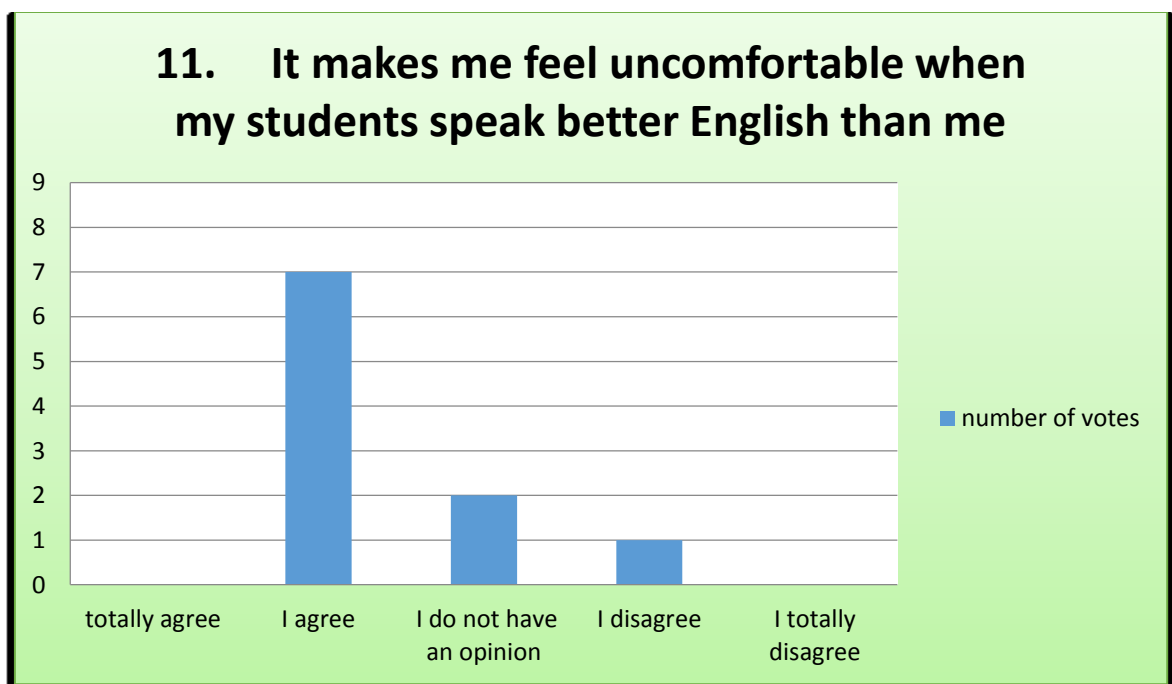
This graph shows that majority of the participants feel often uncomfortable while having some performances in from of their students such as speaking in front of them when they are aware of the fact that the students have a better pronunciation. This could be seen as one of the major factor of the anxiety of such teachers.

4.2.1 Correlation Results

The correlation analysis was used in the research, and it serve to find out whether the Objective P3 is relevant or not relevant (The more time spend in foreign country and being exposed to the language, the lower anxiety would be measured). The method of correlation was used as an analytic tool to find out the answer for the hypotheses stated below.

 The correlation analysed the relationship between the length of the stay abroad (at any language speaking country) and the level of the anxiety they feel according to the question number 1 on the Scale (I feel anxious when I am supposed to speak English). The relationship between those two factors can be seen in the table below:

Table 12: The correlation relationship
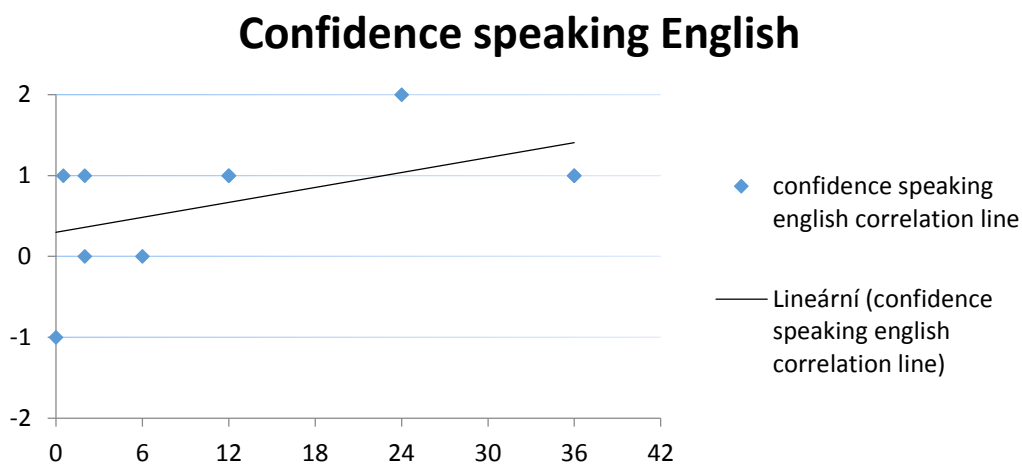
X: Scale answers

Y: The length spent abroad in months

Table 13: Confidence speaking English table

-2	Totally agree	High level of anxiety
-1	Agree	Not confident
0	Do not have an opinion	Does not feel anything
1	Disagree	Minimum level of anxiety
2	Totally disagree	Zero level of anxiety

The correlation between the relationships is 0,526719472 (Moderate or Positive correlation). Even the correlation line shows some positive relationship, which means those two factors affect one another, it does not mean that this factor (the length of the stay abroad) is the only factor that influences the level of anxiety. This correlation shows that with increasing time spend abroad, the level of confidence in English speaking increases. We can see a moderate correlation between the factors, however, it is not very strong since there could be other factors affecting the confidence as well.

In the research, for analysing the relationship, as a measurement of the anxiety, the statement from the Evaluation Scale - I feel anxious when I am supposed to speak English was used. The researcher found the statement as the most relative for the measurement of the anxiety feelings. It was also possible to use some other statement from the Scale, which could lead to the different correlative conclusion.

CONCLUSION

Teaching is one of the oldest professions, dating back to the very beginning of the human evolution; everyone has some specialization and teaching others to those skills. But teaching the foreign language began to develop gradually, and still, we are exposed to many changes and reforms of teaching techniques. It is generally acknowledged that this profession is not easy in terms of workload, and the teachers might suffer from anxiety, which is a huge obstacle for them.

The intention of the thesis was to look deeper into the foreign language anxiety of the teachers. This mental and psychical state of mind can be recognised thanks to various symptoms such as feeling of tension or nervousness. The thesis analysed specific kind of anxiety- Foreign language anxiety, specifically affecting the teachers of a foreign language- English.

This thesis was divided into a theoretical and a practical part. In the theoretical, the aim was to give some background information about the anxiety, the factors and the consequences. Moreover, some suggestions how to deal with the anxiety has been provided. Also, historical data of the teaching English in the Czech Republic were a part of the section. The practical part consists of questionnaire and scale data analysis which serves as to prove or disapprove the objectives sets at the beginning of the analysis.

Even though the correlation line shows a significant relationship between the length of the stay abroad and the level of anxiety they feel, there could be also other factors influencing the anxiety such as the age of the teachers, the social background or the relationship of each to the teaching of the language.

Last but not least, the thesis can serve as a help for those teachers experiencing the anxiety; they can find the strategies which could be applied to their performances. They can find some factors and techniques which could help them to cope with the FLA.

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LIST OF ABBRREVIATIONS

FLA: Foreign language anxiety

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Mluvení v anglickém jazyce - dotazník

Tento dotazník byl vytvořen pro potřeby akademického výzkumu. Vaše odpovědi jsou považovány za důvěrné a nebudou nijak rozšiřovány, slouží pouze pro potřeby výzkumu. Děkujeme za Váš čas a spolupráci.

osobní informace-

Pohlaví:

věk:

Studium anglického jazyka (typ instituce, počet let):

Praxe ve výuce anglického jazyka (typ školy, počet let):

Pobyt v anglicky mluvících zemích (místo, trvání):

Komunikace s anglickými rodilými mluvčími (jak dlouho, jak často, kde):

--- --- --------
-
1. Oznámkujte úroveň vaší ústní komunikace v angličtině školní známkou (1 až 5).

2. Co je pro Vás při ústní komunikaci v angličtině největším problémem?

3. Pokud nejste spokojeni s úrovní vaší ústní komunikace v angličtině, jak se to při komunikaci projevuje?

4. Co Vám dosud nejvíce pomohlo zlepšit úroveň vaší ústní komunikace v angličtině?

5. Co by Vám v budoucnu pomohlo zlepšit úroveň vaší ústní komunikace v angličtině?

APPENDIX P II: EVALUATION SCALE IN CZECH

Mluvení v anglickém jazyce – posuzovací škála

V této části prosím označte křížkem tvrzení, které odpovídá Vašemu názoru:

1. *Cítím se nervózní/a, když mám mluvit anglicky.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

2. *Rád / a anglicky mluvím s někým, kdo velmi dobře ovládá angličtinu.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

3. *Stydím se, když hovořím s někým, kdo má perfektní anglickou výslovnost.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

4. *Znervózním, když musím mluvit anglicky před jinými lidmi.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

5. *Jsem spokojený / á s tím, jak mluvím anglicky.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

6. *Trápí mě mé nedostatky v anglické výslovnosti.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

7. *Uvědomuji si, že v angličtině se neumím vyjádřit tak dobře, jako v češtině.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

8. *Stydím se, když si uvědomím, že jsem něco řekl / a nesprávné.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

9. *Obávám se, že kvůli tomu, jak říkám anglicky, si o mně pomyslí, že jsem hloupý / a nebo neschopný / á.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

10. *Napodobování autentické anglické výslovnosti považuji za směšné.*
   ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

11. *Je mi nepříjemné, když moji žáci mluví anglicky lépe než já.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

12. *Mám rád / ráda nepřipravenou anglickou komunikaci se žáky.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

13. *Obávám se, že mi při rozhovoru v angličtině nebudou rozumět.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

14. *Stydím se, když někdo při mluvení anglicky opravuje moje chyby.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

15. *Vadí mi, když si žáci všimnou, že při mluvení v angličtině jsem udělal chybu.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

16. *Chci si zlepšit svou ústní komunikaci v angličtině.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

17. *Myslím, že mluvit plynně anglicky je velmi obtížné.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

18. *Znervózňuje mě, že nestíhám kontrolovat gramatickou správnost toho, co říkám.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

19. *Učitel angličtiny musí umět mluvit anglicky jako rodilý mluvící.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

20. *Vadí mi, když si při mluvení nevím vzpomenout na vhodné anglické slovo.*

    ☐úplně souhlasím☐souhlasím☐ nemám vyhraněný názor ☐nesouhlasím☐úplně nesouhlasím

DĚKUJEME ZA VÁŠ ČAS A OCHOTU.