

English Speaking Anxiety of English Teachers in the Czech Republic (age group 41-50)

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ABSTRAKT

Tato bakalářská práce se zabývá úzkostí z mluvení v angličtině u učitelů anglického jazyka v České republice. Teoretická část vysvětluje pojem úzkost z mluvení anglickým jazykem a dopad na učitele, kteří nejsou rodilými mluvčími cílového jazyka. Nedílnou součástí teoretické části je také vymezení podmínek, za kterých se učila angličtina v České republice v období, kdy se daná skupina učitelů narodila, až dodnes. Praktická část je založena na výzkumu, který byl proveden za účelem potvrzení, či vyvrácení stanovených hypotéz a zodpovězení výzkumných otázek. Tato bakalářská práce může sloužit učitelům cizího jazyka, kteří trpí úzkostí z mluvení v daném jazyce a chtějí se jí zbavit. Práce může také napomoci této úzkosti předcházet.

Klíčová slova: úzkost z mluvení anglickým jazykem, úzkost z mluvení cizím jazykem, učitelé cizího jazyka, cílový jazyk, rodilý mluvčí, komunistický režim

ABSTRACT

This Bachelor's thesis deals with English speaking anxiety of English teachers in the Czech Republic. The theoretical part describes a concept of English speaking anxiety and its impact on non-native language teachers. An essential part of the theoretical section is defining the conditions for learning English in the Czech Republic since a selected age group of teachers was born until nowadays. The practical part is based on the research conducted in order to confirm or refute the hypotheses and answer the research questions. The Bachelor's thesis may serve foreign language teachers who suffer from foreign language speaking anxiety and want to get rid of this feeling. The study can also help prevent this type of anxiety.

Keywords: English speaking anxiety, foreign language anxiety, foreign language teachers, target language, native speaker, communist regime

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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

When it comes to foreign language anxiety, all the attention, concerning also the research, is concentrated primarily on learners. Nevertheless, teachers play a very crucial role in learner's foreign language acquisition process and should not be overlooked. Even though teachers are considered to be perfect foreign language speakers, it should not be forgotten that non-native foreign language teachers were learners as well and the learning process is never complete therefore they may also experience feelings of foreign language anxiety. There may be various factors influencing the level of the non-native teacher's speaking anxiety, but it is essential to be aware of the former political system in our country, which limited people in many ways, concerning also limited conditions both for learning and teaching English.

The thesis is divided into two parts. Firstly, the theoretical part is aimed at provision of background information on non-native teachers' foreign language anxiety, including its characteristics, factors and coping strategies. Moreover, conditions for learning English in the Czech Republic, since the selected age group of teachers was born until nowadays, are also included.

Regarding the practical part of the study, it is important to point out that the research in this Bachelor's thesis is a part of a larger research project, and this study concentrates on the age group 41-50. This part of the thesis contains methodology and results. The methodology is primarily focused on the description of methods used to analyze the research, and instruments (English Speaking Anxiety Scale, English Speaking Anxiety Questionnaire, and Interview) used to collect necessary information. The general objective of the practical part is to validate or refute following hypotheses and answer the following research questions:

H1: The longer the stay in English-speaking countries, the lower the English speaking anxiety.

H2: The longer the time from the communist regime, the better conditions for English language acquisition.

H3: The more frequent communication with the native speaker, the lower the English speaking anxiety.

RQ1: What average level of speaking anxiety is reached by the teachers of age group 41-50?

RQ2: What are the most frequent causes of English speaking anxiety?

RQ3: What are the most frequent consequences of English speaking anxiety?

RQ4: What factors have improved English speaking skills of non-native teachers so far?

RQ5: What could improve the level of speaking in English?

I. THEORY

1 FOREIGN LANGUAGE ANXIETY

Horwitz, Horwitz and Cope (1986, 128) describe foreign language anxiety (FLA) as: “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.” When anxiety is concentrated just to the situation such as learning the language or public speaking, this state is called specific anxiety. This term is used to differentiate general anxiety of people in various situations (Horwitz 2001, 113).

When it comes to the expression FLA, suggestions for reducing this specific anxiety are mostly learners-oriented, while foreign language teachers, those who are non-native speakers of the foreign language, may struggle with FLA as well (Kráľová 2016, 51).

1.1 Anxiety characteristics

According to Spielberger (1972, 482), anxiety is “an unpleasant emotional state or condition, which is characterized by subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” Furthermore, Scovel (1991, 18) claims that anxiety is a psychological construct which is considered by psychologists to be a state of doubts and worries, an unclear fear that is indirectly connected to an object.

1.2 Non-native Language Teachers' Anxiety

Teaching anxiety is considered to be a temporary feature of teaching relating to a specific situation and with more experience may disappear (Williams 1991, 586). Even though non-native language teachers (NNLTs) are expected to speak high-level target language (TL), lots of them are very likely to find themselves in uncomfortable situations when speaking the foreign language (FL). Teachers were learners as well, and those who suffered from higher anxiety of foreign language as learners will probably use TL less when teaching. It has to do with teacher's confidence, which is very important in terms of speaking. If teachers had some unpleasant experience as learners during the class performance, they would probably try to avoid speaking in front of other people. This fact signifies that the teacher's anxiety could be one of the most influencing factors why TL is not spoken in the language classroom and instead a native language is used (Horwitz, 1996, 366).

Klarnit and Sroinam (2012, 493) claim that the more frequent use of the TL contributes to learners language acquisition. Research done by Williams (1991, 597) also

proves the same fact, the more anxious teachers are apt to, the less effective teaching language is. On the other hand, an advantage of NNLTs is that as former FL learners understand the difficulties connected with a process of learning in a country's cultural environment (Malá, Gadušová and Zelenický 2008, 314-15). However, it should not be inferred whether the native or non-native teacher is more relevant to teach the TL, even despite the fact that native language teacher is not affected by FLA (Horwitz 1996, 371). The qualities of a good foreign language teacher (FLT) are e.g. availability to students, ability to motivate and support them, creativity, understanding adolescents, passion for the language and culture, high-level language abilities and many others (Horwitz 1996, 371; Borg 2006, 6).

Horwitz (1996, 367) refutes a presumption that those teachers who feel anxious, have some deficiencies in a TL. In many cases, it is a successful person dealing with small imperfections. As Horwitz (1996, 367) further mentions, FLT must always be ready to use the language in the class unlike teachers of different subjects such as history, who can prepare study materials in advance. Consequently, it may cause anxiety to NNLTs because they are aware of the fact that spontaneous conversation may appear, meaning that there is a higher probability of making a mistake.

1.2.1 Factors

The studies (Horwitz 1992, Horwitz 1993) mentioned in Horwitz (1996, 368) prove that the higher anxiety the teacher suffers from, the less is likely to use teaching practices, which are of course more focused on the use of the target language. This fact of avoiding the use of the TL again leads to lower efficiency in language learning. Teaching practices include e.g. role-playing, grammatical explanation in English and also in TL, pattern drills and others. New Jersey State Department of Education (1999, 60) describes these strategies as useful activities which enable learners to use the TL actively in response to the requirements of the teachers.

If teaching practices are used, Williams and Burden (1997, 53) recommend to focus on critical reflection during the lesson and after the lesson, to analyze what was expected from the lesson, how was the reality and subsequent results. A result of teachers' critical reflection on their practices is a quality improvement of their teaching, and equally it makes teachers learn from experience (Bier 2014, 515).

1.2.2 Coping Strategies

There are a number of strategies mentioned for instance by Crookall and Oxford (1991, 145-48) and many other scholars, helping both students to overcome their FLA and teachers to reduce their students' FLA. Not so many scholars focus on coping strategies targeted at teachers, as regards FLA.

1.2.2.1 *Methods alleviating Anxiety of NNLT*

Horwitz (1996, 368-70) realizes the fact that not only FL learners struggle with FLA and she recommends these nine methods to alleviate teachers' anxiety.

1. "Recognize Our Own and Other Teachers' Feelings of Foreign Language Anxiety"

It is important to admit the feeling of anxiety and realize that this also may be a case of other NNLT. Sharing this anxiety issue with someone may be supportive. Conversation with native speaker colleagues is considered to be very beneficial.

2. "Give Ourselves Permission to Be Less than Perfect Speakers of the Target Language"

Of course, not in the sense that teachers should stop trying to improve their language abilities, but they should also focus on the level of linguistic competence that has been reached. NNLTs are foreign language learners as well and as previously mentioned, with spontaneous conversation, errors can appear rather than with prepared speech, which is generally known with regard to foreign language learners.

3. "Recognize Feeling of Culture Shock"

Spending time in the target language culture appears to be a great advantage for NNLTs. Their language skills are usually on a higher level compared to those, who do not have such experience. On the other hand, they must be careful about the Culture Shock because in this kind of stage during the interaction with natives the discrepancies may occur. Due to different cultures and habits, an individual may be perceived negatively and therefore after the returning to native culture NNLT should research cultural differences that could cause anxiety. Otherwise, they could transfer their negative attitude towards the target language into class.

4. "Give Ourselves Credit for Target Language Achievement"

It is very difficult for a non-native speaker to achieve fluency as a native without a long-term stay in a target language community. It is obvious when someone's second language is not entirely native-like, but teachers should not underestimate their real abilities in the TL. It is important that they evaluate their FL competence.

5. “Become More Aware of the Language Learning Process”

Even though teachers may not consider themselves to be learners, they are a part of a language learning process as well, on the stage of advanced language learners. They should be more aware of the theory of language learning process. They would find the fact that second language skills are constantly changing and vary according to the situation.

6. “Imagine Speaking Well Within the Stresses of Classroom Teaching”

To imagine yourself handling an anxiety causing situation well and comfortably is very efficient. Helpful are also techniques for deep breathing and relaxation exercises.

7. “Make a Plan to Improve Language Proficiency”

Initially improving the language proficiency may seem like a long run task to do therefore setting a definite plan with particular steps for increasing the FL proficiency is considered helpful. FLT's who have this feeling of anxiety and are not comfortable with this should look for opportunities to practice. Nowadays there are lots of options such as traveling and studying abroad, conversational groups, videos and movies in a TL, that enable not only to teachers to improve their FL skills.

8. “Be Supportive of Colleagues”

If the teacher tends to use the TL in the classroom less and the reason for this fact is not clear, the colleagues or supervisor should not criticise. Every teacher needs support, not only evaluation. No matter how proficient and experienced the teacher is, they should be ready to be helpful and supportive to their colleagues as regards usage of language. Practising conversation with native speakers and more experienced colleagues is beneficial.

9. “Be Supportive of our Students”

Students need support of their teachers, they may be future foreign language teachers as well and to be supportive of learners reduces the feeling of anxiety in future generations of FLT's. If they were taught as learners to perceive and appreciate their proficiency development, they are likely to become the type of the teachers who can use the target language assuredly while taking care of TL competence of their students.

1.2.2.2 Motivating Foreign Language Teachers

Horwitz points out that motivation and ego-investment have a great influence on FLA. She claims that “there must be a desire to communicate well in order to worry about how your communicative efforts are perceived” (1996, 367), but teachers may not be motivated enough to speak TL perfectly because they have already put an effort to learn the language.

As already mentioned, the more anxious teachers are apt to, the less effective teaching language is (Horwitz 1996, 366). Equally, it is expected that if the teacher is more motivated it will have a positive effect on learners' motivation as well (Bier 2014, 507). Bier (2014, 512) mentions several scholars who argue that the motivation of the teacher is connected with an achievement of certain results. In other words, if teachers put an effort into teaching, they expect to see learners' improvements. As Scheidecker and Freeman claim, the pay-day is not the real reward for motivated teachers, "it is when their passion is caught by the students. That is a big-time return on anyone's investment" (1999, 9). This is closely connected to goal-setting theory, meaning that when teachers set their goals, they are heading for a certain purpose which motivates them to make their efforts (Latham, Daghighi and Locke 1997, 138).

Other scholars mentioned by Bier (2014, 513) focus on self-efficacy of the teacher as another source of motivation. Self-efficacy is understood as "sense of mastery over the environment" (Walker and Symons 1997, 11). If they have this quality, they should consider themselves to be able to teach effectively. Studies mentioned in Bier (2014, 514) claim that just as FLT may be motivated, the demotivation may appear as well. Students are one of the primary sources both for the motivation and the demotivation of teachers.

2 ENGLISH LANGUAGE LEARNING IN THE CZECH REPUBLIC

As Seidlhofer (2011, 2) states, nowadays, English is known as an international language and a global lingua franca. One of the consequences is the fact that it is the most widespread foreign language that is taught all over the world. The term English as a lingua franca means that English is a language spoken by speakers of two different native languages (Hülmbauer, Böhringer, and Seidlhofer 2008, 27). The English language is the main foreign language in Czech educational system (MŠMT 2013, 120), but not always this language had such an important role in the Czech society. Former Czechoslovakia had an utterly different foreign policy (Hnízdo 2016, 26).

The communist era in Czechoslovakia began in 1948 and was ended in 1989 (Hnízdo, 2016, 26). The communist regime did not agree with the fact that education should enable a population to live their culture or experience the culture of most other countries. There have been done fundamental changes in our school system since 1989 which contradict the communist idea of education. The period of normalization, ranging from the Russian invasion in 1968 to 1989, was more difficult for teachers compared to the Stalin's age. The whole school system was politicised. Teachers who wanted to achieve higher education were obliged to pass an exam set by universities of Marxism-Leninism for the purpose of receiving political instructions. The conditions were strict, and if the teacher did not agree with the communist ideas, it was safer not to express their opinion because there were consequences such as losing their job or being accused of revisionist attitude. It is essential to be aware of the fact that one disagreement towards the regime could have a significant impact on both professional and personal life of an individual and therefore these teachers should not be criticised for any kind of mental disorder caused by totalitarian system (Ernestová 2007, 15-16).

As Ernestová (2007, 19) further mentions, there might be observed mental problems such as:

- Apathy and inability to understand other people's feelings
- The anxiety of becoming a victim of the communist regime
- Stress caused by different opinions and beliefs compared to communist teaching, imbalance of emotions and obligation to do what is said by superiors

Most of the teachers were not able to take pleasure from their work and were not interested in developing their knowledge because of the high influence of political system.

Based on the fact that the teacher has a crucial role in student's foreign language acquisition process, they could negatively influence former learners, meaning today's teachers.

2.1 English before 1968

A selected age group of teachers was born in 1968 at the earliest. The situation of English language in the period before the target group was born is described by Tandlichová (2008, 8). Before The Second World War, foreign languages were taught at grammar schools and dominant second language was German. Only a certain number of lessons for teaching a language such as English or French were allowed. After the war, the Russian language became a compulsory foreign language, and English appeared only as an optional subject in the third and fourth grade. From 1954 the situation got better as far as teaching English language is concerned. The number of granted English lessons increased and for the first time there was noticed an effort to introduce English as an optional language to primary schools, but only for pupils of the ninth grade.

2.2 English in the 60's and 70's

Initially, language teaching was based on the curriculum that served to determine the content and objectives of the lessons. Also, it is important to note that there are a number of reforms in education in this period, set to achieve changes in teaching languages (Tandlichová 2008, 8-10).

At selected primary schools in Czechoslovakia students were allowed to study English, German or French language (Tandlichová 2008, 8). Hnízdo (2016, 26) states that the second language was compulsory only for high school students, and these languages were all subordinated to the Russian language, but still people rather preferred German over English. Hnízdo (2016, 26) also provides various reasons for German language preference as the second foreign language in Czechoslovakia:

- The most important business partners of Czechoslovakia were the Soviet Union and Germany
- The opportunities for traveling at that time were limited, and Eastern Germany became often visited destination
- Some goods were not available in Czechoslovakia while in Germany the offer was more satisfactory
- All presidents during a communist regime were able to speak German

- Hungary was a favourite destination at that time. German was their first foreign language while Russian was used less due to linguistic differences. It was natural for Czechoslovaks and Hungarians to speak German to each other.

The pupils from selected primary schools interested in English were chosen from the third to fifth grade of study and created one class. They had to have prerequisites for language learning to be chosen. It was still taught according to curriculum, and since these curriculums were made only for secondary schools where the second language was compulsory, it was focused mainly on the practical knowledge of the language (Tandlichová 2008, 8-9).

The preservation of communist ideology played a significant role. The communist elite was afraid of allowing anything that comes from English speaking cultures because it could influence ideology promoted by the communist regime (Hnízdo 2016, 27). Materials to be taught always had to include some ideological moral. As a result, Russian culture was characterised positively, whereas English speaking cultures were portrayed rather negatively (Ernestová 2007, 18). There was a censorship throughout the communist regime, except part of the year 1968. It means that the ruling party wanted the population to be isolated from communists-inconvenient information both from own country and abroad (Koniček 2006, 563). English publications were not easily available in Czechoslovakia. Initially, people had to travel for instance to Budapest or Dubrovnik to buy a book written in English (Ernestová 2007, 18).

Later on in the 70's when textbooks could be used additionally to the curriculum, it was possible to obtain only textbooks published in Great Britain available through the publishing house in Czechoslovakia. Curriculums and textbooks were focused on spoken and written skills and were also aimed at effective and modern teaching of English. The language finally appears to be a means of communication. As far as teaching at primary schools is concerned, importance is placed on the continuous development and creative activity of pupils instead of verbal learning and learning by heart. In the following years, the curriculums were based on a mutual interaction between a teacher and pupils. Communist regime together with all previous educational reforms and principals was ended in 1989 (Tandlichová 2008, 8-10).

2.3 The role of English after 1989

After the fall of communism, both the conditions and opportunities for learning English were more favourable, particularly for individuals born in the second half of the seventies

because they were still pupils of the primary schools with more satisfactory options in the future. However, individuals born in 1968 were restricted by the conditions of the communist regime even at the beginning of the study at university.

Hnízdo (2016, 28-29) provides information about the situation after normalization, he states that the Russian language lost its importance and disappeared from the position of the first foreign language. From the beginning the German language was dominant but the higher interest in English language increases which also proves the fact of high presence in different training programmes of English learning. Since the course of the 90's, English has already been perceived by the Czech nation as an international language, and teaching English became wider at primary and all types of secondary schools. In 1997 English was the most frequent language taught in the Czech Republic.

On the other hand, Tandlichová (2008, 10-11) focuses on the problems connected with insufficient language skills of teachers or unqualified teachers. This is due to the fact that after 1989 teachers were against using textbooks published in Czechoslovakia, therefore textbooks from abroad had to be used. The other cause of the problems was cancellation of curriculums, which contain an important explanation of what is the role both for the teacher and the pupil and what tasks each of them has to do to achieve the goals. Due to the problems stated above, new reform, in terms of foreign languages, was needed. Currently, there is a new concept of language learning. As stated by Ministry of Education, Youth and Sport foreign language is compulsory from third grade to ninth grade of primary school, but if there is an interest, there is a possibility to start with the language even earlier. English as a first foreign language is offered preferentially because in most cases there does not have to be a continuity of different foreign language at secondary schools. The second foreign language is compulsory no later than from the 8th grade (MŠMT 2013, 120). As further noted, the general objective is to achieve the B1 level in English when passing a final graduation examination at secondary school (MŠMT 2014, 5).

2.4 Traveling Nowadays vs. Traveling during a Communist Regime

As already stated, teachers have many options to improve their foreign language proficiency nowadays. One of these options is traveling and studying in a TL culture (Horwitz 1996, 370), which may improve an individual's language skills to such an extent that there is a visible difference in language proficiency between a teacher who spent time in the target language culture and a teacher who does not have that experience. (Horwitz, 1996, 369)

Since the fall of communism in 1989, international cooperation has been improving (Ernestová 2007, 20). The Czech Republic, as a member of European Union, enables free movement of people (Šišková and Stehlík 2007, 291) just as it is mentioned in Charter of Fundamental Rights and Freedoms of the Czech Republic (Parlament České republiky 2018). Our state also has an opportunity to be a participant of various projects in education on an international scale (Ernestová 2007, 20), or educational programmes such as Erasmus, previously known as a part of programme Socrates. This programme supports student mobility and increases the quality of European higher education (Teichler 2002, 13) but also serves as a means to promote teachers mobility and to improve their skills (Teichler 2002, 19). The Czech Republic together with Slovakia and other countries joined the programme in 1999 (Teichler 2002, 30). As findings in Teichler (2002, 49) state, at this time 572 Czech teachers were mobile, the following year the number increased to 772. There were teachers from different countries and degree courses, but the largest percentage created the degree course of philology. When it comes to students, after the business studies, languages and philology also have the largest percentage proportion (Teichler 2002, 46). It is important to note that as early as the 90's during a study period abroad, the use of English as a language of instruction increases (Teichler 2002, 104).

According to Charter of Fundamental Rights and Freedoms of the Czech Republic, a citizen has a freedom of movement, but this statement does not correspond to the reality during a communist period. Most fundamental rights and freedoms were suppressed (Šabatová 2008, 27). In the period of normalization, it was difficult to travel abroad because freedom of movement was restricted by various laws. According to government regulation (Zákony pro lidi 2018), translated by the author of the thesis, the passport may not be issued to people:

- whose travel abroad is not in accordance with state interests
- who want to travel to countries with which the Republic does not have diplomatic relationships
- who want to visit a Czechoslovak citizen who escaped abroad without permission or a citizen against whom is led enforcement of a judgment of a court
- whose behaviour signifies that the purpose of the journey is staying abroad also after the authorisation period
- who do not have foreign exchange commitment
- who do not have exit visa permit

It was a long process when people wanted to travel to non-socialist states. They had to request State Bank of Czechoslovakia several months in advance for sale of foreign currency, so called foreign exchange commitment, afterwards followed a step of requesting exit visa permit. Both the request for a foreign exchange commitment and exit visa permit had to be approved by employer or by school as far as students are concerned. The authorities could reject the issuing of passport or other additional documents to people who they considered politically unable or just based on their own decision (Rychlík 2012, 21-22).

II. ANALYSIS

3 ANALYSIS INTRODUCTION

The aim of the analytic part is to examine English Speaking Anxiety (ESA) of 12 selected teachers of English (age group 41-50) in the Czech Republic. Data was collected by English Speaking Anxiety Questionnaire, English Speaking Anxiety Scale and additionally by interview. Both qualitative and quantitative methods were used to analyze the questionnaire which contains personal information, self-perceived evaluation and open-ended questions concentrated on causes, consequences, factors and needs as far as ESA is concerned. Regarding the scale, a quantitative method is applied by means of which a level of speaking anxiety is reached and qualitative method is used as well to analyse the selected items. Based on data, hypotheses (H) and research questions (RQ) were specified:

H1: The longer the stay in English-speaking countries, the lower the English speaking anxiety.

H2: The longer the time from the communist regime, the better conditions for English language acquisition.

H3: The more frequent communication with the native speaker, the lower the English speaking anxiety.

RQ1: What average level of speaking anxiety is reached by the teachers of age group 41-50?

RQ2: What are the most frequent causes of English speaking anxiety?

RQ3: What are the most frequent consequences of English speaking anxiety?

RQ4: What factors have improved English speaking skills of non-native teachers so far?

RQ5: What could improve the level of speaking in English?

4 METHODOLOGY

The purpose of the methodological part of the thesis is to provide information on conducting research. Firstly, the participants of the research are introduced. Further, this chapter describes in detail the research method and instruments applied in this study. Finally, procedures and possible study limitations are included.

4.1 Participants

The study includes 12 participants. They are Czech teachers of English, teaching at secondary or primary schools. The respondents are mainly women; there are only two men (respondents No. 3 and 8). A selected age group of the teachers is 41-50; there are three respondents at the age of 41, and the age group 42, 44 and 50 also has two participants. The age group 47, 48 and 49 is not represented. The remaining age groups have one respondent.

All participants studied English, but the length of the study differs. Six of them studied English for five or six years and four of them three years. One respondent studied English for more than seven year, while the last one only one year at a language school. As far as practice in teaching English is concerned, all respondents have years of practice. The lowest number is six years, while the highest is 22 years. On average, the length of their practice is 15 years.

4.2 Methods

As stated for instance by Creswell (2018, 3), there are three types of method approaches:

- Qualitative Research
- Quantitative Research
- Mixed-Method Research

4.2.1 Mixed-Method Research

Mixed-Method Research has emerged as a 3rd alternative based on paradigm discussion between qualitative and quantitative researches. The method demonstrates that these two research approaches can be used at the same time (Denzin and Lincoln 2011, 285). Based on this finding, it is stated by researchers, for instance, Bergman (2008, 1) that there must be a combination of both quantitative and qualitative elements in a single research project when dealing with Mixed-Method Research.

4.3 Instruments

Data was collected using the ESA Questionnaire and the ESA Scale, inspired by Kráľová and Malá (forthcoming) and the Interview was inspired by Gavora (2008, 138-43).

4.3.1 The English Speaking Anxiety Questionnaire

To analyze data collected from the questionnaire both quantitative and qualitative method were selected. The questionnaire is divided into three sections:

- Personal information
- Evaluation
- Open-ended questions

The first section is aimed at obtaining data about teacher's background. Since the age group has already been specified and the number of respondents in terms of gender is very asymmetric, the most crucial role in this part plays information concerning the study of English, practice in teaching English, stay in English-speaking countries and communication with the native English speakers. The data from the first section was analyzed quantitatively. For each question, an individual could reach a certain number of points, ranging from 1 to 4. The minimum score of points that could be reached was 4, while the maximum was 16, where the higher the score, the lower the anxiety. Collected data from the first and second section of the questionnaire was correlated with the scale.

	1 point	2 points	3 points	4 points
Study of English	1–2 years	3–4 years	5–6 years	+7 years
Practise in teaching English	0–6 years	7–12 years	13–19 years	+20 years
Stay in English-speaking countries	short-term stays	2 months	More than once for more than 2 months	One year and more
Communication with native English speakers	formerly	occasionally	Constantly but without longer stay abroad/ occasionally	Constantly with a stay abroad

			with a stay abroad	
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Table 1: Points for the First Section of English Speaking Anxiety Questionnaire

In the second section, teachers were supposed to evaluate themselves by a mark from 1 to 5, as in the school system, based on the self-perception of their speaking skills. For analyzing data the quantitative method was selected, where the better the evaluation, the more points and the lower the anxiety. Their evaluation was correlated with the scale.

Mark	1	2	3	4	5
Points	5	4	3	2	1

Table 2: Points for Self-evaluation

The third part includes 4 open-ended questions that serve to identify:

- Causes of ESA
- Consequences of ESA
- Factors influencing ESA
- Needs that could affect ESA

Causes are specified by asking the participants about their major problem when speaking English, while the consequences are the states that occur during such communication. Factors are understood as experience that has had a positive impact on the respondent’s anxiety so far and may also serve as a recommendation for others trying to cope with ESA. The last question is focused on the needs that are desired and considered to be helpful in coping with ESA. However, in many cases, it is difficult to meet these needs for various reasons.

4.3.2 The English Speaking Anxiety Scale

There are several types of scales that can be used for research purposes. For this study, the Likert Scale was selected. Gavora (2008, 112) describes it as the scale designed to measure people’s attitudes by indicating to what extent they agree or disagree with statements. The scale includes 20 statements listed below, originally in Czech and for study purposes translated into English, and unlike the questionnaire, it was evaluated quantitatively.

1	I feel nervous when speaking English.
2	I like speaking English with someone who speaks perfectly.
3	I am ashamed when speaking with someone who has excellent English pronunciation.
4	I get nervous when I have to speak English in front of other people.
5	I am satisfied with my English speaking skills.
6	I am worried about my weaknesses in English pronunciation.
7	I realize that I am not able to express myself in English as sufficiently as in Czech.
8	I am ashamed when I realize that I said something wrong.
9	I am worried that people will think that I am silly or not smart enough because of my English speaking skills.
10	I consider imitation of native English pronunciation ridiculous.
11	I feel uncomfortable when my students speak English better than I do.
12	I like unprepared English conversation with my students.
13	I am afraid that others will not understand me.
14	I am ashamed when someone corrects my mistakes when I am speaking English.
15	I do mind when students notice that when speaking English, I made a mistake.
16	I would like to improve my oral communication in English.
17	I find speaking English fluently very difficult.
18	It makes me nervous when I fail to check the grammatical accuracy of what I am saying.
19	The teacher of English has to be able to speak like a native speaker.
20	I do mind when I cannot remember an appropriate word when speaking English.

Table 3: The ESA Scale

The maximum number of points that participants could reach was 100, while the minimum was 20. A five-degree anxiety scale was created, and from each statement, an individual could achieve a certain number of points ranging from 1 to 5, where:

- 1 point – fully disagree
- 2 points – disagree
- 3 points – neither agree nor disagree
- 4 points – agree

- 5 points – fully agree

Statements with the scoring listed above are focused rather on negative perceptions of a state and include negative expressions such as:

- “I feel nervous when...”
- “I am worried about...”
- “I do mind when...”

In the case of numbers 2, 15, 12 and 16, these statements have reversed scoring, and they are stated positively, for instance:

- “I am satisfied with...”
- “I like...”
- “I would like to...”

Each participant reached a certain number of points, and the level of anxiety of the individual was determined according to the selected scale:

- 20–34 points – minimal anxiety
- 35–51 points – mild anxiety
- 52–68 points – moderate anxiety
- 69–100 points – high anxiety

4.3.3 Interview

The interview took place in Uherské Hradiště on April 5, 2018. The name of the interviewee is withheld by mutual agreement. The whole process was inspired by procedures and advice stated in Gavora (2008, 138-43). He describes three types of interview:

- Structured Interview
- Unstructured Interview
- Semi-Structured Interview

Based on available data collected previously, the Semi-Structured Interview appeared to be most appropriate for this type of research. Some questions were set in advance because the interviewer specified what questions to focus on and additional questions were based on the respondent's answers.

4.4 Correlation

Correlations were inspired by Excel Town (2018). The negative correlations are expected, because the higher the quality of the variable, the more it should reduce the anxiety.

Correlations were evaluated according to the following scale:

- 0 – zero correlation
- 0,1–0,3 – weak correlation
- 0,4–0,6 – moderate correlation
- 0,7–0,9 – strong correlation
- 1 – perfect correlation

It is important to point out, that both for positive and negative numbers are set the same conditions, but if the coefficient is positive, there is a direct proportion – the longer the study of English, the higher the anxiety. If the coefficient is negative, there is an indirect proportion – the longer the study of English, the lower the anxiety.

4.5 Procedures

Both the ESA Questionnaire and the ESA Scale were distributed to teachers during September, October and November 2018. All participants are from the Zlín region, therefore the questionnaire and the scale could be distributed personally at selected primary and secondary schools. Teachers were assured in advance that the instruments are anonymous and were created only for the purposes of academic research. To make sure that respondents have enough time to complete the questionnaires, these research materials were collected by the researcher based on mutual agreement with respondents.

4.6 Study Limitations

The number of respondents (12) can be considered the main limitation of the study. Therefore, the results should not be generalized. Furthermore, self-perceived evaluation of speaking skills may not be considered as reliable as an evaluation by the person qualified enough to evaluate teacher's speaking. Unfortunately, the researcher in the position of the student is not a relevant assessor who could evaluate teacher's speaking proficiency. Moreover, the participants were not inclined to this kind of evaluation.

5 RESULTS

The purpose of this chapter is to analyze collected data, confirm or refute hypotheses, and provide answers to research questions.

5.1 The English Speaking Anxiety Questionnaire

The ESA Questionnaire was divided into 3 sections, concerning personal information section, evaluation section and open-ended questions section, meaning that 3 types of data were found.

5.1.1 Personal Information

The table 4 shows the most frequent responses of the participants. Based on their answers, a certain number of points were assigned.

	1 point	2 points	3 points	4 points
Study of English	1	4	6	1
Practise in teaching English	1	2	6	3
Stay in English-speaking countries	4	1	2	5
Communication with the NES ¹	2	2	6	2

Table 4: Results of the First Section of English Speaking Anxiety Questionnaire

It was found that six respondents (50%) studied English for 5-6 years. Four respondents (33%) studied English for three years, where two of them studied English as a bachelor's degree program and two others as a supplementary pedagogical study lasting three years. Only one teacher stated that studied English more than seven years. In all probability, it was distance learning while working, because the respondent is 42 years old; 16 years of practice; 15 years of studying. The opposite case is respondent No. 8, who studied English for only one year at the language school.

¹ NES = Native English Speaker

Concerning practice in teaching English, all participants have long-term experience. The most frequent answer mentioned by six respondents (50%) was 13-19 years of practice. Three respondents (25%) have even more than 20 years of teaching English experience. A lower number of years of experience, but still satisfactory, were reported by three teachers (25%). Two of them are in the range of 7-12 years, and one has reported six years of practice so far.

The information that is necessary for confirming or refuting the hypothesis 1 and 3 is related to a stay in English-speaking countries and communicating with the NES. As regards the stay in TL countries, the responses are very different, five respondents (41%) spent more than one year in a row in such countries, or they were repeatedly returning (at least seven times) for several months. On the other hand, four respondents (33%) were in English speaking countries only for short-term stays lasting up to three weeks. Other two participants were in these countries more than once for more than two months, and the remaining respondent, to whom 2 points were assigned, stated a stay in target language culture for two months.

The last analyzed statement in this section is the frequency of communication with the native speaker. According to collected data, all participants have already come into contact with the NES. Nevertheless, two of them (17%) experienced such a situation only when staying in a target language country (not for a long-term stay). Two other participants (17%) occasionally communicate with the NES, and the same number of respondents reported a constant coming into contact with such an individual. Moreover, they had such an opportunity also when staying in English speaking countries therefore 4 points were assigned to these individuals. Fifty percent of participants received 3 points, concerning those individuals who communicate with the NES and have not been abroad in terms of long-term stay or those who have been abroad and also currently they occasionally communicate with the NES.

5.1.2 Evaluation

Table 5 shows how many points were assigned to a certain number of teachers for self-perceived evaluation.

Mark	1	2	3	4	5
Number of teachers	3	8	1	0	0

% of teachers	25%	67%	8%	0%	0%
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Table 5: Results of Self-evaluation

When evaluating ourselves, it is connected to an individual's self-confidence, and the self-confidence is a very important feature in terms of dealing with ESA (Horwitz, 1986, 366). The average mark that the sample of participants considers to be in accordance with their speaking skills is 2.

5.1.3 Open-ended Questions

The aim of this section is to determine the causes and consequences of ESA, as well as factors that had a positive impact on ESA and desired needs that could affect ESA. Moreover, by finding out required data, 4 out of 5 RQs will be answered.

	Causes	Consequences	Factors	Needs
Most frequent answer	Vocabulary	nervousness	Native speakers	Stay in English speaking countries
Number	7	4	9	10
%	58%	33%	75%	83%

Table 6: Results of Open-ended Questions

What are the most frequent causes of ESA?

The most common problem which causes ESA is considered vocabulary, whether it is remembering an appropriate word or colloquial phrases. This fact was reported by 58% of the participants. There are also other problems that participants experience with during a conversation in English, for instance, nervousness or fear of making mistakes. When teaching language, the probability of making mistakes increases, concerning spontaneous conversation, as stated by Horwitz (1996, 367). This also may lead to vocabulary issue, because an individual cannot prepare in advance specific vocabulary for such a conversation. As a result, many respondents try to express a particular concept in a different and simpler way. Other possible sources of anxiety according to collected data appear to be incorrect pronunciation or concentrating on more factors at the same time, concerning again pronunciation and vocabulary, as well as tempo, intonation and grammar.

What are the most frequent consequences of ESA?

In this case, the percentage of the same answering respondents was not so high. It means that when it comes to complicated conversation, different respondents face to different problems. Four respondents (33%) get nervous in such a situation, three of them attempt to explain the point in a different and simpler way, and the same number of them is correcting themselves and trying to improve their speaking skills. In other words, they are self-realizing. Moreover, two participants responded that the pace of their speech slows down.

What factors have improved English speaking skills of non-native teachers so far?

As known from the first part of the thesis, spending time in TL culture and conversation with the NES improve speaking skills. This fact was also confirmed by data from the questionnaire survey. Nine respondents (75%) find communication with the NES to be the most helpful factors as far as ESA is concerned. Four out of nine participants were in English speaking countries only for short-term stays, and they stated that they find communication with the NES to be the most helpful factor in terms of improvement their oral communication. It means that they have an opportunity to come into contact with such an individual even without long-term stay abroad. Three participants who experience with the long-term stay in English-speaking countries noted that the stay in these countries helped them. In this case, it is assumed that communication with the NES and the stay in target language country represents the same type of response.

Other factors positively affecting the individual's communication skills appear to be watching movies and TV series in a target language, as well as reading books in English. It is important to point out that there were not such possibilities during a communist regime in Czechoslovakia. As already mentioned, there were specific restrictions that were against the fact that something from Western countries could occur in Czechoslovakia. These limitations also influenced a selected age group of teachers in childhood and during their adolescence. Therefore, it is apparent that learners nowadays have much better opportunities to develop their language skills. This statement strongly supports hypothesis 2.

What could improve the level of English speaking?

Eighty-three percent of respondents believe that stay in English-speaking countries could improve their oral communication. In some cases, it was mentioned that it would be helpful to stay in these countries for studying or internship. It was even reported that the

participant would take advantage of the opportunities offered by the Erasmus + Programme, which is another fact, corresponding to the 2nd hypothesis. The thesis states that the Czech Republic joined this programme in 1999 and the programme itself was founded in 1987 (Teichler 2002, 13), at this time our country was still under the communist regime. The teachers had the opportunity to participate this programme, but their possibilities were again more limited, in particular as far as older participants of a selected age group are concerned. For instance, individuals born in 1968 were 31 years old in 1999, which of course does not limit participants to use the programme, but compared to present day, they were partially limited. Nowadays, this possibility is offered to students already at the college. On the other hand, this statement does not apply to younger participants of this age group.

Furthermore, some respondents mentioned, that the stay in English-speaking countries should be rather long-term. However, as stated by respondent No. 7 and also found during the interview with respondent No. 3 (April 5, 2018), currently, the long-term stays in English-speaking countries are limited by family reasons.

5.2 The English Speaking Anxiety Scale

According to the quantitatively evaluated data collected from the ESA Scale, the teachers in the age group 41-50 on average reached mild anxiety. As illustrated below, seven out of 12 respondents (58%) reached mild anxiety, four – moderate anxiety (33%), one – minimal anxiety (8%) and none of them reached high level of anxiety. As might have been expected, the level of anxiety was not so high, because a lot of participants have come into contact with the native speaker, in many cases when long-term stay in English speaking countries is concerned. As stated before, communication with the native English speaker is seen as the most helpful factor for individual's quality of speaking.

This fact also corresponds to the content of the theoretical part of the thesis, where is mentioned that restrictions on traveling were cancelled by the end of the communist regime in 1989. The participants of this research were students or graduates at this time, which signifies more favourable opportunities for staying in target language countries.

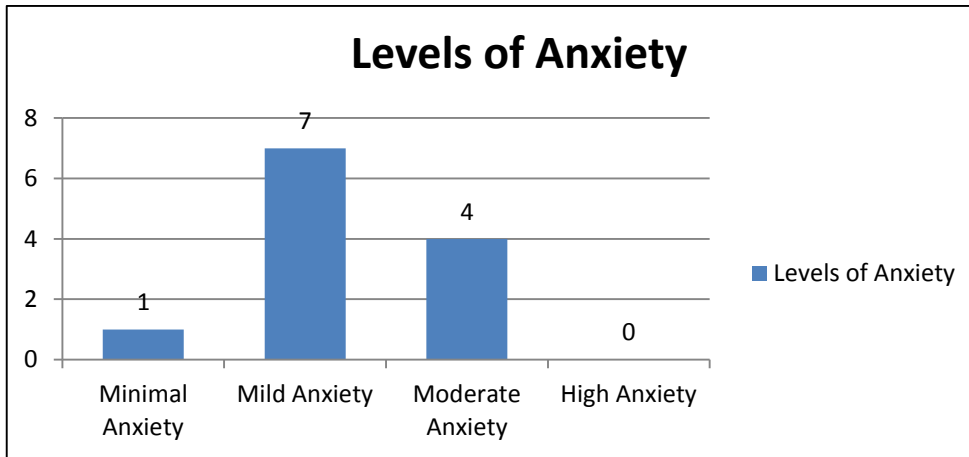


Figure 1: Levels of Anxiety

Table 7 provides a detailed record of all teachers’ responses. The results were evaluated numerically, indicating the number of respondents agreeing or disagreeing (and other options of responses) with statements 1–20.

Item	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree
1	I feel nervous when speaking English.				
	0	4	2	4	2
2	I like speaking English with someone who speaks perfectly.				
	4	4	4	0	0
3	I am ashamed when speaking with someone who has excellent English pronunciation.				
	0	2	1	5	4
4	I get nervous when I have to speak English in front of other people.				
	1	2	2	4	3
5	I am satisfied with my English speaking skills.				
	1	6	2	3	0
6	I am worried about my weaknesses in English pronunciation.				
	0	4	2	4	2
7	I realize that I am not able to express myself in English as sufficiently as in Czech.				
	0	8	2	2	0
8	I am ashamed when I realize that I said something wrong.				
	0	4	4	3	1

9	I am worried that people will think that I am silly or not smart enough because of my English speaking skills.				
	0	1	3	5	3
10	I consider imitation of native English pronunciation ridiculous.				
	0	1	2	6	4
11	I feel uncomfortable when my students speak English better than I do.				
	0	2	2	6	2
12	I like unprepared English conversation with my students.				
	2	7	3	0	0
13	I am afraid that others will not understand me.				
	0	2	2	5	3
14	I am ashamed when someone corrects my mistakes when I am speaking English.				
	0	3	5	3	1
15	I do mind when students notice that when speaking English, I made a mistake.				
	0	3	4	5	0
16	I would like to improve my oral communication in English.				
	2	10	0	0	0
17	I find speaking English fluently very difficult.				
	2	3	2	5	0
18	It makes me nervous when I fail to check the grammatical accuracy of what I am saying.				
	0	3	2	3	3
19	The teacher of English has to be able to speak like a native speaker.				
	0	1	5	5	1
20	I do mind when I cannot remember an appropriate word when speaking English.				
	1	9	1	1	0

Table 7: Results of the ESA Scale

As demonstrated in statement 16, all twelve respondents would like to improve their oral communication in English, even though seven of them are satisfied with their speaking skills.

As stated in theoretical part of this study, Horwitz (1996, 367) claims that unprepared conversation may cause anxiety, because the probability of making mistakes is increasing. In this case, her claim was not confirmed because nine respondents stated that they like an

unprepared conversation with students and three neither agree nor disagree with this statement.

Eight participants stated that they do not feel uncomfortable when their students speak better than they do and the half of all respondents are not even nervous when they fail to check the grammatical accuracy of what they are saying. Not concerning only students, seven teachers are not even nervous when speaking English in front of strangers. Moreover, nine teachers are not shy when speaking with someone who has excellent English pronunciation, indeed quite the opposite, they like speaking English with perfectly speaking individuals (8).

As found in the ESA Questionnaire, vocabulary issue is the most frequent cause of anxiety. This finding is also supported by 10 agreeing participants with the statement “I do mind when I cannot remember an appropriate word when speaking English.

The last statement that was scored with the higher number of same responses was: “I realize that I am not able to express myself in English as sufficiently as in Czech.” Eight participants agreed.

The findings do not indicate any higher level of English speaking anxiety for this age group. Of course, there are some more anxious individuals, but still, it does not go beyond the moderate level of anxiety.

5.3 Correlation

This subchapter shows how the data was correlated using the Spearman’s Rank Correlation Coefficients (r). The aim is to confirm or refute H1 and H3 and determine other possible correlations between individual statements from the personal information section of the ESA Questionnaire and the score achieved in the ESA Scale. Furthermore, the data from the Evaluation Section was correlated with the ESA Scale.

As far as the relationship between evaluation and the ESA Scale is concerned, a strong correlation was confirmed. As already mentioned, the respondents evaluated themselves based on their self-perception of their speaking skills. It means that it has to do with their self-confidence in English speaking proficiency, which is very important in terms of ESA. The claim on the importance of self-confidence in the target language is also supported by Horwitz (1986, 366).

The coefficient is negative, meaning, that there is an indirect proportion between the data from the Evaluation Section and data from the ESA Scale – the more points for the

mark an individual has, the lower the anxiety. In other words, the better the mark or the more self-confident an individual is, the lower the anxiety.

Respondent No. 2 who scored the highest number of points in the scale (the more points, the higher the anxiety) evaluated his speaking skills by a mark 3. Conversely, respondents 5, 8 and 11 were assigned the lowest number of points from the scale, and they evaluated their speaking by a mark 1.

Respondent No.	Evaluation	Points for the ESA Scale
1	4	51
2	3	68
3	4	67
4	4	51
5	5	33
6	4	45
7	4	49
8	5	42
9	4	54
10	4	50
11	5	44
12	4	59
$r = -0,80098$		

Table 8: Evaluation and the ESA Scale Correlation

Only a weak correlation was confirmed, concerning the relationship between the length of studying English and level of anxiety found in the ESA Scale. A negative coefficient represents the indirect dependence of two variables – the more points for studying English, the fewer points in the ESA Scale and vice versa, meaning the longer the study of English, the lower the anxiety.

Only respondent No. 10 was assigned 4 points for the length of the study, which means that he studied English more than seven years and his level of anxiety is mild. The relationship between the variables does not indicate any extreme case, but compared to other cases this relation does not support the claim of negative correlation stated above, because there are other participants with fewer points from the ESA Scale and fewer points assigned for the study of English.

All respondents, except two, who were assigned 3 points for the length of the study (4-5 years), have mild anxiety and there is also a visible relationship between two variables.

Respondent No. 5, who is the only one with minimal anxiety, was assigned 3 points for studying English. From the statistic point of view, it would be more relevant, if the respondent reached 4 points for studying English.

The participants, who were assigned 2 points for studying English, with one exception, have moderate anxiety. This finding also supports the claim of negative correlation. On the other hand, the score of the respondent No. 4 does not statistically correspond to this fact. Another exception is participant No. 8, who studied English only one year at the language school and has the second least point in the scale, which means that his level of anxiety is low. This may be because of the fact that he lived 2.5 years in England. To support more the relationship between analyzed items, an additional correlation was created and subsequently confirmed by the coefficient -0,343616486. Points for studying English were the same, but points for the Scale were more generalized, in the sense that for minimal anxiety one point was assigned; mild anxiety – 2 points; moderate anxiety – 3 points.

Respondent No.	Points for studying English	Points for the ESA Scale
1	3	51
2	2	68
3	3	67
4	2	51
5	3	33
6	3	45
7	3	49
8	1	42
9	2	54
10	4	50
11	3	44
12	2	59
$r = -0,1206265$		

Table 9: Studying English and the ESA Scale Correlation

Based on data from the table 9, a moderate correlation was confirmed. Both in the table illustrated below and also from the additional generalized correlation explained in the previous example. The coefficient of the additional correlation is -0,539795619, which in both cases indicates indirect proportion – the longer the practice in teaching English, the lower the anxiety, just as this finding is demonstrated in theoretical part by Williams (1991, 586).

The respondents that were assigned the highest number of points for practice in teaching English (+20 years) they reached in the ESA Scale mild or minimal anxiety. Based on the definition of indirect proportion, namely the participant No. 5 should have 4 points in the first column, which corresponds to reality. On the other hand, the participant, who reached the highest number of points in the Scale, gained 2 points for practice. Of course, this fact does not make this case extreme, but statistically, it is not relevant. Moreover, the participant No. 9, with one point from the first column, does not have so high number of points in the Scale. On the other hand, he is included in moderate anxiety group. This is also the reason why the additional correlations were created. It is easier to make a conclusion when the second column is more generalized. It means that those who have mild anxiety usually have higher numbers for the practice (4 or 3), and those with moderate anxiety should be assigned a lower number, which is apparent only in the case of No. 9. Still, there are exceptions that do not meet the criteria, but this is also the reason why the correlation is moderate and not strong.

Respondent No.	Points for practice in teaching English	Points for the ESA Scale
1	2	51
2	2	68
3	3	67
4	4	51
5	4	33
6	3	45
7	3	49
8	3	42
9	1	54
10	2	50
11	4	44
12	3	59
$r = -0,451528715$		

Table 10: Practice and the ESA Scale Correlation

Almost none or very low relationship between the stay in English speaking country and the ESA Scale was confirmed. As far as the additional generalized correlation is concerned, the coefficient is -0,106701449, which signifies very weak correlation.

Apparently, there are individuals that experience with a long-term stay in a target language culture and their level of anxiety is lower than those who experience only with a

short-term stay. However, the same fact can be claimed in the opposite case. Moreover, from the general point of view, the selected age group of teachers do not have high anxiety therefore only small differences were analyzed.

The reason that there is not any significant relationship may also be the fact that some teachers do not experience with the long-term stay abroad, but they come into contact with the NES very often. The native speaker may be the reason for not being anxious, even without staying abroad. This statement appears to be in concordance with data collected in open-ended questions. The conclusion from the open-ended question was that respondents consider communication with native speakers the most helpful factor in terms of improving the oral communication. It is important to mention that almost half of them experience only with short-term stays in English speaking countries. As a result, if they had stayed long time abroad, they would have spoken with the native speaker, and they would have considered the stay abroad also to be a very influencing factor. Moreover, according to the data demonstrated in the personal information section, the stay in English speaking countries is the most desired need by teachers.

Respondent No.	Points for a stay in English-speaking countries	Points for the ESA Scale
1	4	51
2	2	68
3	4	67
4	1	51
5	1	33
6	4	45
7	3	49
8	4	42
9	1	54
10	3	50
11	4	44
12	1	59
$r = -0,057145963$		

Table 11: Stay in English Speaking Countries and the ESA Scale Correlation

As it is expected, a relationship between communication with the native speaker and the level of anxiety was found due to moderate negative correlation – the more frequent the communication with the native speaker, the less anxiety.

The results of the participant No. 2 support the idea, he was assigned only one point for communication with the native speaker, and the number of points for his anxiety is the highest of all participants. On the other hand, participant No. 10 also gained only one point in the first column, but it does not correlate with results from the Scale. The participants who had 3 or 4 points in the first column scored a mild level of anxiety, with the exception of respondent No. 3 whose level of anxiety is moderate and respondent No. 5 whose anxiety is minimal. The relationships between the variables of participant No. 9 and 12 also confirmed the correlation.

Apparently, when the correlation is not perfect, there are always exceptions, but to support the idea, the communication with the native speaker was proven as the most helpful factor influencing oral communication reported by 83% of respondents.

Respondent No.	Points for communication with a native speaker	Points for the ESA Scale
1	4	51
2	1	68
3	3	67
4	3	51
5	3	33
6	3	45
7	3	49
8	3	42
9	2	54
10	1	50
11	4	44
12	2	59
$r = -0,455847239$		

Table 12: Communication with a Native Speaker and the ESA Scale Correlation

5.4 Analysis of Respondent No. 3

Based on all analyzed results, it may be observed that there is a marked asymmetry between the ESA Questionnaire and the ESA Scale data, as regards respondent No. 3. In personal information section of the questionnaire, he scored 13 points from the maximum of 16. It signifies that the number of points scored in the scale should not be so high. In spite of the expectation, the scored points in the scale were 67, which is the second highest number of all participants and the only one respondent with such asymmetry between two instruments. The result does not signify a high level of anxiety, but it is almost on the border between the moderate and high level.

5.4.1 The ESA Questionnaire

To demonstrate the uniqueness of this case, the respondent No. 2 who scored the highest number (68) of all participants, was selected for comparison.

Respondent No. 3	points	Respondent No. 2	points
Study of English	3	Study of English	2
Practise in teaching English	3	Practise in teaching English	2
Stay in English-speaking countries	4	Stay in English-speaking countries	2
Communication with NES	3	Communication with NES	1
Total	13	Total	7

Table 13: Comparison of the ESA Questionnaire of selected respondents

Participant No. 2 studied English only for three years as supplementary pedagogical study. As far as practice is concerned, she has been teaching English for 10 years. Furthermore, she stayed only 2 months in English speaking countries. As regards the communication with the native speaker, the participant came into contact with such a person only when studying and staying abroad, meaning only formerly. Moreover, the participant evaluated her speaking by the mark 3. The higher number of points in the scale could have been expected.

Conversely, participant No. 3 studied English for six years, and he has been teaching English for 17 years. He has two years of experience with living in English-speaking culture therefore he came into contact with the native speaker, as it occasionally happens even today.

Moreover, he evaluated his speaking skills by the mark 2, which is on average most frequent evaluation of participants.

The responses of each participant are significantly different, even though the scored number of points is almost the same. Causes of anxiety do not appear to be neither inexperience with staying in English-speaking countries nor any contact with the native speaker, the same as the insufficient length of study or practice.

5.4.2 The ESA Scale

In order to determine the cause of anxiety the scale was analyzed in detail.

1	I feel nervous when speaking English.
	Neither agree nor disagree
2	I like speaking English with someone who speaks perfectly.
	Neither agree nor disagree
3	I am ashamed when speaking with someone who has excellent English pronunciation.
	Agree
4	I get nervous when I have to speak English in front of other people.
	Disagree
5	I am satisfied with my English speaking skills.
	Agree
6	I am worried about my weaknesses in English pronunciation.
	Agree
7	I realize that I am not able to express myself in English as sufficiently as in Czech.
	Agree
8	I am ashamed when I realize that I said something wrong.
	Agree
9	I am worried that people will think that I am silly or not smart enough because of my English speaking skills.
	Agree
10	I consider imitation of native English pronunciation ridiculous.
	Neither agree nor disagree
11	I feel uncomfortable when my students speak English better than I do.
	Agree
12	I like unprepared English conversation with my students.
	Agree
13	I am afraid that others will not understand me.
	Neither agree nor disagree
14	I am ashamed when someone corrects my mistakes when I am speaking English.
	Agree
15	I do mind when students notice that when speaking English, I made a mistake.
	Agree

16	I would like to improve my oral communication in English.
	Agree
17	I find speaking English fluently very difficult.
	Fully agree
18	It makes me nervous when I fail to check the grammatical accuracy of what I am saying.
	Agree
19	The teacher of English has to be able to speak like a native speaker.
	Disagree
20	I do mind when I cannot remember an appropriate word when speaking English.
	Agree

Table 14: The ESA Scale of the selected respondent

The participant is satisfied with his English speaking skills, but still, he would like to improve his oral communication. Possible influence of unprepared conversation, which is considered to be anxiety provoking factor, as mentioned before, has already been refuted. He likes unprepared conversation with his students but does not feel comfortable when the student speaks better than him. Moreover, the respondent is not even nervous when speaking in front of other people.

Based on findings, the participant is satisfied with his speaking skills, moreover experience with long stay in target language country and communicating with the native speaker, but he is ashamed when someone corrects his mistakes or when the student notices that he made a mistake and feeling shy when saying something wrong, it is apparent that the participant is worried about making mistakes. Furthermore, he does not feel comfortable when mistakes are visible. In the open-ended questions section from the questionnaire, he stated to get nervous when the problematic situation appears while speaking English.

5.4.3 Interview

Due to interview with respondent No. 3, (April 5, 2018) following data was found.

As the participant stated in the questionnaire, he sees another stay in English speaking culture to be a factor that could positively influence his oral communication. He was asked how could it help him and what problems does he have when speaking English.

According to his answer, there is no possibility for a long-term stay in English speaking country due to family reasons. As far as speaking proficiency is concerned, he does not have any bigger problems. Quite the contrary, the respondent is enjoying speaking English, but he is aware of the fact, that as non-native language teacher, his learning process is not completed and there is still something to be learned. He stated that small shortcomings make him internally concerned. The participant mentioned vocabulary that has not been used a long time, very professional terms, colloquial expressions and to some extent also pronunciation to be the factors, making him worry the most.

Another question that participant was asked whether these factors influence his emotional state, concerning nervousness and anxiety. The respondent feels nervousness, but it does not significantly affect the quality of his performance, he is rather concerned internally when realizing the existence of imperfections.

Based on information from Horwitz (1996, 366) concerning previous troubles in the classroom, including an overconcern about the correctness or perfect pronunciation the respondent was asked about his previous studies and the teacher's attitude. In his answer, the fact concerning the conditions of the communist regime emphasized in the theoretical part is confirmed. With respect to primary school, the participant reported that only Russian language was compulsory therefore he did not study English when attending primary school. Furthermore, it was mentioned that he started to learn English at secondary school for the first time. It was also emphasized that teaching was not the same quality, as it is delivered to students nowadays. The reason may be that teachers of English were fully influenced by communist regime roughly in 1991. Because, teachers of this respondent were studying during the communism and as stated in the theoretical part, it can have significant consequences. Despite the poor quality of teaching, the participant was interested in English, and after secondary school, he left to England for one year and later also to the United States of America when studying at university. As far as the attitude of teachers at the college is concerned, the quality of teaching was at the higher level in comparison with the secondary school.

The participant was asked if some teachers had certain requirements that made him concerned regarding speaking skills (overconcern about the correctness or perfect pronunciation). The respondent does not remember this kind of issue. Rather he had to deal with common problems to which every student faces. He also mentioned that staying abroad helped him with his confidence while speaking English therefore he thinks he did not have any major problems as regards speaking skills. As a result, the possible anxiety

provoking factor including previous overconcerns about the correctness or perfect pronunciation required by previous teachers was refuted. Rather it was a high ambition to reach a high level in English, which can be observed even today according to all collected data.

The teacher is aware of his proficiency in English, but on the other hand, he is concerned with the small imperfections that cause him anxiety. This fact also corresponds to the claim of Horwitz which is also stated in the first part of this study. Foreign language anxiety does not appear only when the individual has some deficiencies in a target language, as Horwitz (1996, 367) claims: “Many times, it is the high achiever who both recognizes and magnifies small imperfections in target language productions.” It can help to follow some already listed recommendation by Horwitz (1996, 368-70) to alleviate foreign language anxiety. In this case following advice would be appropriate:

- “Give Ourselves Permission to Be Less than Perfect Speakers of the Target Language”
- “Give Ourselves Credit for Target Language Achievement”
- “Make a Plan to Improve Language Proficiency”
- “Be Supportive of Colleagues”

Except the fact that the reason for the anxiety of the respondent No. 3 was found, the interview also confirmed the hypothesis 2 – The longer the time from the communist regime, the better conditions for English language acquisition.

CONCLUSION

The aim of the Bachelor's thesis was to provide both background information on non-native teacher's foreign language anxiety and conditions for learning English in the Czech Republic since the selected age group of teachers was born until nowadays. The content of the theoretical part provides all required data to understand given issues.

As far as the practical part is concerned the objective was to validate or refute the hypotheses and answer the research questions. The first hypothesis "The longer the stay in English-speaking countries, the lower the ESA" was not statistically confirmed. Nevertheless, it should be taken into account that some teachers do not experience with the long-term stay abroad. However, they communicate with a native English speaker very often. According to validated hypothesis No. 3, the respondents who often come into a contact with the native speaker, have lower anxiety. The hypotheses 1 and 3 are closely connected as regards their meaning. Therefore, it is probable that if the respondents had stayed in English speaking countries long time (concerning also speaking with the native speaker), the first hypothesis would have been confirmed as well. From the reason that some respondents stayed in English speaking culture only for a short time, but still had an opportunity to speak with the native speakers even in their country, the hypotheses were formulated separately.

The hypothesis No. 2 "The longer the time from the communist regime, the better conditions for English language acquisition" was validated. There is a lot of evidence supporting this claim, including the possibility of traveling, participating in the Erasmus Programme, which was stated both as one of the factor influencing speaking skills and also the need that could positively influence English speaking proficiency. Furthermore, watching movies and series in English, and reading books in an original wording were also factors positively influencing individual's speaking skills. All these stated elements were either banned or very limited during the communist regime. At last, the interview also confirmed that the quality of teaching has improved as compared to communism. All the summarized evidence corresponds to the theoretical part of the thesis.

Regarding the research questions, following answers were found. The aim of the first question was to find an average level of speaking anxiety reached by selected age group of teachers. The respondents on average reached the mild level of anxiety. Therefore, it is necessary to be aware of the fact that none of the respondents reached a high level of anxiety and only participants with minimal, mild and moderate levels of anxiety were

analyzed. The sample of participants was influenced by communist regime only partially. Consequently, the level of the anxiety was not expected to be high. When the communism ended, they were students or graduates, thus they had various opportunities already stated above, but still, their childhood and adolescence was affected.

The second research question was aimed at finding the most frequent causes of ESA. The most common problem when speaking English is vocabulary, concerning its remembering, colloquial phrases and other issues related to the use of the appropriate word. The research question No. 3 was focused on identifying the most frequent consequences of ESA. Different problems were found, however the most frequent issue is considered nervousness. Regarding the last two research questions, the most helpful factor that has affected participant's speaking skills so far is communication with the native speaker, whereas the most desired need is long-term stay in English speaking country. According to interview and data from the questionnaire, the long-term stay in English speaking culture is not easily accessible for the examined sample, not anymore because of the political issue, but due to family reasons.

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LIST OF ABBREVIATIONS

ESA	English Speaking Anxiety
FL	Foreign Language
FLA	Foreign Language Anxiety
FLT	Foreign Language Teacher
NES	Native English Speaker
NNLT	Non-native Language Teacher
TL	Target Language

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APPENDICES

Mluvení anglickým jazykem – dotazník

Tento dotazník byl vytvořen pro potřeby akademického výzkumu. Vaše odpovědi jsou považované za důvěrné a nebudou nijakým způsobem rozšiřované, slouží jen pro potřeby výzkumu. Děkujeme za Váš čas a spolupráci.

Osobní informace

Pohlaví:

Věk:

Studium anglického jazyka (typ instituce, počet let):

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

Pobyt v anglicky hovořících zemích (místo, trvání):

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

1. Označte úroveň Vaší ústní komunikace v angličtině školní známkou (1 až 5).

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

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

4. Co Vám doteď nejvíc pomohlo zlepšit úroveň Vaší orální komunikace v angličtině?

5. Co by Vám v budoucnosti pomohlo zlepšit úroveň Vaší orální komunikace v angličtině?