

Foreign Language Teaching Anxiety of In-Service Teachers in Serbia – the Importance of Recognising and Alleviating It

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Abstract

Foreign language teaching anxiety (FLTA) is a characteristic of non-native FL teachers, which prevents them from using language-intensive activities and spontaneous communication in the classroom, thus reducing the effectiveness of teaching. It increases foreign language learning anxiety (FLLA), which is considered to have the most detrimental effect on FL learning of all affective factors. As there are no studies about FLTA in the Republic of Serbia, this paper aims to identify the level of FLTA experienced by Serbian in-service teachers, to find out whether they are familiar with the phenomenon, whether familiarity with FLTA can help to alleviate it, and whether good methodological instruction and practical training can help future teachers overcome the problem. The research was conducted using a questionnaire designed for this purpose, which elicited both quantitative and qualitative data. A total of 585 in-service FL teachers participated. The results show that the respondents experience FLTA to a moderate degree. However, the majority of the respondents are not aware that FLTA is studied as a specific and common phenomenon in international literature. According to the obtained results, FLTA can be reduced by raising FL teachers' awareness of it, and the faculties of philology can contribute to this by providing future teachers with high-quality methodological and practical training. If they overcome FLTA, FL teachers will be able to create a relaxed atmosphere in the classroom, boost learners' self-confidence, and reduce FLLA. Consequently, target language usage and learner engagement, as well as teaching efficiency, would be maximised.

Keywords: *foreign language teaching, foreign language learning, foreign language anxiety, foreign language teaching anxiety, foreign language learning anxiety.*

Introduction

Foreign language (FL) teachers who are non-native speakers are educated for their job in the context of formal education, and as FL learners, they experience foreign language learning anxiety (FLLA). FLLA is defined as “a distinct complex of self-perceptions,

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beliefs, feelings, and behaviours related to classroom language learning, arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). It is, therefore, considered a characteristic of non-native learners of a language, and an affective factor with the most detrimental impact on the success of FL learning, more detrimental than the impact of motivation and students’ attitudes towards language learning (Arnold & Brown, 1999; MacIntyre & Gregersen, 2012). As such, FLLA has become one of the most comprehensively studied affective variables within the realm of FL learning (Dörnyei & Ryan, 2015).

According to the existing research findings, while learning an FL, learners’ self-esteem and self-awareness are more pronounced than while learning other subjects due to the impossibility of authentic communication and desired self-representation, caused by their inability to achieve native-like fluency (Horwitz et al., 1986). Speaking, as a productive skill which requires the automatic combination of several stages, such as conceptualisation, formulation, articulation and self-control, is the greatest source of FLLA despite the fact that the automatism itself is what non-native speakers of a language inherently lack in order to be able to achieve native-like competence (Carter & Nunan, 2001).

FL teachers’ attitudes, behaviour and choice of methods can arouse and significantly increase FLLA, but the teacher’s role in helping the learners overcome the problem has also been proven to be of paramount importance (Dörnyei, 2005; Patil, 2008). Unfortunately, there is still a paucity of research studies on FL teachers’ ability to play this role successfully given that, despite the high level of proficiency acquired during their studies, they are actually learners of the language they teach (Horwitz, 1996; İpek, 2006; Öztürk, 2016). Therefore, it would be rather unreasonable to expect that the FLLA they experience as FL learners would disappear automatically with “the award of teacher certification upon the completion of the required course of study” (Horwitz, 1996, p. 366). On the contrary, becoming certified to teach a language does not mean that one’s language learning is complete, nor does it confer immediate self-confidence. FL teachers are actually lifelong language learners, and the FLLA they experienced as FL learners persists, but in a different form, due to the influences of numerous other factors closely intertwined with teaching practice. Such anxiety is termed “foreign language teaching anxiety” (FLTA).

FLTA enhances FLLA, and undermines the effectiveness of FL teaching (Horwitz, 1996). Due to a lack of self-confidence, FL teachers, both consciously and unconsciously, avoid using the target language in the classroom and spontaneous interaction with learners, as well as innovations and communication activities which would encourage learners to speak and actively use the passively acquired FL knowledge (Horwitz, 1996; Tum, 2014). According to Horwitz (1996, p. 366), “when language teachers are not comfortable using the target language, they may unconsciously choose instructional strategies that shield themselves from having to use the language publicly and actively”, and resort to “linguistic interactions that are predictable and more easily controlled”, thus failing to serve as positive role models as language learners. On the other hand, when they notice that their teacher is not comfortable using an FL, learners cannot feel comfortable either.

Therefore, more extensive research into the sources of FLTA and strategies for overcoming or at least alleviating it would inevitably help to reduce FLLA, and consequently

improve FL teaching efficiency, thus maximising learners' achievements as well (Kim & Kim, 2004). It would raise FL teachers' awareness that they are not exceptions, and that FLA is a natural phenomenon, inherently tied to learning an FL and therefore cannot disappear automatically once one becomes a teacher. Unfortunately, FLTA is a topic that FL teachers dare not speak about as they are not willing to admit they experience it. As a result, each individual struggles with the problem, and tries to overcome it in their specific ways.

In the Republic of Serbia, this is the first paper dealing with the FLTA issue. Unfamiliarity with this specific phenomenon has led to the widely held misconception among both educational stakeholders and the entire society that FL teachers have to develop native-like competence, which they can hardly accomplish even if they spend an extended period of time living in the target language community. Generally speaking, "few non-native teachers will have the necessary time and access to a target community to achieve such a result, i.e. to become able to speak an FL flawlessly and as spontaneously as their native tongue" (Horwitz, 1996, p. 367).

This paper is therefore aimed at determining the FLTA level of Serbian FL teachers, and initiating a discussion about this serious and common phenomenon, the understanding of which may improve the quality of FL teaching as an important segment of education driven by internationalisation and globalisation, and help to educate successful language users.

Literature review

The research presented in this paper is grounded in the seminal paper titled 'Even Teachers Get the Blues', written in 1996 by Elaine K. Horwitz, who is considered the pioneer in studying the FLA of both FL learners and teachers. In this paper, the author explains FLTA, underlining the complexity of the phenomenon. She claims that FLA should not be regarded exclusively as a consequence of target language deficiencies as it is often the high achievers that recognise and magnify "small imperfections in target language productions" (Horwitz, 1996, p. 367). She goes even further to explain that the language learners who want to master an FL sincerely may be more susceptible to FLA than those "who have no personal stake in the effort", because motivation and ego investment are closely related to FLA. FL teachers serve as perfect examples. Similarly to teachers of other subjects, they have knowledge gaps even though they are expected to be experts in their teaching specialty. However, whereas other teachers can thoroughly prepare the material necessary for a specific lesson, FL teachers must always be ready to speak the language in front of the class, and if they aim to encourage spontaneous language use, they can by no means predict the path a classroom conversation might take, which increases the risk of mistakes and vocabulary lapses "at every moment of every class" (Horwitz, 1996, p. 367). The result is usually the avoidance of spontaneous interaction and extensive use of the target language, which seriously impacts the effectiveness of FL instruction.

Horwitz (1996, p. 368) emphasises that even if FLTA did not affect instruction at all, it would be worth exploring as it seems to be "a substantial detriment to the mental

well-being and job satisfaction of foreign language teachers”, who speak in the FL to a student audience on a daily basis. The reason is the complexity of FL instruction, reflected in the fact that “the language being taught is both the subject-matter and medium of instruction, the two being in constant interdependence” (Reves & Medgyes, 1994, p. 364). However, international papers dealing with in-service teachers’ FLTA are scarce because in-service teachers have proven to be difficult to approach, reluctant to reveal their emotions and problems, and opposed to being interviewed or observed while delivering lectures (Merç, 2010; Tum, 2012; Yoon, 2012). So, most of the existing papers worldwide have studied the FLA of student teachers or pre-service teachers, and confirmed that they experience it despite high proficiency (Gregersen & Horwitz, 2002; Tum, 2014).

Horwitz (1996) also suggests some strategies that can alleviate FLTA. She agrees with Powell (1991) that the very acknowledgement of anxiety is the most important way of alleviating it, explaining that if a teacher expresses his/her feelings of FLTA, they “may find support and possibly a fellow sufferer” (Horwitz, 1996, p. 368). She also points out to the necessity of giving oneself permission to be less than perfect, and giving oneself credit for the target language achievement by recognising what one actually can do with the target language, but at the same time making a plan to improve one’s FL proficiency. She also calls for FL instructors’ attentiveness to their students’ FLA.

It was long before Horwitz that Peter Medgyes (1983), a Hungarian Professor of Applied Linguistics, claimed that despite their high proficiency level, non-native FL teachers are actually FL learners, who have the feelings of dissatisfaction and guilt because their mastery of an FL is not as perfect and spontaneous as they expect it to be. So, although he did not use the term FLTA, he actually wrote about it in his paper “The Schizophrenic Teacher”, explaining its occurrence by the fact that FL teachers are constantly trying to teach their students something they themselves have not fully mastered.

FLTA is defined as “an emotional and affective state experienced by a language teacher because of personal, perceptual, motivational, and technical concerns of language teaching before, during, and after the teaching practice” (Aydin, 2016, p. 639). The author agrees that those concerns characterise only non-native FL teachers (Aydin & Uştuk, 2020).

Tum (2014, p. 631) traced the roots of the concerns to three crucial periods in FL teachers’ lives: first they experience FLLA, and then, as they approach the end of their studies, they become aware of the challenges of the teaching profession, and “fall prey to the common misconception that only full proficiency and perfect performance in the target language are acceptable for language teachers”. Lastly, instead of boosting their self-confidence, getting a diploma additionally emphasises numerous obligations awaiting them in the classroom.

Based on the aforementioned, it can be concluded that FL teachers’ educators bear huge responsibility for making the transition from an FL learner to an FL teacher less intimidating and stressful by making their students aware of FLTA in the first place, but also by providing them with sufficient practical experience, and equipping them with successful coping strategies (Tum, 2012).

Research methodology

Given the detrimental effects of FLTA on the quality of FL instruction and FL teachers' satisfaction with their job, together with the fact that the number of non-native FL teachers is increasing worldwide (Braine, 2010), addressing FLTA is becoming more important than ever. Given that no studies about it have been published in the Republic of Serbia as yet, this paper aims to investigate in-service teachers' experiences of FLTA by addressing the following research questions:

1. Are Serbian in-service FL teachers familiar with the concept of FLTA?
2. Do Serbian in-service FL teachers experience FLTA?
3. Can in-service FL teachers' awareness of FLTA help to alleviate it?
4. Can good methodological instruction and practical training during their studies help future teachers overcome the burden of FLTA?

The data used in the research were collected within the framework of a more extensive research endeavour carried out for the purpose of a doctoral dissertation (Marinković, 2024). A total of 585 in-service FL teachers, with at least one year of teaching experience, took part. About half of the respondents teach in primary schools, a quarter in secondary schools, whereas about 10% of the respondents are teachers in higher-education institutions. The percentage of the respondents teaching at two levels of education, or in both state and private schools is 14%. Most respondents have between 5 and 25 years of teaching experience (77.6%), whereas the percentage of the least and most experienced teachers is much lower, i.e. 14% and 8.4%, respectively. English teachers (65.6%) by far outnumber the teachers of German (13.3%), French (9.1%), Italian (2.4%), and Spanish (1.5%). The remaining teachers (8%) teach some other language, or two or more languages.

Due to the general scarcity of research into in-service teachers' FLTA, the available instruments designed to measure student teachers' and pre-service teachers' FLA were not fully applicable to this specific research context. So, a more convenient instrument was designed, which comprised three parts: a combination of yes/no, multiple choice and open-ended questions aimed at eliciting the respondents' background information, a 29-item scale to measure FLTA, and four open-ended questions eliciting the respondents' opinion on FLTA sources, coping strategies, the role of FL teachers' educators in alleviating FLTA, and their comments about the issue. The questionnaire was administered via the Facebook profiles of FL teachers in Serbia, and emailed to all the primary and secondary schools and higher education institutions in our country, the information on which is available in the database "Edukacija".

Before the data analyses, the metric properties of the scale were tested, and it was found to be reliable, with an acceptable Cronbach's alpha value ($\alpha=0.872$) (Nunnally, 1978; De Vellis, 2003). The appropriateness of the data for factor analysis was checked using Burtlett's Test of Sphericity and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, the former yielding a statistically significant value ($p < 0.01$), and the latter being 0.889, i.e. higher than the recommended value of 0.6 (Kaiser, 1970). By means of the Principal Component Analysis and Promax rotation, and based on Catell's criterion, three subscales were identified: *Fear of negative evaluation* (Subscale 1), *Fear of failure of language-intensive activities* (Subscale 2), and *Fear caused by insufficient preparation for classes* (Subscale 3).

The identified components coincided with some of the FLTA sources reported in the available literature (Aydin & Uştuk, 2020; Horwitz, 1996; Kim & Kim, 2004; Tum, 2014; Yoon, 2012). The normality test showed normal distribution at the level of the scale ($D(585) = 0.027, p = 0.200$).

For the purpose of this paper, the quantitative data analysis was performed using the descriptive statistics techniques of the SPSS software, whereas the obtained results were supported by the findings of the inductive thematic analysis of the qualitative data collected through the respondents' answers to the open-ended questions in the final part of the questionnaire.

Research results and discussion

Are Serbian in-service FL teachers familiar with the concept of FLTA?

This question was inspired by the lack of discussion about and research into FLTA in the Republic of Serbia. Namely, while there are several papers about FLLA in our country (Ćirković-Miladinović, 2019; Radić-Bojanić, 2017; Suzić, 2015; Šafran, 2018), there are neither papers nor accredited professional development programmes dealing with FLTA. The latter, together with the fact that the majority of FL teachers in Serbia work in primary and secondary schools, and are not required to engage in research work and write scientific papers, supports the idea that the majority of FL teachers are not familiar with the concept of FLTA.

According to the results obtained, most respondents, 62.2% to be precise, had never heard of FLTA before they took part in this research. However, far more respondents, i.e. 92.1%, agreed that FLTA is a common, natural phenomenon, which requires discussion and open dialogue both in seminars and conferences, and throughout the education for this profession. This clearly indicates that most in-service FL teachers in Serbia actually experience FLTA, but are not ready to admit that, nor initiate the discussion about the issue themselves.

Do Serbian in-service FL teachers experience FLTA?

The question was inspired by the existing literature showing that FLTA is a common problem among non-native teachers, caused primarily by their lack of self-confidence due to the impossibility of achieving native-like competence. Given that a lot of current teachers were educated during the sanctions in the 1990s, when it was impossible to leave the country and get in contact with native speakers, when language use was classroom-based and therefore strictly controlled and artificial, and practical training narrowed down to the passive observation of a few classes in primary schools, we expected to find that FLTA is common among Serbian in-service FL teachers.

The respondents expressed their agreement with the scale items on a five-point Likert scale. The obtained means and standard deviations per item, and the average mean score are given in Table 1.

Table 1

FLTA means per individual item

	Item	<i>M</i>	<i>SD</i>
T1	I feel nervous when I am not well prepared for the class.	2.92	1.00
T2	I worry that my students will be bored in my classes.	3.43	1.02
T3	I feel nervous when I speak in the target language in the classroom.	1.85	0.84
T4	I become so nervous during the lesson that I forget the things that I know.	1.70	0.79
T5	I am afraid that my students will not understand the instructions given in the target language.	2.60	1.00
T6	I feel uncomfortable when I use Serbian in the classroom.	2.18	0.96
T7	I avoid talking to people who are proficient in the language I teach.	2.00	1.01
T8	I feel embarrassed when speaking in the target language in the presence of my colleagues and people I am not familiar with.	2.61	1.18
T9*	I feel calm in the classroom because I can easily improvise.	2.00	0.81
T10	When teaching in the target language, I am anxious about making a grammar or pronunciation mistake.	2.74	1.08
T11	While writing on the board, I worry about misspelling a word.	2.35	1.02
T12	I notice the mistakes I make while speaking in the target language.	3.63	0.93
T13	I feel uncomfortable when I realise that I have mispronounced a word.	3.03	1.06
T14	I worry that people might think I am not competent enough because of my imperfect pronunciation.	2.41	1.13
T15*	I am satisfied with my pronunciation.	2.07	0.79
T16*	I often discuss current issues with my students.	2.42	0.98
T17*	If I make a mistake during the lesson, I tell my students that I have made it.	1.75	0.74
T18*	The use of contemporary teaching methods makes foreign language instruction more efficient and interesting.	1.90	0.79
T19*	I like to experiment with new teaching methods in the classroom.	2.23	0.89
T20	I feel more comfortable when teaching less proficient students.	2.02	0.92
T21	I find it hard to teach students with different proficiency levels.	3.08	1.08
T22	I worry that I will not know the answers to the questions students might ask.	2.06	0.96
T23	I worry that I will finish the activities before the class ends.	2.01	0.93
T24	I feel uneasy when assessing students' knowledge.	2.29	1.01
T25	I feel as if my students are testing my knowledge.	2.12	0.94
T26	My students are not interested and active enough.	2.74	0.93
T27	I feel more comfortable when I teach grammar than during the activities aimed at the development of students' speaking or listening skills.	2.34	0.99
T28	I avoid group work because I am afraid that I will not be able to keep the class under control.	2.33	0.98
T29	I feel worried about problematic students even before entering the classroom.	2.97	1.07
Average mean score:		2.39	0.96

According to some research studies in this field (Öztürk, 2016; Tum, 2012), low FLTA levels include mean scores lower than the difference between the average mean score and average standard deviation (in this case: 1–1.43). On the other hand, high FLTA levels comprise mean scores higher than the sum of the average mean score and average standard deviation (in this case: 3.35–5), whereas the mean values falling within this range (i.e. 1.44–3.34) indicate moderate FLTA levels. Based on the results given in Table 1, it can be concluded that FL teachers who took part in this research experience a moderate level of FLTA.

As shown in Table 1, FL teachers experience high levels of FLTA when they notice the mistakes they make while speaking in the target language, which supports the findings of some other researchers that the tendency to achieve native-like competence and fear of negative evaluation are the greatest sources of FLTA (Cook, 1999; Horwitz, 1996). High FLTA is also caused by the respondents' fear that students will be bored in their classes, whereas the situations described in other items cause moderate FLTA, though their values significantly vary within this range, and none of the situations included cause low FLTA. The average mean scores per subscale are shown in Table 2.

Table 2
FLTA means per subscale

Subscale	<i>M</i>	<i>SD</i>
Fear of negative evaluation	2.34	0.63
Fear of failure of language-intensive activities	2.38	0.99
Fear caused by insufficient preparation for classes	2.48	0.53

All the means given in Table 2 indicate moderate FLTA, and their differences are not significant. A closer look at the values shown points out to the importance of thorough preparation for classes as an effective means of alleviating FLTA.

Can in-service FL teachers' awareness of FLTA help to alleviate it?

The comparison between the FLTA level of the respondents who were familiar with the phenomenon and those who were not was performed using the *t*-test of independent samples. At the level of the whole scale, the difference proved to be statistically significant ($t(583) = -2.64, p < 0.01$) (Table 3). As for individual subscales, a statistically significant difference was revealed only with regard to the fear of failure of language-intensive activities (Subscale 2) ($t(583) = -3.640, p < 0.01$). Therefore, it can be concluded that by introducing FL teachers to the problem of FLTA, and by initiating open discussions about it, it may be possible to significantly alleviate their fear of failure in activities which require intensive language use in the classroom. Given that contemporary FL teaching approaches insist precisely on the intensive use of the FL in various classroom

activities, we could expect that if in-service FL teachers' FLTA decreased, such activities would be more frequently used in the FL classroom in our country. Furthermore, less anxious teachers would be able to create a more relaxed atmosphere, which would help reduce FLLA and boost learners' engagement, thus improving the efficiency of both FL teaching and learning (Horwitz, 1996).

Table 3

FLTA levels with regard to respondents' familiarity with it

Have you ever heard about the phenomenon of FLTA?		<i>M</i>	<i>SD</i>
Whole scale	Yes	2.33	0.46
	No	2.43	0.46
Subscale 1	Yes	2.28	0.61
	No	2.38	0.65
Subscale 2	Yes	2.27	0.51
	No	2.44	0.55
Subscale 3	Yes	2.46	0.57
	No	2.50	0.50

Note. The significantly different values are bolded. *N* = 221 for the group of respondents who answered affirmatively; *N* = 364 for the group who answered negatively.

As shown in Table 3, the respondents who were familiar with FLTA, who had read or inquired about it, reported lower FLTA levels than those who had never heard about the phenomenon. This corresponds to the conclusions of existing studies, according to which the very realisation that one is not an exception, and that other teachers experience FLTA too can give one significant relief (Powell, 1991). Therefore such a conclusion confirms that the scarcity of the literature devoted to this phenomenon is unjustified, underscoring the necessity of raising FL teachers' awareness about it, and introducing them to the studies where they can read about others' experiences, and about coping strategies that have proven to be successful in the teaching practice.

Can good methodological instruction and practical training during their studies help future teachers overcome the burden of FLTA?

One of the questions aimed at eliciting the respondents' background information referred to their satisfaction with the FL teaching methodology courses and practical training organised during their studies. The majority of the respondents (60.34%) answered negatively. The mean FLTA scores of both groups are given in Table 4.

Table 4

FLTA levels with regard to satisfaction with methodology courses and practical training

Are you satisfied with the practical training experience and knowledge of FL teaching methodology acquired during your studies?		<i>M</i>	<i>SD</i>
Whole scale	Yes	2.29	0.45
	No	2.46	0.46
Subscale 1	Yes	2.20	0.56
	No	2.43	0.59
Subscale 2	Yes	2.28	0.51
	No	2.44	0.56
Subscale 3	Yes	2.43	0.51
	No	2.52	0.51

Note. The significantly different scores are bolded. $N=232$ for the group of satisfied respondents; $N=353$ for the group of dissatisfied ones.

The results of the *t*-test of independent samples show that the differences in FLTA between the group of respondents who were satisfied with the methodological knowledge acquired and practical experience gained during their studies and the group of dissatisfied ones are significant at the level of the whole scale, $t(583) = -4.246$, $p < 0.001$, Subscale 1 (*Fear of negative evaluation*), $t(583) = -4.229$, $p < 0.001$, and Subscale 2 (*Fear of failure of language intensive activities*), $t(583) = -3.310$, $p < 0.01$, whereas the difference at the level of Subscale 3 (*Fear caused by insufficient preparation for classes*) is not significant. So, high quality methodological instruction and practical experience can help reduce the fear of negative evaluation and fear of the failure of the activities which require intensive FL use, and consequently can alleviate FLTA.

Such a conclusion is supported by the answers to the open-ended questions in the third part of the questionnaire. The respondents emphasised that student teachers should have more methodology-related courses in each year of their studies at the expense of studying literature, that they should have more speaking practice, and that their practical training should be more seriously organised in order to provide them with opportunities of teaching at different levels of education, after which they would discuss their emotions and experiences with peers and mentors, instead of passively observing the work of experienced teachers in primary schools only. The dissatisfied respondents complained about too much theory, either outdated or related to ideal FL learning conditions, which had almost nothing in common with the typical FL classroom in our country. The pedagogical implications suggested by the respondents highlight the role of the faculties of philology in alleviating FLTA and preventing ineffective language teaching, and call for changes that should be taken into consideration by educational decision-makers in order to bridge the gap between the FL learning outcomes as stated in the national curricula and those actually achieved.

Conclusion

The results of research into FLTA worldwide have shown that it is worth further exploring in individual societies, given that its sources can be closely intertwined with the educational, cultural, and economic specificities of different countries. So, this paper focuses on in-service FL teachers in the Republic of Serbia, introducing the topic into the national academic literature, and offering a contribution to filling the gap between the abundance of studies about FLLA and the paucity of those about FLTA at the international level.

The findings presented in the paper show that most in-service FL teachers who participated in the research were not familiar with the concept of FLTA. Therefore, the fact that there are neither studies nor discussions about it in our country comes as no surprise. On the other hand, the fact that Serbian FL teachers are not familiar with the phenomenon does not mean that they do not experience it. On the contrary, the participants were found to experience FLTA to a moderate degree, and each of the factors covered by the research, such as fear of negative evaluation, fear of language-intensive activities, and fear of insufficient preparation for classes was found to cause moderate FLTA.

The study revealed that the teachers who were familiar with the concept of FLTA reported lower levels of this phenomenon than those who had never heard of it. Such a finding is promising given that simply by talking about the problem publicly, and with fellow teachers, FLTA can be alleviated. The issue should be demystified by FL teacher educators, who are supposed to prepare future teachers for what awaits them upon graduation. This can be achieved only if future teachers are provided with thorough methodological knowledge and sufficient practical experience in order to be able to understand the causes of the problem. Therefore, this study has significant pedagogical implications, and calls for serious changes in the structure of teacher training programmes in the FL domain.

The paper also points to the necessity of including FLTA as a topic of professional development programmes designed for in-service FL teachers in order to raise their awareness of the phenomenon, and encourage them to discuss the issue openly, exchange experiences, and share successful coping strategies.

Reducing FLTA is a burning issue in the contemporary FL teaching practice if the goal of educating autonomous language users, able to communicate with native and non-native speakers without constraints and meet the demands of the global labour market is to be achieved.

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Article received: 27.08.2024.

Updated version received: 10.10.2024.

Accepted for publishing: 10.10.2024.

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Jezička anksioznost nastavnika stranog jezika u Srbiji – značaj njenog prepoznavanja i ublažavanja

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Apstrakt

Jezička anksioznost (JA) nastavnika stranog jezika je pojava svojstvena neizvornim govornicima koji se bave nastavom stranog jezika. Dovodi do izbegavanja nastavnih aktivnosti koje zahtevaju intenzivnu upotrebu stranog jezika i spontane konverzacije sa učenicima, pa samim tim umanjuje efikasnost nastave. Negativno se odražava i na JA učenika stranog jezika, koja ima najštetniji uticaj na učenje stranog jezika od svih afektivnih činilaca. Pošto u Republici Srbiji nisu vršena istraživanja o JA nastavnika stranog jezika, cilj rada je da se utvrdi nivo JA prisutan kod nastavnika stranog jezika u našoj zemlji i ispita da li buđenje svesti nastavnika o ovoj pojavi može doprineti njenom smanjenju, kao i da li kvalitetna metodička nastava i stručna praksa tokom studija mogu pomoći da se problem predupredi, sudeći po mišljenju ispitanika. Istraživanje je sprovedeno pomoću upitnika kreiranog u tu svrhu, koji je omogućio prikupljanje i kvantitativnih i kvalitativnih podataka. Učestvovalo je 585 nastavnika stranog jezika. Dobijeni rezultati pokazuju da je kod ispitanika prisutan umeren nivo JA. Iako se suočavaju sa ovim problemom, većini ispitanika nije poznato da se JA nastavnika stranog jezika izučava kao posebna pojava u stranoj literaturi. Rezultati pokazuju da se ova vrsta anksioznosti može ublažiti osveščivanjem nastavnika stranog jezika o njoj, kao i da filološki fakulteti mogu značajno doprineti njenom prevazilaženju kroz kvalitetnu metodičku nastavu i stručnu praksu. Ukoliko bi prevazišli problem JA, nastavnici stranog jezika bi obezbedili opušteniju atmosferu na času, povećali samopouzdanje učenika i ublažili njihovu JA. Samim tim bi upotreba stranog jezika na času bila intenzivnija, učenici aktivniji, a nastava efikasnija.

Ključne reči:

nastava stranog jezika, učenje stranog jezika, jezička anksioznost, jezička anksioznost nastavnika stranog jezika, jezička anksioznost učenika stranog jezika.