

Causes of English Speaking Anxiety among Czech University Students: Social and Age-Related Differences

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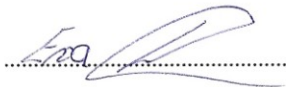
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ABSTRAKT

Cílem této bakalářské práce je zjištění příčin úzkosti z mluvení anglicky u českých vysokoškolských studentů. Tato práce je rozdělena na dvě části. Teoretická část se zabývá základním konceptem úzkosti z mluvení cizím jazykem příčinami této úzkosti. Praktická část je založena na analýze výsledků dotazníkového šetření. Výsledná zjištění jsou pak shrnuta v závěru práce.

Klíčová slova: úzkost, věk, sociální aspekt, příčiny úzkosti, dotazník, analýza výsledků

ABSTRACT

The aim of this thesis is to discover causes of English speaking anxiety among Czech university students. This thesis is divided into two parts. The theoretical part deals with the basic concept of second language speaking anxiety and causes of this anxiety. The practical part is based on analysis of questionnaire results. Final resolutions are summarized in the conclusion.

Keywords: anxiety, age, social aspect, causes of anxiety, questionnaire, analysis of results

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INTRODUCTION

The process of learners' acquisition of second language has been studied for past decades. Not every learner is initially able to use foreign language successfully, yet when they put a great effort in learning process it may improve their competences. Researchers trying to find the reason why some learners are more successful in acquiring foreign language than others via investigation of individual characteristics that are involved in learning process.

Learner's anxiety plays a significant role in learning process. As Horwitz, Horwitz, and Cope (1986, 125) stated, anxiety is a major obstruction that need to be overcome while acquiring second language otherwise it could have negative effect on the whole learning process. Speaking activities represent the most threatening part of the learning process because it makes learner exposed to the surroundings and the reaction of others influence learner's perception of himself. Nevertheless, numerous causes and factors influence speaking anxiety and various studies examined this field. Thinking of causes of anxiety several different components that are adjusting according to the culture, social status and personality of the learner need to be taken in account.

The thesis is divided into two parts. Firstly, a theoretical part that gives background information about anxiety and pays attention to the causes and factors influencing level of anxiety. Second part of bachelor thesis is practical part, which is based on questionnaire that consists of three parts. The results are compared to the theoretical discourse from the first part of the thesis.

The aim of this thesis is to provide inside look into the causes of English speaking anxiety from the Czech university students' perspective and to prove that those who started learning English in secondary school and later tend to score higher anxiety level, and social acceptance is an important factor, that influence anxiety level.

I. THEORY

1 THE CHARACTERISTICS OF FOREIGN LANGUAGE ANXIETY

Anxiety is an adaptive reaction of organism and it helps to prevent, attack or avoid the stimulus of anxiety. Anxiety is a mental and psychological state of mind associated with certain physical, emotional and cognitive and behavioral symptoms. To define exact causes of anxiety is a complicated process since many factors (e.g. social, biological, psychological) can be involved. (Doubek, Anders, 2013, 7).

1.1 The Definition of Foreign Language Anxiety

Foreign language anxiety, also known as second language anxiety, can be defined as the feeling of distress and negative response while using a second language- speaking, listening, writing, learning (MacIntyre 1999, 27). Scovel (1991, 18) define anxiety as “psychological construct, commonly described by psychologist as a state of apprehension, a vague fear that is only indirectly associated with an object”.

According to Horwitz, Horwitz, and Cope (1986, 128–129) unlike other anxieties, in most cases second language anxiety appears in classroom, when learners are worried about their failure in front of their peers. It is only logical that anxiety interferes with the most types of learning and it negatively influences the learning process itself. Over the past decade’s foreign language learning anxiety is being thoroughly examined not only by psychologists and linguistics, but also by educators (Horwitz 2001, 113).

1.2 Perspectives of Anxiety

Anxiety can be divided into trait, state and situation specific. According to Ormond (1999, 28) the state anxiety has short-term duration and is connected to a clear stimulus, whereas trait anxiety is a “broad, typical patterns of behavior” (MacIntyre, 2007, 565). MacIntyre and Gardner (1989, 272) suggested, that it is the foreign language anxiety that causes elevation of state anxiety. On the other hand, Pappamihel (2002, 432) stated, that trait anxiety is encoded in person’s character, and those people are usually anxious in a number of different situations. A third type of anxiety derived from trait is situation specific anxiety, which is conditioned by a certain situation and appears only under certain conditions (Woodrow, 2006; MacIntyre and Gardner 1991).

Tobias (1986, 14–15) reported two models of foreign language anxiety, an interference retrieval model and an interference model of anxiety. An interference retrieval model refers to situation, when learner is not able to recall previously learned information during the output stage, which is dependent on the input stage. On the other hand, an

interference model of anxiety relates to lack of study and inefficient study method and is related to the input stage.

In order to identify and measure language anxiety, several instruments measuring the anxiety exist. Probably the best known is the Foreign Language Classroom Anxiety Scale, known simply as FLCAS, by Horwitz, Horwitz, and Cope (1986, 128–130). The scale consists of 33 questions with 5-point Likert Scale, where learners report their level of learning anxiety through the level of agreement to given statements. The scale frequently undergoes through adjustments by others researchers in order to meet cultural and language exceptionalities. Yet, it still is a base for plenty studies (Kráľová 2016, 25–24).

Table 1 Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, and Cope, 1986, 128–130)

1.	I never feel quite sure of myself when I am speaking in my foreign language class.
2.	I don't worry about making mistakes in language class.
3.	I tremble when I know that I'm going to be called on in class.
4.	It frightens me when I don't understand what the teacher is saying in foreign language.
5.	It wouldn't bother me at all to take more foreign language classes.
6.	During language class, I find myself thinking about things that have nothing to do with the course.
7.	I keep thinking that the other students are better at languages than I am.
8.	I am usually at ease during tests in my language class.
9.	I start to panic when I have to speak without preparation.
10.	I worry about the consequences of failing in my foreign language class.
11.	I don't understand why some people get so upset over foreign language classes.
12.	In language class, I can get so nervous I forget things I know.
13.	It embarrasses me to volunteer answers in my language class.
14.	I would not be nervous speaking the foreign language with native speakers.
15.	I get upset when I don't understand what the teacher is correcting.
16.	Even if I am well prepared for language class I feel anxious about it.
17.	I often feel like not going to my language class.
18.	I feel confident when I speak in foreign language class.
19.	I am afraid that my language teacher is ready to correct every mistake I make.

20.	I can feel my heart pounding when I'm going to be called on in language class.
21.	The more I study for a language test, the more confused I get.
22.	I don't feel pressure to prepare very well for language class.
23.	I always feel that the other students speak the foreign language better than I do.
24.	I feel very self-conscious about speaking the foreign language in front of the other students.
25.	Language class moves so quickly I worry about getting left behind.
26.	I feel more tense and nervous in my language class than in my other classes.
27.	I get nervous and confused when I am speaking in my language class.
28.	When I'm on my way to language class, I feel very sure and relaxed.
29.	I get nervous when I don't understand every word the language teacher says.
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31.	I am afraid that the other students will laugh at me when I speak the foreign language.
32.	I would probably feel more comfortable around native speakers of the foreign language.
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.

1.3 Individual Differences in Second Language Acquisition

While studying second language acquisition, certain individual differences of learners need to be considered. Those differences cause the fact, that some people learn foreign language more quickly and easily, than the others (Lightbown and Spada 2006, 53).

1.3.1 Age

Several researches have been hold trying to investigate the statement that there is specific period of time in an early childhood most suitable for language acquisition, and during this period the brain shows a significantly higher tendency to experience impulses from the environment (Ortega 2009, 13). Lightbown and Spada (2006, 68) claimed that the same critical period exists even for a second language acquisitions, this period is supposed to end around puberty, sometimes even earlier. Many learners, who started learning second language before puberty, will most likely develop morphological and phonological competences alike native speakers of given language (Ortega 2009, 28).

To compare children and adult learners is rather complicated, because in most cases, the conditions for foreign language learning are fairly different. Preschool learners who learn language in informal environment, and usually have more opportunities to express themselves, do not feel the pressure from speaking correctly, because their mistakes are often accepted. Older learners are mostly ashamed of their mistakes, worried about correct expression and consequently may feel frustration (Lightbown and Spada 2006, 68). However, in some studies was proven that older learners might have an advantage in first stages of learning over children learners, especially in tasks demanding metalinguistic knowledge and memory scheme. Thus, some adult learners might acquire native-like language competencies better than early-starters (Ortega 2009, 29).

1.3.2 Cross-Linguistic influences

Ortega (2009, 31) in her book states that acquisition of a second language is influenced by previous language knowledge– mother tongue. This can lead to delaying of the learning progress and to ungrammaticality. The transfer of first language into the second one usually does not happened consciously; it is rather reliant on probabilities and tendencies of the speaker and can be caused by similarities as well as differences of both languages. However, the cross-linguistic influences may have negative as well as positive consequences. The positive impact appears, while knowledge acquired in first and second language accelerated third language learning process (Ortega 2009, 53).

1.3.3 Aptitude

Language aptitude may be characterized as an ability to learn quickly. Person with higher aptitude tends to learn language more easily while others may struggle (Ortega 2009, 164). The tests measuring the level of aptitude are based on measuring the ability to identify and memorize sounds, understanding the words function in sentences, understanding grammatical rules from examples and ability to remember new words. The best-known language aptitude test is the Modern Language Aptitude Test, conducted in 1959 (Lightbown and Spada 2006, 58).

In recent studies a connection between aptitude, tradition intelligence and memory has been discovered (Ortega 2009, 164). Lightbown and Spada (2006, 64) stated, that even though the aptitude is important, the most significant factor of language acquisition might be a working memory, and even learner without high aptitude level may be successful while learning foreign language.

1.3.4 Motivation and Attitudes

Motivation is another important phenomenon influencing foreign language acquisition. It is understood as a desire, persistent and effort given into the learning process (Ortega 2009, 168), and although the positive effect of motivation and attitudes was still not proven, there are evidences that motivation and attitude is connected to an ongoing learning (Lightbown and Spada 2006, 63). Gardner (1985, 60) stated four aspects of motivation:

- Goal
- Effortful behavior
- Desire to achieve the goal
- Positive attitudes

Although goal is factor of motivation it cannot be considered as its component. It is rather stimulus to the following three factors, which measures intensity of motivation.

Learners engage in learning by their choice, are said to be **intrinsically motivated**. This motivation is considered to be ideal. Students are enjoying the process of learning and feel satisfied by learning. They study because they wanted to, not because they have to. In contrast, **extrinsically motivated** students are influenced by external sociocultural factors, usually they are expected or even forced to study by circumstances, such as new job opportunity (Ortega 2009, 176).

Attitudes have a great influence on motivation during learning process. Having positive attitude not only towards learning but also even towards the culture hidden behind the language can help extend inner motivation (Gardner 1985, 56). Gardner (1985, 56–58) stated, that attitudes and motivation might in certain cases relate to the other aspects of learning second language, willingness to continue in study and participation in classroom are based on volitional behavior and affected by motivation. “These relationships suggest, therefore, that attitudes and motivation are important because they reflect an active involvement on the part of the student entire process of learning a second language” (Gardner 1985, 61).

1.3.5 Personality

Extraversion personality is usually taken as an advantage, when acquiring second language. It is believed, that unlike introvert people, an extrovert person has high self-esteem and lower anxiety level, which help them while learning and consequently using second language (Ortega 2009, 197). Gredsten and Horwitz (2002, 568) stated, that

anxious learners tend to have higher standards for their performance and are more concerned about others' opinion than non-anxious learners. Consequently, the learners with anxiety have several characteristics in common with the perfectionists, and usually these characteristics are what make the learning process unpleasant for them. According to the Dewaele and Furnham (1999, 535–536) research extraverts and introverts' learners make different conscious and unconscious choices, when they are under pressure, even though extraverts could speak more fluently and are more persistent to anxiety, introverts in certain cases shown higher level of accuracy but without fluency.

1.3.6 Affect

Scovel (1991, 129) did not agree with older definition, that affective variables are cognitive variables and stated that this topic covers various constructs and behavioral patterns, including not only cognitive style, but also ego, introvert and extrovert personality and courage of individuals.

Learning of foreign language may make people more vulnerable. During the early stages of learning process, it is a great challenge to have control over what they said, understand what teacher said and respond correctly. Consequently, especially adult learners might feel that their ego was threatened (Ortega 2009, 193). Such conditions may cause affective reaction toward foreign language acquisition one of them is a second language anxiety (Ortega 2009, 213).

1.3.7 Social Aspect

The social perspectives have to be taken into account, while learning second language, it is not just about acquiring language, most people wish to gain respect of others by changing their habits and stepping out of their comfort zone. According to MacIntyre and Gardner (1989, 268) anxiety caused by social evaluation is related to communicative anxiety, because each of them is connected with fear of the social perception and influences one's self-consciousness. The language socialization theory described in Ortega (2009, 252) stated, how closely are social and language learning interconnected with each other and that social activity within certain group influences not only language knowledge, but also one's feelings and interaction with given community. Consequently, learners in groups tend to acquire language easily than a single learner simply because of the opportunity to communicate. Speaking requires thinking; thus people by controlling their mental process could influence what they say and what not during social activity (Lightbown and Spada 2006, 47). Identity theory in Ortega (2006, 241–242) is considered as a regular part of

second language acquisition. Norton (1995, 17) stated, that main idea of identity theory is investment. While learning second language learners need to engage their identity, their desire and social knowledge of the world and invest them into language acquisition.

2 CAUSES OF FOREIGN SPEAKING ANXIETY

“When beliefs and reality clash, anxiety results.”

(Young 1991, 428)

There are numerous causes and factors influencing speaking anxiety and various studies examined this field, to state complete list of potential causes of anxiety would be rather difficult, because components of speaking anxiety differ, according to the culture, social status and personality of the learner (Kráľová 2016, 18). The following chapter summarizes the most discussed anxiety factors.

While thinking of causes of foreign language anxiety the lingual and extra-lingual variables need to be distinguish. Lingual factors are connected to the language system and have two subcategories, intra-lingual factors relating directly to the language system and inter-lingual variables involving the contact of two different language systems. The extra-lingual variable relates to the learning process (Kráľová 2009, 27). According to Kráľová (2016, 10), within extra-lingual factors, in short run the **static** and the **dynamic** factors can be distinguished. The static variables are permanent personal characteristics and do not change (personality type, gender, etc.), whereas the dynamic variables (motivation, living in foreign country, etc.) might change.

In Horwitz, Horwitz, and Cope (1986, 127–128) study, three anxiety causes fields were established as:

- Communication apprehension
- Test anxiety
- Fear of negative evaluation

Usually a person, who worries to communicate in native language and feel social anxiety, will most likely suffer from **communication apprehension** in foreign language. The fear originates in knowledge, that learner has difficulty in understanding others and also worries about not being understood. **Test-anxiety** relates to the fear of failure. Anxious students usually have unrealistic demands on their performance. Unlike test-anxiety, **fear of negative evaluation** is not limited to one situation, it frequently occurs in variety of social situation when speaker is afraid of making mistakes and to be mocked by others, later on the study of Gredsten and Horwitz (2002, 567), also prove this statement. Aida (1994, 162–165) adjusted the Horwitz, Horwitz, and Cope (1986, 127–128) statement and

present four anxiety causes: speech anxiety and fear of negative evaluation, negative attitude to class, comfortableness in speaking and fear of failing.

According to Young (1991, 427), there are six potential causes of anxiety among learners: 1) personal and interpersonal anxieties; 2) learner belief about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; 6) language testing. On following pages each cause is closely presented.

2.1 Personal and Interpersonal Anxieties

Personal and interpersonal anxieties are probably the mostly mentioned causes of foreign language anxiety in several studies (Horwitz, Horwitz, and Cope 1986, 127; Young 1991, 427). Second language anxiety is mostly considered rather as psychological or identity based than as a linguistic based (Kráľová 2016, 10).

Important sources of anxiety in this specific area are low self-esteem and competitiveness, which inflict into comparison with others. Those two sources are closely connected, since people with low self-esteem tend to care more what their peers think, than those with healthy self-esteem (Young 1991, 164–165). Horwitz, Horwitz, and Cope (1986, 128) stated, that there is a difference between what students want to express while not being limited by language, and what they actually are able to express with their second language skills.

2.2 Learner Belief about Language Learning

Each student has certain beliefs about learning foreign language, but not all of them are on realistic bases. Those unrealistic beliefs can result into language anxiety. Beliefs are usually connected with previous experiences (Ganschow, et al. 1994, 50). Those counterproductive beliefs may lead to a disappointment, and even frustration. For example in Horwitz's study (1988, 284–289), learners stated, that vocabulary they use and usage of “a native-like accent” are one of their most important criterion. However, most of the examined students did not sound like a native speaker, hence they started to feel anxious and feeling of disappointment persisted because the students remember the first bad experience. In the interviews held by Young (1991, 428), there was a visible distinction between anxious and non-anxious students. Anxious students were afraid of their possible mistakes. On the contrary, non-anxious students felt satisfaction of their results.

2.3 Instructor Beliefs about Language Teaching

The teacher's role in an educational process is crucial and cannot be underestimated. Teacher is the one who control and create inspiring atmosphere. Unfortunately, teacher can also be the one who cause the anxiety of students. Young (1991, 428) added, that when instructors believe his role is only to correct learners whenever they make any error, that it is teacher's role to do most talking and not allowed students to working in pairs they may contribute to student's anxiety.

Although, even well meant beliefs can increase anxiety. Teachers should be aware of the latest methods and trends in teaching and should participate on workshops, conferences and work on their professional development (Krůpová 2015, 29).

2.4 Instructor-Learner Interactions

As one of the causes of instructor-learner anxieties is frequently cited a harsh manner of correcting errors (Horwitz, Horwitz, and Cope 1986, 130; Young 1991, 429). Learners feel anxious over responding incorrectly and consequently being ridiculed in front of their classmates. The problem usually is not error correction itself but the way of correction (Young 1991, 429). Students also often feel anxious, when they do not understand what the instructor is asking and they do not know how to respond (Horwitz 2001, 121).

Some of the following classroom procedures may also influence anxiety among students. According to Young (1990, 550), oral quizzes and oral performance in front of the whole class are the most anxious situation; Woodrow (2006, 321–322) confirm this statement with her participants. What initially caused surprise, was the fact that speaking and writing tasks were marked with the same level of anxiety by Young's (1990, 550–551), as well as Woodrow's (2006, 322) students.

2.5 Language Testing

Students' reaction during the testing situation may influence their future willingness to proceed in studying English (Krůpová 2015, 32). Dread from examination may make some learners to compare themselves with the peers and to think about negative consequences of their potential failure (Horwitz, Horwitz, and Cope 1986, 130).

Some test formats produce more anxiety than others. Students also feel anxious while studying for hours for the test and later discovered, that their materials were not sufficient, or they have no experience with given types of question. If language course is based on communication, but the test is based on grammar, most likely the students would feel

deceived and also can experience frustration as well. Therefore, teachers should test students in the similar manner as they are holding classes, the well-conducted test positively influence student's attitude about language learning. The importance of the specific test in overall grade also plays significant role in anxiety level of students (Young 1991, 429).

3 THE IMPACTS OF FOREIGN LANGUAGE ANXIETY

The symptoms, feelings and behavioral responses of anxious foreign language speaker are basically the same as for any other anxiety. Signs may be blushing, sweat, bouncing around, trembling, speaking too fast or too slow, playing with some object (pen, paper, etc.), less or no eye contact, bad performance, and others (Kráľová 2016, 19). Horwitz, Horwitz, and Cope (1986, 128–129) have described anxiety as experience of apprehension, fear or even dread accompanied with poor concentrating, forgetfulness, sweating, and palpitation.

Scovel (1978, 138–139) suggest that there are two types of anxiety working in tandem in order to motivate and to warn, depending on new findings in environment:

- Facilitating anxiety
- Debilitating anxiety

Facilitating anxiety encourage the learner to stand to the task. Whereas debilitating anxiety motivates to escape. Both aspects are connected to the center of arousal, the limbic system, because they are related to the “two of four basic drives which are generated by this primitive portion of the human brain” (Scovel 1978, 139). He also stated, that it is the interaction between these two drives that creates two different anxieties mentioned above which as he claimed work together as well. Supporting this idea, he uses an example of a students’ whose score of facilitating anxiety was high, still they were motivated to continue in learning, unlike their classmates with lower anxiety level.

Language speaking anxiety may have various consequences. During learning process anxious people may try to avoid language classes, procrastinate or in the worst-case scenario give up (Kráľová 2016, 20). In most cases students with anxiety tend to have worse grades than non-anxious students (Křúpová 2015, 15). Anxious learners also state that even though they initially understand the topic, when it comes to oral performance in front of the class or test, they tend to forget what they learned (Horwitz, Horwitz, and Cope, 1986, 129–130).

MacIntyre and Gardner (1991, 296) claim, that language anxiety has negative effect on learning process and speaking in foreign language. But they declare, that anxiety occurs after some time when the attitude toward learning experience is made and students do not start learning with anxiety. Horwitz (2001, 118) in her study goes even beyond and states that anxiety is caused by insufficient study. Kráľová (2016, 10) agrees, that anxiety among second language learners has negative impact on learning process. Each student has

a slightly different personality. Thus, the consequences may differ, some learners may completely freeze while performing, and others may need only little help to overcome initial trouble. In contrast, Scovel (1978, 139) also states that little anxiety may have positive influence on one's performance.

II. ANALYSIS

4 INTRODUCTION TO THE ANALYSIS

Following pages are focusing on the research of anxiety level among Czech university students, mainly on the causes and factors of anxiety and their connection to the age. In order to support the quantitative research and find connection between age, when learner starts study English, and anxiety the following hypothesis has been created:

Students, who have learned English since secondary school or later, scored mild or higher anxiety level.

The aim of qualitative part of research is to determine specific causes of anxiety, according to the reports of anxious students and discover common characteristics.

4.1 Research methodology

The following chapter will explain research methodology; introduce the groups of participant and structure of the used questionnaire and state some limitations that could have influenced the results.

4.2 Participants

The questionnaire was arranged for Czech university students. From 72 non-native speakers there were 45 females and 27 males. The age of participants was from 20 to 26 years. Most people were at the age of 21 years old (27 participants), then 13 people at the age of 22, in the age groups of 20 and 23 were 10 participants in each, 6 people have 24 years, and 25 and 26 years has 3 participants in each group. The average age of participants was 22 years. More than 80 % of participants stated, that they study English since third or fourth grade of elementary school, or even from kindergarten. Only 13 students study English since secondary school, one girl for only a year and none of these students study English linguistics. Those students also stated, that their level of English is B2 or lower.

Focusing on level of English 27 students reported, that they have B2 or B2-C1 level, 15 of them have level B1 and 6 students estimate their level somewhere between the level B1 and B2. Five participants have level A2. Twelve students have level C1 and seven participants stated their English level is better than C1 but not yet level C2. For better orientation and evaluations, the participants were divided into these three groups:

- Students of humanities: 27
- Students of linguistics: 15
- Students of technical, science and other studies: 30

4.3 Questionnaire

The questionnaire was inspired by the foreign language classroom anxiety scale by Horwitz, Horwitz and Cope (1986, 128–130), but it was adjusted for the purposes of this research. The questionnaire consists of three basic parts:

- Personal information
- Declarative statements
- Open questions.

Personal questions help to create informational background about participants and to divide them into groups, presented in previous chapter. Open-ended questions represent qualitative research and focused on potential causes of foreign language speaking anxiety, also containing questions about learners' previous contact with English. Fourteen declarative statements concentrate on students' perception of their own feelings while speaking English and their level of self-esteem. The five-point scale was used in order to indicate level of agreement or disagreement of participants. In ten statements, the points were distributed as 5 points representing "strongly agree", "agree" for 4 points, "neither agree nor disagree" for 3 points, "disagree" for 2 points and "strongly disagree" for 1 point. Four questions were reversed, and have also reversed scoring system and one question (number 1) has only yes/no answer and is not considered as a part of a scale questions, it works as a complementary question for background information. The anxiety score oscillates from 14 points, which is the minimum, to the maximum of 70 points. The anxiety level was established in following intervals:

- 14-27 points: minimum level
- 28-41 points: mild level
- 42-55 points: moderate level
- 56-70 points: high level

Some limitations of the study need to be taken in account. Only small number of learners was examined. Thus, the findings cannot be generalized. Also even though the participants were familiar with the fact, that questionnaire is focusing on English speaking anxiety, other anxieties might influence some responses.

The questionnaire was accessible online, and was distributed to participants via social media for two weeks in March. It was presented in Czech language, in order not to increase

anxiety among participants and in order not to exclude those, with lower level of English. The questionnaire as well as the students' answers was later on translated into English.

5 QUESTIONNAIRE RESULTS

The following chapter will analyze questionnaire results. First of all, the results of the declarative statements will be discussed. Secondly, the focus will be moved to open ended questions.

5.1 The Declarative Statements

Firstly, let us have a look at the results of English-speaking anxiety scale. The overall results are presented in the table below; the most common level of anxiety among university students was moderate with 39 % and mild with 33 %. Among linguistics students 53 % of them feel only mild anxiety. On the other hand, students of humanities and other studies mostly feel moderate anxiety (around 40 %) and more of them feel high level of anxiety. The results confirmed that the age when students started learning English might play some role. From 14 students that had English classes for the first time in secondary school or later, 10 of them scored moderate or high anxiety level and none of them scored minimum level.

Table 2 Declarative statements results

	Minimum level	Mild level	Moderate level	High level
Linguistics	2	8	4	1
Humanities	4	7	11	5
Other studies	4	9	13	4
	10	24	28	10

The very first declarative statement was asking whether the students are nervous, while speaking English. More than 60 % of participants stated, that to feel stressed while using English. Although students of linguistics declare their level of English is B2 to C1 and stated, that they have been studying English for at least 10 years, seven of them feel very nervous while speaking. From 72 students, only 28 of them have ever taken extra English classes, besides those in school, 7 students from linguistics studies, 8 from humanities, the rest from non-humanistic schools. Yet still, exact half of them suffer from moderate or high level of anxiety. Consequently, the extra studies are not the only positive factor, that influences one's anxiety and other factors, such as contact with native speaker or living in

foreign country, need to be taken in account, more will be explained in open-ended question analyze.

Based on previous research of foreign language speaking anxiety it was no surprise that most of the students' anxiety rise with number of listeners, the same results had Horwitz, Horwitz, and Cope (1986, 129–130) when they firstly use FLCAS (foreign language classroom scale). The majority of non-linguistics students do not like to talk to someone, who speaks better English. This may be interpreted by the fact, that they are afraid of negative evaluation from others and could be anxious in various situations, not only while speaking foreign language and they feel less competent (Horwitz, Horwitz, and Cope, 1986, 127–126). On the contrary, in item 6, *I'm afraid that others will laugh at me when I make mistake*, 60 % of the same students do not agree with the statement, mostly learners with lower or mild anxiety level. So only 40 % of students are afraid of being mocked by someone who is equal to them.

The item 9, *I don't feel well when someone is correcting my mistakes*, is dealing with speaking errors and only 30 % of students do not identify with the statement. To 13 students this is not important factor but majority students' bothers when they are correcting by teacher in front of the class. Krůpová (2015, 44–45) in her work confirmed Young's (1990, 551) findings claiming that the adults' learners are more sensitive about making mistakes than secondary students learners and that they tend to sets higher standards on their correct use of English. Yet, according to a several statements in questionnaire, even though students do not like it they are aware of the importance of error correction.

It was not a big surprise that the majority of participants (77 %) stated that they would feel much more comfortable if they could prepare what they are going to talk about, only 7 people reject the statement. This could be caused by not sufficient practice in English classes. Therefore, anxious students tend to reduce their nervousness by studying ahead. From group of students with higher anxiety 21 participants feel the physical indisposition when they know in advance that they have to speak English, none of the previously mentioned students study English linguistics and all of those students have moderate or high level of anxiety. On the other hand, 43 % of the respondents agree with item 10 that states, *I'm afraid that I won't be able to answer when someone is speaking to me*, which dealt with psychological aspect of fear.

The item 11, *I feel self-confident when I speak English*, deals with learners' self-confidence and self-perception while speaking foreign language, this statement seems to be

reverse to the first item, *I am nervous when I have to speak English*. Yet, the individual responses of participants were contradictory to each other in several cases. In 31 cases the responses to those two statements do not match and students, who claimed to feel no or just moderate anxiety, then stated, that they do not feel self-confident while speaking and the other way round. Low self-esteem plays great role in one's perception of oneself. Even among students with C1 to C2 level of English 7 of them suffer from moderate anxiety and one of them scored high anxiety. This could be understood as a tendency to underestimate or overestimate one's skills, majority of students also tend to constantly compare their language competency with their peers (item 3).

Exact half of the students stated that English classes at school were their favorite classes, mostly those with lower anxiety level, those with higher level of anxiety usually chose option with disagreement or were indifferent. Only 15 students admitted they have already pretended, that they do not to speak English, in order to avoid to the conversation (item 13). Unsurprisingly, all of them scored moderate or high level of anxiety and none of them is English linguistics student.

The last item dealt with nervousness, while speaking in native language. More than 72 % of participants do not mind speaking in Czech in front of others. This high score was not much surprising, as it was mentioned in previous chapters, the learner tends to be more relaxed while speaking mother tongue, because they do not feel that exposed to others and are more confident. On the other hand, while speaking foreign language, the learner is not expected to express oneself flawlessly. What could be interesting is that from 17 students, that claimed to feel stressed, while speaking in native language, 4 of them were students of linguistics scoring only mild anxious level in English and one student from the Faculty of Medicine of Masaryk University in Brno, scored minimum English speaking anxiety, yet he stated that feel great stress while speaking in Czech.

To summarize this chapter, 38 students scored high or moderate level of anxiety and only 13 % of those students study English linguistics. Yet, majority of students would prefer if they could prepare, what they are going to talk about and felt ashamed when they are correcting in front of the class. Thus, social aspect plays a great role on anxiety level and most people wish to gain respect of others

Quantitative research did prove given hypothesis: *Students, who have learned English since secondary school or later, scored mild or higher anxiety*. From 14 students who had

started learning English in secondary school or later, none of them scored minimum level of anxiety.

In order to demonstrate exact and overall results of declarative statements, the table with them is presented below this paragraph, containing the exact number of students, that agree with given statements and their degree of agreement.

Table 3 The Scale results

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I am nervous when I have to speak English.				
20	23	6	17	6
2. The more people are listening while I speak, the more nervous I get.				
28	24	7	11	2
3. I don't like to speak in English with someone who speaks better than me.				
25	19	5	14	9
4. I am ashamed for my pronunciation.				
10	17	8	28	9
5. I'm not afraid of making mistakes while I speak.				
6	20	3	31	12
6. I'm afraid that others will laugh at me when I make mistake.				
6	19	6	27	14
7. I feel better when I can prepare what I am going to talk about.				
26	30	9	7	0
8. I feel unwell when I know I have to speak in English.				
6	15	6	18	27
9. I don't feel well when someone is correcting my mistakes.				
14	23	13	19	3
10. I'm afraid that I won't be able to answer when someone is speaking to me.				
16	15	5	23	13
11. I feel self-confident when I speak English.				
2	18	15	20	16
12. English class was my favorite subject in school.				
15	21	13	14	9
13. It already happened to me, that I pretended not to speak English in order to avoid speaking.				
Yes: 15	No: 46	I do not remember: 11		
14. I am not afraid of talking in my native language.				
21	31	3	14	3

5.2 Results of Open-Ended Questions

In order to discover more about students' attitudes toward English speaking activities and the causes of their anxiety, the questionnaire contained six open-ended questions besides declarative statements. Three of them were focusing on further background information, which could influence one's attitudes in either positive or negative way. On the other hand, another three questions oriented on possible causes, fears and signs of anxiety. In this part, only the answers of students with moderate or high level of anxiety are selected.

5.2.1 Background Questions

To counterbalance previous responses in scale questions and to demonstrate connection among certain extra activities and anxiety level, this part of research still analyzes all responses without any limitations concerning the level of English anxiety of participants.

Table 4 Have you ever been abroad for a longer period of time and have you used English here (stated for how long and what was the occasion)?

	Linguistics	Humanities	Other studies	In total
Lower anxiety- Abroad experience	8	5	4	17
Lower anxiety- No abroad experience	2	6	9	17
Higher anxiety- Abroad experience	2	4	6	12
Higher anxiety- No abroad experience	3	12	11	26
In total	15	27	30	72

The table above the paragraph deals with the first question, whether the abroad experience have positive effect on speaking anxiety or not. The groups with lower anxiety covers participants with minimum or mild anxiety, in the group with higher anxiety are those with moderate or high level anxiety.

The students with low anxiety and abroad experience stated, that their stay in foreign country was at least two months long and it was either working holiday stay or they were

on Erasmus program. From 14 participants of Erasmus, 8 of them are students of English linguistics. One student in her answer stated:

“Erasmus was the greatest experience for me, because before my stay in Ireland I was very insecure in my English, I was so worried about embarrassing myself that I was barely able to express myself. Now, I have no such problems.”

Quoted learner scores mild level of anxiety with only 30 points, which is very close to minimum level. What is also interesting is facts that in a group with lower anxiety but with no long abroad experience were 5 students with minimum level of anxiety and all of them studies medical school.

Higher anxious students with abroad experience in more than 65 % stated, that they have not been in foreign country for more than 2 months. Only 6 of them were or are right now on Erasmus, and two of them primarily use different language than English. The results indicate, that the stay in abroad longer than two months and active use of English might have positive effect on reducing of anxiety. Yet, from 72 students participating in the study only 14 taken an advantage of free Erasmus program, this is barely 20 % out of a total number.

Table 5 Have you ever had the opportunity to speak English with English native speaker in Czech republic, in what circumstances and how often?

	Yes	No
Linguistics	15	0
Humanities	22	5
Other studies	23	7
In total	60	12

Except for 12 students with higher form of anxiety, everyone else has a chance to communicate with English native speaker. The Czech education system contributes with one positive factor, English classes with native speaker, because 80 % of those students who has contact with native speaker stated it was in secondary school. However, it is the frequency of contact and the approach of the teacher that seems to play an important role in anxiety level. One student with moderate anxiety stated:

“I did have classes with native speaker in my senior year of grammar school, but it was only for an hour a week and it was the lector who did all the speaking. It gave me nothing.”

The question is whether the students in this class were not allowed to speak intentionally or whether they were not willing to speak because of their fear of negative or harsh evaluation. As Young (1991, 428–429) claimed the harsher the manner of correction is the less is the learner willing to be exposed in front of the class.

Table 6 Do you speak another foreign language besides English? If you do, what is your level of that language and how do you feel while speaking?

	Yes	No
Linguistics	9	6
Humanities	20	7
Other studies	18	12
In total	47	25

The table above shows that the majority of participants stated that they speak another foreign language. The Students of humanities dominate this category over linguistics students, as well as over students of technical and science schools because 74% of them do speak at least one extra language, another language that students speak are:

- German: 24 students
- French: 13 students
- Russian: 6 students
- Spanish: 4 students
- Polish: 1 student
- Finnish: 1 student

Although 47 students stated, they were learning another language, 25 of them admitted that their skills are not on communicative level, but they are able to understand. Three students declare to have higher level of stated language, yet they still feel anxious, when they have to speak, those students also scored moderate level of anxiety in English and admitted troubles while speaking Czech as well. On contrary, 7 students with lower level of third foreign language do feel less stressed while speaking this language than they do while speaking English:

“I also do speak French on level A2-B2, but I feel much relaxed while speaking, than when I speak English. I suppose it is because I’m a beginner, and I’m not expected to speak flawlessly.”

From 22 students with third language on level B2 or higher, 13 of them scored minimum or mild level of English anxiety. This support the statement of Ortega (2009, 31), that the acquisition of a foreign language is influenced by previous language knowledge and the positive impact from learning more languages could appear, while knowledge acquired in first and second language accelerated third language learning process (Ortega 2009, 53).

5.2.2 Causes and Factors of Anxiety

The last group of questions is focused on the specific causes, factors and impact of the anxiety. In order to find shared characteristics of anxious students, 23 students with high and moderate anxiety that score more than 50 points in scale questions were selected. Ten students of science and technological schools, and 13 students of humanities. Fifteen students from this group are early-starters and eight people started learning English in secondary school or later.

The item 4 asks the question: *What do you think is the cause of your English speaking anxiety?* Most students stated more than one anxiety factor. The causes that were in responses mentioned several times fall into these categories:

- The lack of speaking practice (experiences)
- Low quality of English in school
- Fear of failure
- Shyness
- Low self-esteem
- Low level of English

Factors mentioned above are correspondent with findings from number of studies (Horwitz, Horwitz, and Cope 1986; Young 1990, 1991). However, the mostly mentioned causes were lack of speaking practice and low level of English in school. Seven students also stated strong aversion to the teacher and describe this as the consequence of their aversion towards English language. It cannot be forgetting, that the teacher has a crucial role in an educational process and it is the teacher who create atmosphere in class. Unfortunately, teacher can also be the cause of students’ anxiety as it was proven not only

in this study, but also among Young's students (1991, 428). She added, that when instructors believe his role is only to correct learners, to do most talking and not allowed students to working in pairs they, may contribute to students anxiety. To support this statement one respondent claimed:

“The level of English on my elementary school was disastrous. Our teacher seemed to be only one chapter ahead, when we asked a question she was mean to us. We didn't speak; we were just filling up some exercises. Since than I did not find my way to English.”

Low self-esteem plays significant role in one's anxieties. Ortega (2009, 197) stated, that an extrovert person with high self-esteem usually has lower anxiety level, which helps him while learning and consequently using second language. In this question, 9 students confirm their anxiety originates in their low self-confidence. Fear of negative evaluation experience 11 students from the focus group. According to Horwitz, Horwitz and Cope (1986, 128), this feel is not limited to one situation, and it frequently occurs in variety of social situation, when speaker is afraid of making mistakes and to be mocked by others.

The aim of **question number 5** (*What is it you are afraid of, if you are nervous while speaking English?*) was to discover specific fears of the speakers, which are connected with the causes of anxiety. Here are stated the mostly mentioned fears with number of mentions:

- Bad pronunciation- 14
- Wrong word order (grammar)- 11
- Embarrassing situation (laugh, etc.)- 11
- Insufficient vocabulary- 8
- Inability to react- 7
- Not being understood- 7
- Too high expectation- and subsequent failure- 3

The concerns about pronunciation were mostly mentioned in the group of participants with lower level of English, only two of 14 students stated their English is on level B2 and all 8 later-starters belong to this category; this corresponded with the claim that older learners and those who started later are mostly ashamed of their mistakes, worried about correct expression and consequently may feel frustrated (Lightbown and Spada 2006, 68). One student confesses:

“While I speak, I already realize my mistakes and terrible pronunciation. I don’t mind being corrected but I mind being interrupted in the middle of sentence, because after that it is hard for me to continue in my thought.”

Language pronunciation seems to be closely connected to the speakers’ willingness to communicate. However, only a few studies were focusing on this field. Yet, the forthcoming work of Kráľová, et al. cited in Kráľová (2009, 38–39) tested strategy based on psycho-social training in order to reduce the pronunciation anxiety; according to the study it was proven that training of pronunciation could result into reducing the overall foreign language anxiety.

Learning of foreign language may make people more vulnerable. Learners try to have control over what they said, understand what the other person said and respond correctly. Even non-anxious students could struggle with reacting to certain situation but for anxious learner the inability to react quickly represents a challenge to their self-esteem and they might have started to underestimate their speaking skill and consequently abandoned their effort to use English. Students also complained about their inability to express themselves properly. One student captures this idea by saying:

“I’m afraid of grammatical mistakes, wrong usage of tenses and insufficient vocabulary. It happens to me all the time, that I’m not able to transform my thoughts into English, so I rather don’t say anything.”

Nine students from focus group stated, that their peers have already mocked them for their language skills and this behavior had an impact on their attitude towards English. The finding confirms the language socialization theory described in Ortega (2009, 252); the social background and language learning are interconnected with each other and social activity within certain group influence not only language knowledge but also one’s feelings and interaction with given community. Most people wish to gain respect of others by changing their habits and stepping out of their comfort zone, if they face mockery within their social group some individuals with lower self-esteem might retreat from their effort.

“I’m worried, that people will laugh at me because it already happened to me in secondary school and I still cannot forget about it. Moreover, my pronunciation is terrible and I fear people will not understand me.”

The very last item was asking whether the signs of the anxiety are only psychological, or also physical, or combination of both. Thus, the consequences may differ, some learners may completely freeze while performing, and others may need only

little help to overcome initial trouble. Twelve students admitted to feel mental strain accompanied with physical problems, the rest of the students inclined only to the fact that they feel stressed. One student describes his problems as such:

“My heart beating faster, I start speaking quickly, I’m getting out of breath, my palms are all sweaty and my stomach hurts.”

The mostly mentioned physical manifestations of anxiety are stated below this paragraph and are similar to the several previous studies. In addition to these findings had Hashemi and Abbasi (2013, 641) stated a few more with in their students also stated to play with hair and clothes, to squirm, to touch object, to avoid eye contact and other.

- Sweating
- Blushing
- Voice and body trembling
- Feel nauseated
- Being out of breath
- Goose bumps
- Headache

The results suggested that students with broader English practice, with experience of working or living abroad and those who are in frequent contact with English via studying, working, etc., tend to score lower anxiety level. What was quite surprising was the fact that from 72 students only 20 % of them were on Erasmus program. Lack of speaking practice and low level of English in school were mostly mentioned causes of English speaking anxiety and students fear about their pronunciation, proper use of grammar and their social status within group. Half of the learners stated to have physical as well as psychological signs of anxiety, including sweating, blushing, headaches, etc.

CONCLUSION

The aim of this bachelor thesis was to give a general background of English speaking anxiety and its causes and to apply this knowledge on the results of the research. The level of English speaking anxiety was examined among the 72 Czech university students. The research came with several causes of anxiety, which were mostly correspondent with those stated in theoretical part of the thesis. The thesis fulfills the assumption, that the age when students start learning English plays a role. Although among participants was only small number of students, who started with English classes in secondary school or later, the results confirmed, that those students most likely tend to score high, or moderate level of anxiety, than those who started earlier. Those students also stated to feel stressed and even to have physical problems, when they have to speak English. It was confirmed that later-starters are usually more vulnerable and tend to worry more about other people's opinion.

Responses of participants' demonstrated majority of students would prefer, if they could prepare their speeches, or at least topics of speeches in advance, in order to lower their stress. Most of the anxious students also felt ashamed, when their errors are correcting in front of the class and are afraid to be mocked by others. It ascertains the statement, that the social aspect plays a great role and most people wish to gain respect of others; anxiety caused by social evaluation is related to communicative anxiety, because each of them is linked with fear of the social perception and influences one's self-consciousness.

To sum the research up the results suggested, that abroad experience longer than two months, and frequent contact with English via studying, working, etc., decrease anxiety level. However, only small number of students takes the advantage of Erasmus program. Finally, mostly mentioned causes of English speaking anxiety were the lack of speaking practice and low level of English in school and students mostly fear about their pronunciation, proper use of grammar and their social status within a group.

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LIST OF ABBREVIATIONS

FLA Foreign language anxiety

FLCAS Foreign Language Classroom Anxiety Scale

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APPENDICES

P I Questionnaire in Czech

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APPENDIX P I: QUESTIONNAIRE IN CZECH

Příčiny úzkosti z mluvení anglicky u českých vysokoškolských studentů - dotazník

Osobní informace

Pohlaví:

Věk:

Jakou vysokou školu a jaký obor studujete?

Jak dlouho již se učíte anglicky?

Jaká je Vaše úroveň angličtiny?

I. Část:

1. Navštěvoval/a jsem nějaký kurz angličtiny i mimo školu.
 ano ne
2. Jsem nervózní, pokud mám mluvit anglicky.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
3. Má nervozita stoupá s počtem lidí, kteří mě poslouchají.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
4. Nerad/a mluvím anglicky s někým, kdo ovládá angličtinu lépe než já.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
5. Stydím se za svou výslovnost.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
6. Nebojím se toho, že při mluvení udělám chybu.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím

7. Obávám se, že když udělám při mluvení chybu budou se mi ostatní smát.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
8. Když si můžu dopředu připravit, o čem mám mluvit, cítím se lépe.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
9. Pokud dopředu vím, že budu muset mluvit anglicky, cítím se fyzicky zle.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
10. Cítím se nesvůj/nesvá, když mluvím a někdo opravuje mé chyby.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
11. Děsí mě představa, že na mě někdo mluví anglicky a já nebudu umět odpovědět.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
12. Cítím se sebejistě, když mám mluvit anglicky.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
13. Hodiny angličtiny byly můj oblíbený předmět.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím
14. Už se mi stalo, že jsem radši předstíral/a neznalost angličtiny, abych se vyhnul/a mluvení.
 ano ne nevzpomínám si
15. Nemám obavy z mluvení před lidmi v mém rodném jazyce.
 zcela souhlasím spíše souhlasím nemám vyhraněný názor spíše nesouhlasím zcela nesouhlasím

II. Část: Otevřené otázky

1. Byl/a jste už delší dobu v zahraničí a používali tam angličtinu (jak dlouho a při jaké příležitosti)?
2. Byl/a jste někdy v kontaktu s anglicky mluvícím rodilým mluvčím v České republice? V jaké situaci, jak často?
3. Mluvíte i jiným cizím jazykem než angličtinou? Pokud ano, jakým a jaká je vaše úroveň v tomto jazyce? Pociťujete v tomto případě obavy nebo se cítíte jistě?
4. Jaká je podle Vás příčina Vašich nepříjemných pocitů při mluvené anglicky?
5. Pokud jste při používání angličtiny nervózní, čeho se obáváte? (ponížení, špatná výslovnost...)
6. Jakým způsobem se u Vás úzkost projevuje? Jsou to projevy fyzické, psychické nebo kombinace obojího?

APPENDIX P II: QUESTIONNAIRE IN ENGLISH

Causes of English Speaking Anxiety among Czech University Students: Questionnaire

Personal background

Sex:

Age:

What university do you study?

How long have you been learning English?

What is your level of English?

I. Part:

1. Have you ever taken extra English classes besides those in school?
 yes no

2. I am nervous when I have to speak English.
 strongly agree agree neither agree nor disagree disagree strongly disagree

3. The more people are listening while I speak, the more nervous I get.
 strongly agree agree neither agree nor disagree disagree strongly disagree

4. I don't like to speak in English with someone who speaks better than me.
 strongly agree agree neither agree nor disagree disagree strongly disagree

5. I am ashamed for my pronunciation.
 strongly agree agree neither agree nor disagree disagree strongly disagree

6. I'm not afraid of making mistakes while I speak.
 strongly agree agree neither agree nor disagree disagree strongly disagree

7. I'm afraid that others will laugh at me when I make mistake.
 strongly agree agree neither agree nor disagree disagree strongly disagree
8. I feel better when I can prepare what I am going to talk about.
 strongly agree agree neither agree nor disagree disagree strongly disagree
9. I feel unwell when I know I have to speak in English.
 strongly agree agree neither agree nor disagree disagree strongly disagree
10. I don't feel well when someone is correcting my mistakes.
 strongly agree agree neither agree nor disagree disagree strongly disagree
11. I'm afraid that I won't be able to answer when someone is speaking to me.
 strongly agree agree neither agree nor disagree disagree strongly disagree
12. I feel self-confident when I speak English.
 strongly agree agree neither agree nor disagree disagree strongly disagree
13. English class was my favorite subject in school.
 strongly agree agree neither agree nor disagree disagree strongly disagree
14. It already happened to me, that I pretended not to speak English in order to avoid speaking.
 yes no I do not remember

15. I am not afraid of talking in my native language.

strongly agree agree neither agree nor disagree disagree strongly disagree

II. Part: Open-ended questions

1. Have you ever been abroad for a longer period of time and have you used English here (stated for how long and what was the occasion)?

2. Have you ever had the opportunity to speak English with English native speaker in Czech republic, in what circumstances and how often?

3. Do you speak another foreign language besides English? If you do, what is your level of that language and how do you feel while speaking?

4. What do you think is the cause of your English speaking anxiety?

5. What is it you are afraid of, if you are nervous while speaking English?

6. What are your signs of anxiety? Are those signs psychological, or also physical, or combination of both?

