

English Speaking Anxiety of English Teachers in the Czech Republic (age group 61 and over)

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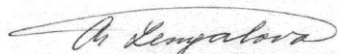
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ABSTRAKT

Cílem této bakalářské práce je upozornit na problematický jev, který se může vyskytovat u učitelů anglického jazyka a tím je úzkost z mluvení v anglickém jazyce. Jedná se o celkem rozšířený jev, se kterým se potýkají učitelé, kteří se během vystupování v anglickém jazyce cítí nejistí, nervozní a pochybují o svých schopnostech. Práce se zabývá tím, co vlastně taková úzkost znamená a co může takové pocity učitelům anglického jazyka způsobovat. Dále jsou tyto teorie zkoumány na několika účastnících výzkumu, který je rovněž součástí bakalářské práce. Obsah této práce může posloužit široké veřejnosti, aby se s touto problematikou seznámila a také učitelům, kteří se s touto úzkostí potýkají, aby se mohli o tomto problému více informovat.

Klíčová slova: Anglický jazyk, mluvení, úzkost, učení, vyučování, student, učitel, cílový, cizí, jazyk, třída, úzkostlivý, osvojování si cizího jazyka, škola, respondent, proces, dotazník, škála, průzkum

ABSTRACT

The aim of this bachelor thesis is to point out on a problematic phenomenon which might occur at non-native English teachers and is called Foreign Language Anxiety. It is a quite spread phenomenon that non-native English teachers have to face to, especially during their English performance. Such teachers feel insecure, nervous and doubt their English skills. The thesis focuses on the real meaning of such kind of anxiety and explores what can cause anxious feelings of such teachers. These presumptions are further explored and analyzed thanks to the participants of the research which is a part of this thesis as well. The thesis might be useful for a public in order to be informed about such phenomenon and for the teachers who suffer from such anxiety and want to gain more knowledge about it.

Keywords: English, speaking, anxiety, learning, teaching, student, teacher, target, foreign, language, classes, anxious, second language acquisition, school, respondent, process, questionnaire, scale, research

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

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INTRODUCTION

There are several types of anxiety and each of these types occur in a specific situation. Many people probably experienced some kind of anxiety and know what anxiety feels like. Some people have to face to unfavorable situations very often and that can cause their anxiety of a particular activity. This Bachelor's thesis focuses on one of the types of anxiety which is English Speaking Anxiety, researched on non-native English teachers in the Czech Republic. Before working on this thesis, I never realized that such kind of anxiety might exist. After many hours spent on this phenomenon, I think that such anxiety is a very serious problem and should be paid more attention to.

Although foreign languages teachers are usually believed to be experts in a particular foreign language, they are still humans only and they may make mistakes as well. Being responsible for teaching somebody a foreign language must be a very challenging profession. No wonder then that some foreign languages teachers might feel anxious while teaching foreign languages. They may be nervous while their performances, they might feel shy when talking to native speakers of a particular language and they might doubt themselves whether their skills of a certain language are good enough.

The theoretical part of this thesis is focused on most common problems of such teachers and on what might cause the feelings of a foreign language speaking anxiety. In this part of the thesis is also included a chapter dealing with the conditions of acquiring foreign languages at the times of Czechoslovakia because the thesis further focuses on non-native English teachers who are currently over 60 years old and studied English and other foreign languages at the time of Czechoslovakia.

The practical part of the thesis, on the other hand, explores non-native English teachers in the Czech Republic and their feelings, attitudes, and practices applied by them when teaching English. In the practical part, there are also explored the factors that might have caused their anxiety. After many hours spent on this problematics, I realized that teachers of foreign languages should be aware of such threat they might deal with. The essential part of the practical section is the research focused on non-native English teachers. The aim of the practical part of the thesis is to find out whether the hypotheses related to the foreign language anxiety will be confirmed based on the research which was focused on non-native English teachers in the Czech Republic who are at the age of 61 or over.

Hypotheses defined in the thesis:

H1: The longer time devoted to studying English, the lower level of the English speaking anxiety a teacher has.

H2: The longer the practice in teaching English, the lower level of the English speaking anxiety a teacher has.

H3: The more frequent communication with English native speakers, the lower level of the English speaking anxiety a teacher has.

H4: The better evaluation of the teachers themselves, the lower level of the English speaking anxiety a teacher has.

These hypotheses were analyzed based on correlations of the data collected from the respondents of the research.

I. THEORY

1 FOREIGN LANGUAGE ANXIETY CHARACTERISTICS

Foreign language anxiety is an issue that many people need to face to while learning a foreign language. This problem was firstly explored during 1970's and throughout all the decades till now, it is still being explored because of its seriousness and impact on people while learning foreign languages. The foreign language anxiety is thus generally displayed as a mental block (Kráľová 2016, 2).

Anxiety, in general, is a psychical and also physical function of a body which helps the body and mind to defend itself. It is a protective function thanks to the emotional, physical, cognitive and behavioral symptoms and on the other hand, thanks to the biological, psychological and social factors, the state of anxiety can be defined more specifically, because there are more forms of it (Kráľová 2016, 3).

Due to Spielberger, anxiety, in general, is “an unpleasant emotional state or condition which is characterized by subjective feelings of intention, apprehension, nervousness, and worry.” There exist more forms of anxiety, and the one referring to using a foreign language is called specific anxiety. Although this kind of anxiety is limited to other specific situations as well (Kráľová 2016, 3).

1.1 The Process of Foreign Language Acquisition

Generally, the term second language acquisition is a process of learning a language naturally, either it might be a result of living in a country where the particular language is used or it may be a result of learning a foreign language in foreign language classes. The meaning of the “second language acquisition” requires a deeper explanation - the word “second” can refer to any other languages that are learned subsequent to the mother tongue. So, it applies to learning of a third or a fourth language as well. The word “second” is not intended to be in contrast with the word “foreign” (Rod 1997, 3).

Although, according to a second language acquisition, most of the second language learners do not accomplish the same level of knowledge and aptitude in a second language as they achieve in their native language (Gass and Selinker 2008, 1).

People who study any second language are all differently successful in the learning process even if their conditions for learning the second language might be quite identical. The extent to which a person is able and successful at acquiring a foreign language depends on more factors (Kráľová 2016, 1).

1.2 Factors influencing Foreign Language Acquisition

Those factors are for example cognitive factors including learning aptitude, the next factor which is very important is the affective factor which includes the learner's attitudes and describes a learner's motivation and anxiety toward a learning of a foreign language. Learning of second languages is also connected to metacognitive factors and demographic factors (Kráľová 2016, 1).

There should be mentioned also personality and motivational factors which have a great impact on one's attitude. It is believed that the self-confident and secure people are more able to encourage intake. Manners relating to self-confidence, such as lack of anxiety, self-esteem etc. are therefore predicted to relate to second language acquisition (Krashen 1981, 1).

The extent to which a person may be successful at learning and acquiring foreign language is closely connected to a personality of a learner. It is all about the aspects of a learner's personality, such as self-esteem, anxiety, it is about how a learner wills to take risks. Foreign language anxiety is therefore one of the results and consequences of a foreign language teaching and a learning process. (Kráľová 2016, 1).

1.3 Foreign Language Anxiety and Its Causes

While thinking about an anxiety in an association with learning a foreign language, the term "foreign language anxiety" or "second language anxiety" should be applied. This is connected to what learners of a foreign language feel while studying it, this is the negative aspect of a process of learning connected to a learner's negative emotional reactions. There is also a division which explains the two approaches that identify foreign language anxiety. The first one is a transfer approach which displays Foreign Language Anxiety as a manifestation of other forms of anxiety. On the other hand, there is a unique approach which portrays foreign language acquisition as a correlation with Foreign Language Anxiety but not with the other types of anxiety (Kráľová 2016, 4).

Due to Horwitz, Horwitz, and Cope, who came with a great idea referring to a theory and a measurement in a language learning anxiety, there are three main components which the anxiety of learning languages is formed from and those are communication apprehension, test anxiety and fear of a negative evaluation (Woodrow 2008, 310).

1.3.1 The Three Main Factors of Fear

Test anxiety, due to Horwitz, Horwitz and Cope is characterized as “a type of performance anxiety stemming from fear of failure”. Fear of negative evaluation could be characterized as worries about others’ evaluations, avoiding of evaluative situations and also the expectation that one would be evaluated negatively by others. Communication apprehension is perceived as a certain type of shyness which is more specifically defined as a fear of communicating with people. The demonstration of communication apprehension are then for instance difficulties while speaking in a group of people or in public, also listening to or learning a spoken message (Peterková 2017, 4).

2 FOREIGN LANGUAGE ANXIETY OF NON-NATIVE FOREIGN LANGUAGE TEACHERS

So many non-native foreign language teachers agree with at least one of these proclamations while teaching a foreign language:

“I worry that my students could ask me how to say something I don’t know in the foreign language.

I always need a preparation of I want to say to my class in the target language.

Sometimes I scrap the planned activity because I worry that I will make too many mistakes.

I feel uncomfortable when speaking the foreign language in front of other language teachers.

I feel uncomfortable speaking the foreign language to native speakers of the particular language.”

(Horwitz 1996, 365).

2.1 Suffering from Foreign Language Anxiety

Although it is supposed that the foreign language teachers are perfect speakers of the language they teach, in the reality, the situation may be different. Those teachers themselves need to tackle with uncomfortable situations while speaking a foreign language (Horwitz 1996, 365).

During the last decade, language teachers played a great role in decreasing learners’ anxiety and they also made a great change because they made foreign language classes more comfortable environments. The teachers tried to plan language instructions that minimized anxiety but at the same time, they wanted to practice instructions and activities which would maximize communicative opportunities with a target language (Horwitz 1996, 366).

On the other hand, while trying to prepare a nice and low anxiety environment for the students of a target language, these teachers did not though consider that they themselves may experience foreign language anxiety and face negative effects on themselves and their teaching. For instance, in the United States of America, there is a big number of foreign language teachers who are non-native or who are semi-native of the language they teach. So that is why these ones are still perceived as language learners and language teachers at the same time, but it is important to bear in mind that they are advanced in the learning process of a target language (Horwitz 1996, 366).

Even though teachers of foreign languages get certificates that allow them to teach foreign languages, that does not automatically mean that the learning process of a teacher who got a certificate is completed. These teachers, while teaching a foreign language in foreign language classes, often realize that they, as well as their students, still have a need to improve the target language. What is very important while teaching a foreign language is a teacher's sense of confidence while using a foreign language (Horwitz 1996, 366).

What some of the non-native language teachers could consider more serious problem than language proficiency is a self-confidence and authority issue. Even if some of these teachers may have many experiences gained during their teaching career, they can still face to an anxiety while their performance in front of their students or co-workers. Some non-native teachers can suffer from a constant fear of their students' evaluation and judgement and this fear of how perceived they are makes them think about their mistakes while speaking. Such feelings can lead to their negative perception and doubts of themselves and it can cause they start feeling inferior. Although non-natives can feel doubted when making mistakes, native ones accept that their non-native colleagues sometimes cannot find a word they need or that they make a mistake from time to time (Moussou 2006, 26).

The teachers of foreign languages have a tendency to avoid the activities that they themselves were stressed about while taking their own English classes during their studies. For example, if a teacher during his own studies was overconcerned about a perfect pronunciation while speaking, then the teacher may avoid speaking the target language publicly. Because of more reasons, it is important to those foreign language teachers to be aware of the fact that there exists a term foreign language anxiety and they should consider whether they are affected by this phenomenon or not (Horwitz 1996, 366).

2.2 Possible Consequences of an Affection by Foreign Language Anxiety

The number of non-native English speaking educators is still increasing, the foreign language anxiety should be paid more attention because it is serious problem for these teachers (Tum 2015, 632).

Foreign language teachers on whom the foreign language anxiety have a great impact are probably about to be using a foreign language less while teaching in their classes. That means that the anxiety can lead to speaking native language instead of a target language during foreign language classes. Teachers of target languages who suffer from this kind of anxiety can cause a situation that target languages would be presented in a negative way by them. This is possible and probable to happen if those teachers do not feel comfortable

while using a foreign language because their students consider them to be some kind of example of a positive attitude in foreign language acquisition. Teachers who are affected by anxiety can have a problem connected to an interaction with students in their classes (Horwitz 1996, 366).

2.2.1 Foreign Language Anxiety of Non-native Teachers in Foreign Language Classes

Even if unconsciously, teachers who feel shy speaking the target languages may be driven by instructional strategies that help them to avoid using foreign languages actively in public. Teachers then try to do activities which they think would be easily controlled and predictable during the lessons. Anxious teachers can cause that their anxiety can be reflected in the interaction with their pupils or students - if their students recognize that teachers feel uncomfortable, they can feel doubted and stop believing that they will be successful speakers of a target language (Horwitz 1996, 366).

Although one must consider that teachers' apprehensions are not connected to their own language performance only but that there are many various factors that contribute to growing teachers' anxiety. Foreign language teachers need to tackle for instance with students whose attitude is not always representative, it is also very demanding to keep the authority among the students. They also need to be ready to face to students' complaining about them publicly etc. Some teachers would like to come up with some new and unusual ways of teaching but not all of them accomplish these changes because they are worried about the negative consequences in their classes (Horwitz 1996, 366).

So, teachers can though have access to innovative activities but there is a risk that these would be presented in a way which would lead to failure of generate feelings of confidence, control, individuality or other issues (Burden and Williams 1997, 158).

For example, a new activity could be working in pairs or groups, in language classes where the pairwork or group work is about to be applied, it helps in forming a co-operative group atmosphere and it contributes to better language learning as well as to the development the self-perception and motivation of the class members (Burden and Williams 1997, 78).

But there can occur a negative attitude of students who do not feel anything like desire to be learned a new language (Horwitz 1996, 366).

2.3 Difficulties and Other Unfavorable Issues of Anxious Non-native

Foreign Language Teachers

There is a myth which is very spread, but actually, it is not true that those who feel the anxiety about their target language abilities have always had difficulties using the target language or that those people are less proficient while using the foreign language than their less anxious co-workers. If one wants to speak a foreign language fluently, then the person can not lack a desire to communicate well in that language. Sometimes may happen that those teachers miss a motivation so that leads to a poor performance. Although, the public considers foreign language teachers high-level speakers of the foreign languages they teach, it is a difference to say that one speaks a foreign language and that one teaches a particular foreign language. All of the teachers are believed to be experts in their fields and then language teachers, as well as other teachers certainly have some knowledge gaps. However language teachers are the ones who need to face a big disadvantage - while history or mathematics teachers can prepare materials and everything they would need for the lessons in advance, foreign language teachers know that they need to be ready to speak a target language in their classes (Horwitz 1996, 367).

Foreign language teachers can appreciate a spontaneous discussion in a foreign language but on the other hand, those teachers can not always predict what way would the conversation go and also that can cause grammar or vocabulary mistakes at many moments (Horwitz 1996, 367).

Fluent speaking a target language as well as one's native language would be excellent but language teaching professionals admit that such acquisition of a foreign language happens rarely, those who can accomplish such level of foreign language are usually some non-native teachers who have unlimited access to a foreign language community which helps them to shape their language abilities (Horwitz 1996, 367).

Additionally, teachers should pay more attention to second language acquisition theory and findings of various surveys. Teachers consider themselves teachers of foreign languages, but actually, second language acquisition researchers consider these teachers to be a part of learners of foreign languages, although they are still very much advanced (Horwitz 1996, 369).

No wonder that some teachers, either consciously or unconsciously avoid using the target language due to their feeling of anxiety (Horwitz 1996, 368).

2.3.1 Reduction of Anxiety of Anxious Non-native Foreign Language Teachers

There exist several strategies that could possibly reduce the anxiety. A very important step in the anxiety-reducing process is the acknowledgement of anxious feelings. Anxious teachers should admit that they sometimes do not feel comfortable using a foreign language and they should also realize that also another teachers can have the same problem. Expressing those feelings of anxiety to their friends can sometimes help and those teachers can find a support. What can also help is sharing these anxious feelings with native-speaking co-workers as well (Horwitz 1996, 370).

Another way which can influence a teacher's target language abilities is spending a longer time in a target language community. This refers to the so-called "culture shock". While staying in a foreign culture in order to improve the language skills, one realizes a difference between his or her own culture and a target language culture. Although, even if spending some time in a foreign culture, some teachers who have not examined their feelings of anxiety abroad may bring a negative attitudes toward a certain target language back to their classes (Horwitz 1996, 369).

An effective way which could possibly help those teachers to feel more confident and less anxious is to imagine themselves acting comfortably and calmly in the anxiety-provoking situations. Practicing deep-breathing and progressive exercises that relaxes anxious people are also effective methods that alleviate anxiety feelings (Horwitz 1996, 370).

2.4 Anxious Non-native Teacher's Self-Perceptions

There was a breaking point during the last two decades when foreign language teachers realized and accepted the fact that making errors was an inevitable and essential risk of language learning. After that finding, teachers want their student to focus on their growing ability instead of focusing on the errors they make. It is natural that second language speakers make mistakes while speaking a target language, especially when they are about to use the language creatively, uncommonly. (Horwitz 1996, 368)

Target language teachers expect that they themselves, as well as their students, make more errors during spontaneous activities and conversations, while if their performances were prepared in advance, then there would not be that many mistakes. Teachers should not consider themselves the perfect speakers who make no errors in order to keep their own well-being. Teachers should do their best to serve as a positive role models for students, but when teachers make mistakes and take risks while teaching, it actually helps

the students to realize and understand the message that they do not have to be absolutely perfect (Horwitz 1996, 369).

So finally, it is obvious that foreign language teachers themselves struggled with anxiety during their own language learning process. Although whether teachers feel anxiety, it does not automatically mean that the quality of their teaching is bad or negatively affected but what can be affected is an occupation satisfaction and well-being of anxious foreign language teachers (Horwitz 1996, 367).

This fact is reasonable though because everyday foreign language performance in front of students must be very demanding and uncomfortable experience. (Horwitz 1996, 366)

Language learning process is an engagement that lasts all life long and if one achieves an improvement in a target language proficiency in the sense of anxiety recognition and at the same time, if one realizes nobody is perfect, these are the key information leading to the growth of one's self-confidence (Horwitz 1996, 370).

Native teachers are not better teachers than those who are non-native, those teachers should be compared to non-native ones because they have a great advantage which lies in the fact that they are immune to foreign language anxiety. There are many factors which have an impact on whether the teacher is good at the profession or not - creativity, sense of humor, whether having a positive attitude to language and culture, to what extent a teacher understands his or her students etc. Overall, foreign language anxiety means a serious problem to many teachers, because this phenomenon has a great impact on a way teachers educate the students and on an extent to which students receive knowledge in target languages. Although the profession of foreign language teaching had a priority to decrease students' anxiety, it is still extremely important to be aware of the foreign language anxiety among teachers (Horwitz 1996, 371).

3 FOREIGN LANGUAGE ACQUISITION AND LEARNING PROCESS OF NON-NATIVE ENGLISH TEACHERS

3.1 Acquiring a Foreign Language

There are three important periods in lives of non-native language teachers (Tum 2015, 630).

3.1.1 The First Phase of a Foreign Language Acquisition

The first one refers back to the times when they themselves were students of a foreign language who faced to and felt foreign language anxiety in their classes. Therefore, when preservice teachers feel this kind of anxiety, it can be a continuation of the anxiety they experienced while being learners of a foreign language (Tum 2015, 630-31).

3.1.2 The Second Phase of a Foreign Language Acquisition

The second phase is considering the problem that even after a full completing their teacher training processes, even after realizing upcoming challenges and duties waiting for them in their future profession, there appear problems with self-confidence, foreign language anxiety and inadequacy. Because, until a certain time, they were language learners so it is a great change and a challenge for them to suddenly think about themselves as language teachers. These teachers can doubt if their abilities are enough for them to become adequate educators of foreign language students. If such feelings of insecurity and self-doubts appear frequently, then it can lead to a chronic language anxiety. In such case, these teachers are insecure because of their limited abilities in the foreign language. They think that students consider them experts in using their target languages. According to this kind of fear, these teachers can have a serious problem that they will not be satisfied with their level of target language teaching (Tum 2015, 631-32).

3.1.3 The Third Phase of a Foreign Language Acquisition

The last point focuses on the fact that even if getting a teaching certificate, it is not an automatic ensuring of confidence while doing the teaching profession. Although these teachers invested in a lot of effort to become teachers, teaching is a very difficult occupation and teachers must face to many risks, such as students' negative attitudes to learning a target language, a curriculum or other issues (Tum 2015, 631-632).

3.2 Acquiring English Language and Other Foreign Languages of Czech Non-native Language Teachers in the Past

3.2.1 Acquiring Foreign Languages in Czechoslovakia before WWII

In the previous century, before the World War II started, the most important and the most used means for teaching foreign languages in Czechoslovakia were language curriculums. Some teachers although did not want to follow those and when teaching, they used curriculums from educational books from foreign countries instead. Before the WWII, foreign languages were taught mainly at grammar schools and the most wanted and the most taught language was German, especially according to the curriculums from the year 1939. Another languages that were taught that time were English, French and Greek language as well. The main goal of teaching target languages at that time was to make the students understand foreign language conversation about ordinary and common things, then it was also important to understand more difficult and advanced texts with the help of dictionaries and the students were also supposed to be able to use the target languages in written form as well. So, at that period of time, studying foreign languages required practical and theoretical training and knowledge, so then, practicing of reading in a target language and acquiring a target language vocabulary were the essential activities of the practical part as well as training in speaking and writing exercises (Tandlichová 2008, 8).

3.2.2 Acquiring Foreign Languages in Czechoslovakia after WWII

After the end of the World War II, according to the curriculums from the year 1948, the Russian language became the most taught language in the Czechoslovak schools and it was compulsory to learn it, while the languages of the western European countries were not taught in such extent as before the war. At the secondary schools in Czechoslovakia, learning English was just optional, which means that English was taught in some hobby groups only. English was then taught in the third and also in the fourth year of a study at secondary schools, which was 60 lessons per a school year. Because of such an unfavorable situation, the purpose of teaching the English language was to provide the students the basics of English, to make them understand simple English texts and inform them about English culture and English workers working in the cultural sphere only (Tandlichová 2008, 8).

3.2.3 Later Reforms of Foreign Languages Curriculums in Czechoslovakia

In 1948, there happened an important reform in the school system in Czechoslovakia connected to the unity of the education in the schools when according to the school laws created in 1948, the education of all children had to start in kindergartens, then to be continued in primary schools, secondary schools and then also at the schools such as colleges etc. (Tandlichová 2008, 8).

At the beginning of the year 1954, the conditions for acquiring foreign languages seemed to be better than before. Because of the school reforms that were made during 1959 and 1961, three years long studies at secondary schools got prolonged to four years long studies instead and the consequence of this was that the number of foreign language classes increased and so, the students could gain more knowledge. According to the curriculum from the year 1954, it was believed that the main purpose and the function of a language is to understand and therefore it was necessary to teach pupils and students read texts written in foreign languages proficiently, how to understand and translate foreign language texts and how to present a speech. To accomplish this, students had to know an appropriate vocabulary and they also had to have a certain knowledge of a target language grammar. In other words, it was necessary to know how to ask and answer questions and to translate various simple sentences connected to a topic from an original language to a target language. Another positive fact about teaching foreign languages during these reforms was that there appeared intentions to teach one more foreign language, not just the Russian language that was compulsory for students in the fifth and the consecutive classes on primary schools. Another foreign language was supposed to be taught in seventh classes and further as an optional language. In the Czech part of Czechoslovakia, there were published special books for such lessons. The situation got even better in the 1960's. English, German and French were taught in the third, fourth or fifth classes and it depended on children's talent and abilities at a target language whether they were chosen for those special language classes. Initially, there were no special books for such kind of a foreign language education. During the 1970's, there was published a special series of foreign language books for this kind of classes but before that, only books published in England were used for teaching English in Czechoslovakia (Tandlichová 2008, 8-9).

The conditions for acquiring a foreign language were getting better also because of the curriculums from 1966 which included main goals of learning a foreign language which wanted a target language to be practical and educational in a later use. Later,

according to a curriculum from 1970, the main focus was to develop abilities of writing and speaking in a particular foreign language (Tandlichová 2008, 9).

3.2.4 The Project of a Further Development of the Czechoslovak Educational System

The key point of this period of time in Czechoslovakia was The Project of a Further Development of the Czechoslovak Educational System. The main requirement of this project was to newly define the content of what was needed to be taught at various classes and types of schools and also to prepare the students to be able to adapt in the dynamic and quickly changing society. Later on, in 1977, there were created new curriculums for grammar schools in the Investigative Pedagogical Institution in Bratislava which were controlled as well as the books published in Czechoslovakia, whether these support a communicative attitude in acquiring a foreign language. The whole process of these innovations and reforms was interrupted after the year 1989 because of the incompatibility of a development and the system of that time, and maybe also with the attitude towards the process of education in Czechoslovakia (Tandlichová 2008, 9-10).

3.2.5 The Transformations of the Educational System in Czechoslovakia after 1989

The great changes came after the year 1989. The Russian language did not have such a reputation and prestige as before in Czechoslovakia, the curriculums for foreign languages were considered necessary documents and at the universities and colleges, foreign languages were suddenly secluded. It was mistakenly believed that if one excels in a particular foreign language, then the person should have no problem to teach it others without a need of a special training. For several years, languages were not paid as much attention as before and foreign languages were taught in language institutions especially, for instance, it was British Council, Institut Français or Göethe's Institut. Future teachers of foreign languages had to face to very limited conditions during this period of time because their pre-graduating training was taking place at the colleges in unfavorable limitations. There was also a problem with non-qualified foreign language teachers at primary and secondary schools that was a consequence of the limited pre-graduates' conditions of acquiring foreign languages. Although the major and most serious problem was ignoring the importance of curriculums and norms of foreign language education. Some did not understand the difference between a content of foreign language educational books and a curriculum. Curriculums were documents defining the levels of foreign languages knowledge in certain classes, it is also including the political level of a country

and it outlined the relationship among a teacher and students. After the year 1989, most of the teachers stopped using foreign language books that were published in Czechoslovakia and started to use the ones that were published abroad. Such books were useful for beginners, under-mediatees and for upper-mediatees as well. Later on, the publishing of a so-called national textbook which would follow the Common European Framework of Reference for Languages was expected. During the 1990's, the public started to be aware of the importance of foreign language teachers. The students were supposed to know two foreign languages after completing their education (Tandlichová 2008, 11).

To summarize the importance of non-native foreign language teachers who teach target languages at schools, it is essential to claim that their abilities to teach and educate students depend on a teacher's personality as well as on his or her professionalism, on his or her relationship to a particular language and on perception of himself or herself in general. These aspects are important for those teachers to accomplish the objectives of education proficiently. However, even if teachers are perfect, it does not have to mean he or she is successful until the society they live in support them and their hard occupation. So the public should respect them as well as their determination to deliver the best results in their demanding profession (Tandlichová 2008, 11).

II. ANALYSIS

4 METHODOLOGY

The research was done in the autumn in 2017 and was focused on ten non-native teachers who teach or taught English on primary or secondary schools in the Czech Republic and previously in Czechoslovakia as well and who are currently at the of 61 or over. The respondents were women only, the youngest participants are 61 while the oldest one is 79 years old.

The research includes a questionnaire and a scale which are inspired by Král'ová and Malá's forthcoming study called Non-native Teachers' Foreign Language Pronunciation Anxiety. The researcher collected further data thanks to interviews with the respondents, inspired by Gavora (2000, 110-115) as well. The research is mix-method since there is combined the questionnaire which collected qualitative information with the scale which is on the other hand based on quantitative information. The goal is to find out what level of anxiety do these ten teachers have while speaking English in front of their students or in public and what causes their anxiety.

The questionnaire is divided into three sections. The first one collects the personal information about the respondents. Respondents are asked to share their age, where and how long they studied the English language, how long is or was their teaching career and whether they experienced a long-term internship in some English speaking country. The last question is focused on how often the respondents communicate with native speakers. In the following section, the respondents are asked to evaluate their English skills by a school grade of the Czech grading scale and the last section is focused on the sources and consequences of their anxiety. In this part of the questionnaire, the teachers share their most serious problem while speaking English, how their anxiety is demonstrated and what they consider the most effective activities during English acquiring process.

The scale includes twenty optional questions that are focused on speaking anxiety. The collected data were analyzed by correlations of the quantitative and qualitative information. The evaluation of the correlations results is based on the instructions and norms provided by the website ExcelTown (ExcelTown 2016).

According to the information and data collected from the participants of the research, several hypotheses were defined:

H1: The longer time devoted to studying English, the lower level of the English speaking anxiety a teacher has.

H2: The longer practice of teaching English, the lower level of the English speaking anxiety a teacher has.

H3: The more frequent communication with English native speakers, the lower level of the English speaking anxiety a teacher has.

H4: The better evaluation of the teachers themselves, the lower level of the English speaking anxiety a teachers.

The practical part of the thesis studies whether these hypotheses are about to be confirmed or not. The instruments that were used for verifying the hypotheses were the questionnaire, the scale and additionally interviews with the participants of the research.

5 FACTORS INFLUENCING THE LEVEL OF ENGLISH SPEAKING ANXIETY

According to the research and the analysis, there are several factors which might influence the level of English speaking anxiety by the teachers.

5.1 The Respondents' Studies of English and the Time Devoted to It

The 10 respondents whom the research is based on studied English at various types of schools and for a differently long time. One of the answerers of the research claimed that her English language education had been completed at a secondary language school and after that, she did not continue in any further education of English language. Despite the fact that she had never got an academical degree, she was still allowed to work as a teacher of English and surprisingly, she had taught English at primary schools for whole 12 years. During the interview, this respondent informed the researcher that at that time when she was studying the English language, there were only a couple of institutions offering a language education, that there were limited possibilities for acquiring a foreign language and therefore teaching English language was common with no academical degree and without a tertiary foreign language education. Additionally, she claimed that if there had already been more advanced opportunities for acquiring foreign languages, it had usually been rather German, French or Russian language over English. To compare the time when she taught English with today's globalized world in which the English language appears everywhere, it is quite surprising to hear from this respondent that after the political regime in the Czechoslovakia changed, she was willing to end her teaching career, but at that time, when there were not that many English language teachers, she got several job offers from schools in Czechoslovakia to work there as a teacher of the English language again. Finally, she accepted one of the job positions offered to her and continued in her career for a couple of years yet.

Another four respondents who are several years younger than the already mentioned one, completed their English language education at universities after 5 years of studies, one respondent after 4 years of studies and another one after 3 years of a correspondence course. Three of these respondents stated that they studied the English language at Jan Evangelista Purkyně University in Brno, which is nowadays renamed Masaryk University. One participant shared a very interesting way of acquiring the English language which would probably many people consider a common way of acquiring a foreign language nowadays. This teacher was a student at the Charles University in Prague and thanks to a

nostrification, she was allowed to go to experience her studies in Volgograd, Russia. Except of English, she was also studying Russian language and later on, she taught both of these languages on secondary schools in Czechoslovakia and later on in the Czech Republic.

Another two respondents stated they had been acquiring the English language in methodological courses, one of them for 2 years and the other one for three years. The last of the respondents were studying the English language for 8 years at a state language school and for the next 6 years, she attended many various language courses.

Respondent	How many years each respondent spent on studying English	The total anxiety score (the higher number, the higher anxiety)
1	4	59
2	5	58
3	5	52
4	5	47
5	3	59
6	3	63
7	5	46
8	4	59
9	2	64
10	4	51
-0,777310912		

Table 1 – Studies / Total Anxiety Score

The analysis of the data connected to the studies of English of the ten respondents confirms that the longer they studied English, the lower their English speaking anxiety was. The first column states the number of each respondent, the second column signifies

how many years each of the respondents studied English and the third column signifies the total score of the anxiety based on the English speaking anxiety scale. The analysis is based on the correlation of the data collected and the final result is $-0,777310912$ which means that the time of studying English is closely related to the overall anxiety of speaking English. At all of the respondents in this chart are stated the amounts of years spent on studying English on the tertiary educational level except of the respondents No. 1, 5, 9, 10 because these four teachers studied English either at secondary schools only or in various courses. Many people who study English probably feel anxious or nervous sometimes in their English classes and supposedly, these teachers experienced these feelings as well, but the results showed that more years of studying of English help these teachers to feel more confident and less anxious, therefore their anxiety of speaking English is lower.

This hypothesis is confirmed then and when comparing two of the respondents, for instance, the respondent No. 9 who had studied the English language in methodological courses for two years only and another teacher, respondent No. 4 who had studied English for five years at Jan Evangelista Purkyně University (nowadays Masaryk University). The first compared one suffers from a much higher anxiety than the one who got such a long and intensive education at a university. The same applies also in a comparison of a respondent No. 1 who acquired the English language at a secondary language school with the other respondents, for example with the respondent No.7 who studied English at an university for five years and got an academical degree. After analyzing the data and information that were provided by the ten teachers, one of the very important factors influencing the level of English speaking anxiety is an intensity of a foreign language education, in this case, English language and a time that one spends on a learning process.

5.2 The Length of the Respondents' Practise and Teaching Careers

As mentioned above, the intensity and the length of a study of English are not the only factors which influence an anxiety of speaking English of teachers. The other essential issue that relates to the anxiety is a practice of teaching the English language. The most important issues are a time a teacher spends on a practice and a type of school as well. The teachers participating in the research spent a different time on their practices, some of them taught English twelve years only, the other ones have been teaching over 36 years and still want to continue in their careers. After comparing the data of the teachers who taught English for a significantly shorter time than the others whose teaching career is

longer, they suffer from the anxiety more. Such teachers perhaps doubt themselves whether they could be as good as the ones who have more years of the experience.

Respondent	How many years of a practice each of the respondents has	The total anxiety score (the higher number, the higher anxiety level)
1	12	59
2	38	58
3	29	52
4	37	47
5	22	59
6	23	63
7	36	46
8	24	59
9	20	64
10	27	51
-0,665732039		

Table 2 – Practice / Total Anxiety Score

Based on the correlation of the data, there is a relation between the teachers' length of a practice and their total anxiety score, this score is based on the scale that each participant answered. Those who experienced a longer practice have a lower level of English speaking anxiety in most cases. The first column interprets a number of a particular respondent, the second column modifies how long each respondent's practice has been or was. The last column states their overall score based on the scale that was a part of the research. The final result of the correlation is $-0,665732039$ which means that the relation of the two elements is significant. So the hypothesis "The longer the practice in teaching English, the

lower level of the English speaking anxiety a teacher has'' is confirmed by the analysis. This is noticeable in comparison of respondents No.1 and No.4.

5.3 A Long-Term Stay or an Internship in an English Speaking Country

One of the questions in the research focused on whether the teachers experienced some kind of an internship in one of the English speaking countries. Only three of the ten target respondents stated that they had spent some time abroad and all these three teachers experienced a culture shock in England. One of them spent there more than two months, the other one spent there six weeks and the internship of the lasted one took seven weeks. These three respondents think that the time they spent in England within their internship help them a lot and after this experience, they felt more self-confident, less anxious while using English and their perception of themselves was better than before. These three participants of the research claimed that their internship had been a great tool which had helped them in reducing the anxiety. They would recommend doing so other teachers and however they consider such internship a very helpful and useful way of their growth, the analysis shows that such kind of internship does not always have to be an effective way of reducing anxious feelings.

As stated in the theoretical part of this thesis, due to Horwitz, not all of the teachers who participate in an internship in some of English speaking countries are capable of beating the anxious feelings and overcome the barrier occurring in a communication with native speakers. According to Horwitz (1996, 369), the negative consequence of this could be the teachers' anxiety in their classes.

On the other hand, these three answerers are the opposite example of what Horwitz claims. Since these three believe that an internship in English speaking country is a great experience, it probably depends on each person individually how he or she would be capable of experiencing the culture shock.

5.4 Communication with Native English Speakers

Another key tool which some might consider helpful while acquiring English might be a communication with native speakers. During the interviews, the respondents stated that sometimes it was a challenge for them not to be nervous while talking with native speakers and they also agreed on that after some time and after several conversations with native ones, they beat the nervousness and anxious feelings because the only way of communication was communicating in English and since they did not have any other

choice, they simply had to break their own limits and repeatedly talk to native speakers. They reminded to themselves that practicing is the most effective way of making their situation better. After they were used to it, they felt more confident because the native speakers informed them that they appreciated how hard they tried and that they understood that it must have been challenging for them to speak English. But even though the respondents claimed that firstly it was quite hard, after several years of experience and after many opportunities of talking to native ones, they consider this a very effective way of improving their English skills.

After the many years of teaching English, most of the teachers participating in the research think that communication with native ones is one of the effective practices in English acquiring process. They were also asked questions what they thought that could help them to improve their English and what was the most helpful activity that shaped their English. Most of them agreed on that the essential activity which contributed to their current level of English was a communication with native speakers.

5.4.1 Opportunities for Speaking to Natives

Such kind of communication with native English speakers was very common for them during the trips in Great Britain with their pupils or students. In most cases, the students, as well as the teachers, stayed for a couple of days in British families that provided them an accommodation so this was a great opportunity for a contact with the natives. Some teachers stayed in British families also during various exchange programs for students as their accompaniment. Such programs were usually about 7 days long. Many of the answerers were several times in a contact with native speakers who were supervisors of various language courses they attended or who taught English at the same schools where the responding teachers worked or have been worked. All the respondents got in a contact with native speakers during their studies and also during their personal travels or holidays, especially while visiting Great Britain, Ireland, the United States of America and the Republic of South Africa, too.

One of the respondents stated that she was in touch with English native speakers regularly because she visited her daughter living in Great Britain for 13 years and this helped her in keeping her English still good even if she quit a teacher occupation couple of years ago.

One of the participants of the research has an advantage of the everyday contact and communication with a native speaker because she shares an office with him at the school

where they both teach English. This might be one of the reasons that her English speaking anxiety is one of the lowest according to the research and collected data.

One respondent shared an experience with native speakers and that was during the international camps for children in Czechoslovakia. This teacher worked here as a supervisor in summers and therefore came in contact with the other native supervisors.

Another interesting experience of a regular contact with a native speaker was a tutoring that experienced one of the participants of the research. This respondent gave lessons of the Czech language to a Canadian girl so the English conversations were a necessary part of their communication.

One of the teachers keeps her English still good thank regular online conversations with her friend who comes from the United States of America. Another way which helped her keep her English good was that she offered her flat to native English students who came to the Czech Republic every summer and so they could stay at her place during their visit in the Czech Republic. Such stays of the English students usually lasted two weeks and for her, it was a great opportunity to talk to native ones.

Respondent	Points gained for a communication with English natives	Total anxiety score
1	2	59
2	3	58
3	2	52
4	3	47
5	3	59
6	3	63
7	4	46
8	2	59
9	2	64
10	4	51
-0,561353726		

Table 3 – Communication / Total Anxiety Score

Each respondent gained a certain amount of points based on how often they communicated with native English speakers. The ones who had the most opportunities for a communication with native speakers and the ones who kept in a contact with natives gained the most points. The third column illustrates the total anxiety score – the higher score, the higher level of the English speaking anxiety one has. When correlating the points gained for a communication with natives with the total anxiety score which is based on the scale, the final result is -0,561353726. This means that the more frequent communication with native speakers, the lower English speaking anxiety a teacher has. This is obvious when comparing the respondent No.7 with the respondents No.1 and No. 10.

6 THE RESPONDENTS' EVALUATION OF THEMSELVES

The research included a question how would the teachers evaluate themselves by a school grade. The average mark of all of them would then be 2,25. Most of them evaluated themselves by a mark 2. In some cases, they would rather use a mark 3. Such mark used the teachers who did not use English as much as during their practice and the ones who retired already. The most used mark was 2 then. They all agreed on that their English skills were good or very good but not that perfect to be evaluated by a mark 1.

Respondent	Their evaluation of themselves	The respondents' total anxiety score
1	2	59
2	2	58
3	2	52
4	2	47
5	2-	59
6	3	63
7	1	46
8	3	59
9	3	64
10	2	51
2,25		

Table 4 – The teacher's evaluation of themselves

They all are aware of some mistakes they do when speaking English and these were the reasons they did not evaluate themselves by a better mark. The third column of the table signifies the total anxiety score of the participants of the research. The score of each of them is based on the anxiety scale they answered. The higher score, the higher level of English speaking anxiety the respondents have. Then obviously, the better self-evaluation,

the lower level of English speaking anxiety one has and that means that also this hypothesis is confirmed. This is demonstrated when comparing the respondent No.9 with the respondent No. 7.

6.1 The Most Common Problems and Difficulties of the Teachers When Speaking English

The respondents have to face to the difficulties they have while speaking English and because of them, they feel anxious and as they stated, they hoped that their students did not recognize their anxious feelings during their English speeches.

The respondents' most common problem during an English conversation is to be able to understand everything that is said by other participants in a conversation. According to some of the respondents who do not come into a contact with English speaking people much often, it is very hard to understand to another people's English speech completely. On the other hand, one of them states that while spending a longer time in Great Britain, where her daughter lives, her ability to understand the English speeches of others is much better.

Other respondents have a problem with understanding the people whose accent is very different and strong. They claim it usually takes some time to get used to these accents and then they are capable of understanding those people's speech. Some answerers also say that the style of the communication of some people is different than before and this causes them difficulties as well. On the other hand, some respondents have a problem when listening to quickly speaking people because those who do not teach English anymore need to take their time to remember some words and terms so they could understand a whole conversation.

Another common problem is to realize and understand what various colloquial and informal expressions could mean. Sometimes, it is very difficult to predict what a conversation is going to be about and therefore some teachers need to be very concentrated for a whole duration of an English conversation.

Two teachers then have a problem with a homonymy of the English words, they sometimes have a problem to realize what meaning a particular word in a particular sentence could have. The ones who retired already and come in a contact with English speaking people rarely have problems when having a discussion where a very specific terminology is used because they did not use such advanced vocabulary for a long time. However, some stated that at times they have difficulties with remembering ordinary and commonly used

vocabulary as well because due to them, when one does not use a foreign language regularly, then it can be forgotten easily.

6.2 How Is the Respondents' Anxiety Manifested

The most common way of how these teachers tackle with anxious feeling when speaking English is trying to make their speech easier. They want to avoid long speeches and complex sentences in which they could make some grammatical mistakes. For them, it would be unpleasant to suddenly stop their speech because of realizing they made some mistake while talking to their students or they would feel embarrassed if their students noticed some mistakes that they made. They want to serve as a good example for their students, they mostly think that English teachers should have a perfect speech when speaking English.

As mentioned, avoiding of complex and long sentences and difficult sentence structures is the most ordinary tactic used by them in order to make fewer mistakes when speaking English. They try to use short and simple sentences instead. Another way of making their performance in English easier is to talk slowly so they could easily control everything they say. Additionally, some use neither colloquial nor informal expressions. Some of them are also aware of using an inappropriate, not very English accent because based on the analysis, some find it strange when one tries an imitation of the authentic English accent. When these teachers have difficulties with explaining some grammar issues and they do not know how to express something they want to communicate, they usually need to find a different way of how to explain the issue and they need to get to their point by choosing a different words, sentences and when there is no other option and when they can not find a way of how to share what they want with their students, they sometimes switch into the Czech language and explaining it in Czech. Although they are not proud of it, they are sometimes ashamed of it, they admit that it might happen from time to time.

Other respondents stated that their biggest problem when speaking English was that they needed more time in order to prepare the answer and so they were not capable of fast and immediate reactions and replies.

One responding teacher stated that her anxiety was quite easy to be controlled while she taught English at primary schools because she educated children who did not have any basics of English and English was a new subject for them. In this case, even if she made a

mistake, she did not feel very anxious because she knew that her pupils would not recognize it since they started with acquiring of English language.

6.3 The Most Useful Tools and Activities Keeping One's English Skills on a Good Level in a Further Use due to the Respondents

The respondents were asked a question what is the most effective activity that due to them could help people in improving their English skills. They stated that the essential activity that helped them in English learning was a communication with people who could speak English fluently, the most appreciated was a communication with native speakers.

Various language courses are considered another great tool which helped these teachers in gaining advanced English knowledge, when participating in a course, the teachers appreciated especially supervisors' lectures so, during these, they could listen to a fluent English speaker and therefore gaining a new vocabulary and they also found useful some activities within a group of other participants of the courses.

Some try to keep a regular contact with native speakers via e-mails or other social media in order to use English still actively. These respondents do so because some of them retired and still want to keep their English good but they consider it a good tool for those who start with learning English, too, because a communication with natives is due to them a very effective way of the English language acquisition.

Another common way of being in every-day contact with English is to listen to English songs, read books and magazines written in English but especially watching and listening to English broadcasts on television. The respondents prefer especially BBC and CNN, but some watch for example Food Network and many others as well. Another effective activity is watching English movies in the original version, eventually with English subtitles. One of the respondents also listens to the records that are recorded on the CDs for listening exercises that she uses when teaching her students. She says that even such things might help to keep her English better.

Most of the answerers also state that a long-term stay or some kind of an internship in an English speaking country is the most essential and the most effective way that should help people to gain a great English knowledge and also to motivate people during English acquiring process. On the other hand, just three of the ten respondents experienced such internship so the other seven answerers only assume that such experience could be very beneficial.

6.4 The Most Scored Questions in the Scale – The Most Common

Anxious Issues

According to the scale, all the teachers participating in the research score the most the question related to whether they are aware of the fact that they are not capable of using English in such an extent as the Czech language. Of course, most people can express themselves in their native language better than in a foreign language, on the other hand, these teachers probably feel doubted because of this, perhaps they wish to be proficient in English as well as in the Czech language.

The second most scored question is related to whether the teachers mind when they can not immediately find an appropriate vocabulary when having an English discussion. Due to the teachers, this is when they start feeling anxious when they have a problem to find a needed vocabulary. On the other hand, they realize that this is a problem that many people need to tackle with and sometimes, one needs to take a time to find out the perfectly matching word.

The third most scored question on the scale is related to the teachers and the interaction with their students. The teachers were asked whether they mind if their students have better English skills and a better pronunciation. In most cases, these teachers mind such situation when having a conversation with a student that is very proficient in English. Some of the respondents stated that it makes them feel a bit inferior.

Another problematic issue shared by the respondents is whether they are satisfied with their English pronunciation. In most cases, they stated that they wished their pronunciation to be better.

The last question with a significantly higher score is related to whether the teachers think that speaking English fluently is very difficult. Many respondents think that it is challenging and very difficult, but when one tries hard and have a will, then nothing is not impossible.

The teachers' scoring of other questions varied, each individual had a different opinion depending on various factors.

CONCLUSION

The Foreign Language Anxiety phenomenon is very spread and serious problem of many people who study foreign languages, and as this thesis states, such problem is very common mainly for foreign languages teachers. Every day foreign language performance in front of students must be very demanding and then no wonder that some teachers suffer from such kind of anxiety.

The aim of this bachelor's thesis is to inform readers about what such anxiety means, what are the threats of it and in case that one suffers from this anxiety, then there are several advices how to face to it. The very important fact is that besides the English skills, also the self-confidence and a motivation are essential factors that influence the level of anxiety. The bachelor's thesis is divided in two main parts, the first one is a theoretical part which explores the anxiety and its causes and factors, the second part is practical and is based on research of non-native English teachers suffering from this kind of anxiety. As stated in the theoretical part of the thesis, it is very important for teachers to be aware of this phenomenon and they should know whether and to what extent are they affected. The practical part demonstrates the anxiety of non-native English teachers in the Czech Republic, so the readers of the thesis could imagine how such anxiety is in a real life.

The teachers participating in the research described their difficulties, their most common problem when speaking English and on the other hand, they also shared what helped them keep their English good. The teachers who have to deal with the foreign language anxiety should not be that strict to themselves, because since they are not natives of a target language they teach, they are still considered to be in a learning process, even if they are very much advanced and therefore making some mistakes from time to time or feeling nervous during a foreign language speech is natural under the certain circumstances.

The important issues of the Bachelor's thesis are the hypotheses and their confirmation. All of the hypotheses relating to the factors influencing the foreign language anxiety were confirmed. So, the length of the study of English, the length of one's practice of teaching English are factors which influence the level of the foreign language anxiety. The same applies to the communication with English native speakers because also this factor has an impact on one's level of the English speaking anxiety. The fact that the better self-evaluation, the lower anxiety level is truthful as well.

Finally, foreign language anxiety is a phenomenon whose seriousness should not be underestimated.

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APPENDICES

Appendix PI: The questionnaire in English

Appendix PII: The scale in English

APPENDIX P I: THE QUESTIONNAIRE IN ENGLISH

English Speaking – The Questionnaire

The questionnaire was designed for the purpose of the research. Your responses will not be shared publicly, the data are collected in order to be analyzed. Thank you for your time and participation.

Personal Information

Sex:

Age:

Studying English (institution, for how long):

Practice in teaching English language (a type of the school, for how long):

A long-term stay in English speaking country (where, how long):

Communication with English native speakers (how long, how often, where):

-
1. Evaluate your English communication skills by a school grade (1-5).
 2. What is the most serious problem you need to face to during an English communication?
 3. If you are not satisfied with the level of your English communication skills, how is it manifested during a conversation?
 4. What has helped you in improving your English skills so far?
 5. What do you think could help you to improve your English communication skills in future?

APPENDIX P II: THE SCALE IN ENGLISH

English Speaking – The Scale

In this section, please, mark the answers you like most:

1. *I feel nervous when I am about to speak English.*
strongly agree rather agree neutral rather disagree strongly disagree
2. *I am happy to speak to somebody who speaks English well.*
strongly agree rather agree neutral rather disagree strongly disagree
3. *I am ashamed when I talk to somebody who has a perfect English pronunciation.*
strongly agree rather agree neutral rather disagree strongly disagree
4. *I get nervous when I am about to talk English in front of other people.*
strongly agree rather agree neutral rather disagree strongly disagree
5. *I am satisfied with my level of English*
strongly agree rather agree neutral rather disagree strongly disagree
6. *I am displeased about my English pronunciation*
strongly agree rather agree neutral rather disagree strongly disagree
7. *I realize that I can not use English as much as Czech when communicating a message.*
strongly agree rather agree neutral rather disagree strongly disagree
8. *I am ashamed when realizing I said something wrong.*
strongly agree rather agree neutral rather disagree strongly disagree
9. *I am afraid people could consider me silly because of my English skills.*
strongly agree rather agree neutral rather disagree strongly disagree
10. *I find it ridiculous when somebody imitates an authentic English pronunciation.*
strongly agree rather agree neutral rather disagree strongly disagree
11. *I feel uncomfortable when my students speak better English than I do.*
strongly agree rather agree neutral rather disagree strongly disagree

12. *I like spontaneous conversations with students.*

strongly agree rather agree neutral rather disagree strongly disagree

13. *I am afraid that other people will not understand me when speaking English.*

strongly agree rather agree neutral rather disagree strongly disagree

14. *I am ashamed when somebody corrects my mistakes when I speak English.*

strongly agree rather agree neutral rather disagree strongly disagree

15. *I find it bothering when students notice I made a mistake while speaking English.*

strongly agree rather agree neutral rather disagree strongly disagree

16. *I want to improve my English communication skills.*

strongly agree rather agree neutral rather disagree strongly disagree

17. *I think that speaking English fluently is very hard for non-natives.*

strongly agree rather agree neutral rather disagree strongly disagree

18. *It makes me nervous that I am not able to control the grammatical correctness of what I say.*

strongly agree rather agree neutral rather disagree strongly disagree

19. *A non-native English teacher must speak English as perfectly as English native speakers.*

strongly agree rather agree neutral rather disagree strongly disagree

20. *It bothers me when I can not find an appropriate English vocabulary during my English performance.*

strongly agree rather agree neutral rather disagree strongly disagree