

<https://doi.org/10.18485/analiff.2024.36.2.7>


371.12:81(497.11)

81'243

Sources of foreign language teaching anxiety in Serbia

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Key words:

foreign language teaching,
foreign language learning,
foreign language teaching anxiety,
foreign language learning anxiety,
sources of foreign language teaching anxiety

Abstract

Foreign language teaching anxiety is a common characteristic of non-native foreign language teachers. It seriously undermines the teaching process and increases foreign language learning anxiety, the most detrimental affective factor in foreign language learning in general, and the development of learner communicative competence in particular. Given the rising importance attached to foreign language teaching anxiety in international literature, and based on the lack of interest in the phenomenon in the Republic of Serbia, this paper aims to identify its sources as viewed by Serbian in-service foreign language teachers. It presents the results of the inductive thematic analysis of 585 free-form textual responses to an open-ended question about the sources of foreign language teaching anxiety, which was part of a larger questionnaire. The questionnaire was distributed through the social networks of foreign language teachers and sent to the e-mail addresses of primary, secondary and higher education institutions available on the *Edukacija* website. The results show numerous sources identified by Serbian in-service teachers, which can be grouped into six main themes: teachers, students, students' parents, systemic problems, working and social environment, and technical issues. Each theme was further analysed, and more specific subthemes emerged, highlighting the complexity of this issue and the necessity of dealing with it. The identification of key sources of foreign language teaching anxiety in specific teaching contexts is necessary if the problem is to be overcome, because each source in itself indicates the measures that can be taken to eliminate it. (примљено: 4. септембра 2024; прихваћено: 22. новембра 2024)

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1. Introduction

Foreign language teaching anxiety (FLTA) is “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: 639). FLTA is specific to non-native foreign language (FL) teachers, who do not differ much from FL learners at the very beginning of their career (Reves/Medgyes, 1994; Horwitz, 1996; Tum, 2014; Aydin/Uştuk, 2020). The concept was introduced into scientific circles in 1996 by Elaine Horwitz, who underlined the importance of studying this phenomenon primarily because of its negative effects on teaching and learning efficiency. Since then, the number of papers dealing with FLTA has increased, but it still significantly lags behind the number of those dealing with foreign language learning anxiety (FLLA) (Aydin/Uştuk, 2020; Liu/Wu, 2021).

FLTA has been proven to considerably affect FL instruction. In order to avoid FLTA-inducing situations, FL teachers tend to avoid language-intensive activities and spontaneous conversations with their students, and either consciously or subconsciously switch to the native language (Horwitz, 1996: 366). FLTA cannot pass unnoticed by FL learners, and the fact that the teacher does not feel relaxed using the target language prevents learners from feeling relaxed themselves. It increases FLLA, which leads to the avoidance of speaking and active engagement, thus hindering the development of learner communicative competence.

The increasing globalisation and internationalisation have changed the landscape of labour market demands, pushing FL proficiency and ability to speak with ease in the target language to the forefront of soft skills, even for jobs that do not require higher education qualifications. This further implies that even if one is an expert in one’s field of interest, their chances of getting a proper job and being paid accordingly are significantly reduced if they are not fully proficient in the FL required. Therefore, the primary objective of FL instruction at each level of education should be the development of learners’ speaking skills. However, it is not uncommon to hear FL teachers in higher education institutions complaining that each new generation of freshmen arrives with an ever lower English proficiency, despite the fact that they have studied it for twelve years prior to reaching the tertiary level of education. Foreign language anxiety (FLA), both in learning and teaching, could be the main reason for such state of affairs. In order to encourage learners to speak and actively engage in communication, FL teachers have to create as relaxed an atmosphere as possible. However, if teachers have a problem with FLTA, they will not be able to do that.

In order to be able to handle FLTA, it is necessary to be familiar with its sources, and the most reliable way of identifying the sources is by getting first-hand information from in-service FL teachers. However, the number of studies worldwide involving in-service teachers is scarce for various practical reasons, and there have been no FLTA studies in the Republic of Serbia as yet. With the research presented in this paper, we managed to reach out to a large number of participants,

thus proving that this topic is unduly neglected in our society, and that FL teachers are anxiously waiting for someone else to initiate the discussion about it.

2. Literature review

Numerous sources of FLTA have been identified in the existing studies. FLTA is primarily the consequence of the specific nature of FL teaching. Unlike other teachers, who deliver lectures in their mother tongue and therefore can focus entirely on the subject matter being taught, FL teachers have to focus on how they speak as well, because they use the FL (Tudor, 1993: 29–30). If the development of students' speaking skill is the aim, the unpredictability of the linguistic content further complicates the situation, because one never knows which direction the conversation with students may take, and therefore cannot prepare thoroughly. The feeling of uncertainty enhances FLTA, and negatively impacts teachers' self-confidence, the lack of which is also an important FLTA source. Low self-confidence is closely related to the fear of negative evaluation, and individuals prone to this fear worry too much about others' opinion, convinced that others are better than themselves in every possible way (Young, 1991; Kitano 2001; Jedynak, 2011). While speaking in the FL, they focus on whether they will remember the right word or make a grammar or pronunciation mistake, and consequently lose credibility and authority, or be laughed at. When they notice a mistake, they become even more anxious, making more mistakes as a result, thus getting trapped in a vicious circle. FL teachers' low self-confidence leads to their adherence to textbooks, and conscious or subconscious avoidance of using the target language in the classroom, which is far from the desired simulation of spontaneous real-life communicative situations that FL teaching is expected to achieve. As a result, teaching gets boring, learner engagement lowers, and teachers become dissatisfied with their work, which additionally increases FLTA.

Generally speaking, FL teachers are characterised by perfectionism and an idealistic approach to their job. They aim to achieve native-like competence, and are never satisfied with their actual proficiency, even though it is usually more than sufficient for the teaching profession. Such a feeling is supported by the widely held misconception that FL teachers are obliged to speak like native speakers. Therefore, FL teachers perceive students' questions as challenges and threats to their competence and reputation (Mousavi, 2007: 38). This increases the fear of making mistakes and fear of negative evaluation, adversely affecting teaching, given that FL teachers' job is narrowed down to their attempts to teach their students something they themselves "invariably have a shaky knowledge of" (Medgyes, 1983: 2). These teachers should know that, as non-native speakers, they can hardly develop native-like competence due to the barriers of non-linguistic nature, even if they afford an extended stay with native speakers. Only if they accept this, and admit to their students that, although more advanced, they are language learners too, will FL teachers become successful FL users and effective teachers (Medgyes, 1983: 5). They also need to realise that it is almost impossible

even for native speakers to know absolutely everything about a language, because the knowledge of a language is itself limited, and therefore “need to admit their limits and give up their ‘perfectionist’ attitudes” (Kim/Kim, 2004: 178). At the same time, they have to be role models for their students and encourage them to use the target language as much as possible, instead of worrying about mistakes.

The Internet and the rapid development of information technology have provided students with diverse opportunities to learn FLs outside the classroom, and an abundance of authentic materials has become easily accessible. Therefore, the teacher and textbook are no longer the primary sources of knowledge (Smith, 1999: 704). Actually, FL learning has become a highly individualised process, and the FL teacher can by no means have a clear insight into their students’ knowledge acquired outside the classroom. While teachers of other subjects rarely face real experts among their students, it is not uncommon to have a native speaker in the classroom, or a student whose fluency or vocabulary in certain areas, such as gaming, is better than their teacher’s. The very presence of such students makes teachers feel uncomfortable because they are perceived as controllers and critics of teachers’ work (Kim/Kim, 2004: 173). At the same time, teachers worry about whether less proficient students can manage to keep pace and complete the assigned tasks, and whether they will engage in pair-work or group-work activities, which are essential for the development of speaking skills, or get bored, misbehave and potentially disrupt the classroom atmosphere (Kim/Kim, 2004: 176). Switching to the mother tongue seems like a perfect solution in such situations, but it makes teachers feel guilty of depriving the strong students of the expected and necessary input (İpek, 2006: 101).

Given the complexity of FLTA sources in international FL teaching contexts, and due to the lack of research into FLTA in the Republic of Serbia, this paper aims to identify the FLTA sources encountered by Serbian FL teachers in their everyday work.

3. Research methodology

The research presented in this paper is part of more comprehensive research carried out using an anonymous questionnaire designed for that particular purpose. In addition to the scale designed to measure FLTA, it comprised several open-ended questions aimed at eliciting qualitative information. One of them related to the FLTA sources identified in the professional practice of Serbian in-service FL teachers and provided the basis for this study. The anonymous questionnaire was expected to be the most powerful means of eliciting qualitative information, given that researchers’ experience with other research methods had not been very successful because in-service FL teachers seem to be reluctant to reveal their emotions. Namely, most of the existing studies about FLTA included student teachers or future teachers, with whom the researchers actually worked. In this research, we aimed to reach FL teachers with at least one year of teaching experience. The questionnaire was posted to the FL teachers’ Facebook groups and sent to the e-mail addresses of all

primary, secondary and higher education institutions, available on the *Edukacija* website. A total of 585 FL teachers responded, ensuring a satisfactory sample size.

English teachers by far outnumber those teaching other languages (German, French, Spanish, and Italian). Most respondents teach in primary schools. They are followed by secondary school teachers and private tutors, whereas the percentage of higher education teachers is the lowest. The majority of the respondents have 5–15 and 15–25 years of work experience, whereas the percentage of beginners and the most experienced teachers is much lower. Less than a third of the respondents had an opportunity to spend some time in the native language community, but most of them stayed there less than 6 months. It is important to note that almost two thirds of the respondents had never heard of FLTA before taking part in this research. However, they were found to experience it to a moderate degree.

The respondents provided surprisingly detailed information about FLTA sources, worth discussing and presenting in a separate paper. The information was analysed by means of thematic analysis, using the inductive, i.e., data-driven approach (Patton, 1990), and the constant comparison method (Braun/Clarke, 2006; Fajgelj, 2005). The coding process and theme/subtheme defining were performed by two independent researchers, who compared and synchronised the obtained results, and ensured that the extracts selected to illustrate each subtheme were relevant. The findings provided significant insights into the complexity of FL teachers' profession and the emotional burden it entails.

4. Research results and discussion

The comprehensive responses to the open-ended question about FLTA sources can be considered a confirmation of its presence among FL in-service teachers in Serbia, of the fact that it bothers them and that they spend time thinking about its sources and analysing it, as the opinions and conclusions reached by the respondents completely correspond to those listed in the existing FLTA studies. The respondents identified a myriad of FLTA sources. Using inductive thematic analysis, we grouped them into six themes, i.e., broad sources of FLTA, which include: the teacher, students, students' parents, systemic problems, working and social environment, and technical issues. Within each theme, several subthemes emerged, further elucidating the phenomenon.

According to the findings, the main source of FLTA is the very teacher. Three subthemes were identified within this theme: the teacher's personality, knowledge, and students' expectations. Each subtheme, illustrated with the relevant data extracts, is shown in Table 1.

Subthemes	Responses
Teacher's personality	<ul style="list-style-type: none"> - immaturity - self-idealisation - pride and haughtiness - shyness - fear of public speaking and simultaneous translation - fear of speaking in the presence of colleagues and strangers - fear caused by insufficient preparation for classes - fear of failure - fear of making mistakes - fear of being laughed at due to physical appearance - excessive responsibility, perfectionism/belief that teachers have to know everything, and be able to anticipate all potential problems - lack of confidence / fear of leaving the comfort zone - feeling that the teacher <u>has to</u> meet all the expectations of students and their parents, no matter how different those may be - feeling incompetent when some students fail to complete the task despite their help and numerous explanations - online teaching – when teachers are listened to by other people as well - current mood - dissatisfaction with the results of one's work
Teacher's knowledge	<ul style="list-style-type: none"> - embarrassment when the teacher cannot remember a word - embarrassment when the teacher does not know the answer to a student's question - embarrassment when the teacher realises he/she has made a mistake - mental block when a student 'catches' the teacher's mistake - incorrect pronunciation - realisation that a language cannot be fully mastered in all its aspects, and that FL teachers' mistakes are taken more seriously than the mistakes made by native speakers - lack of authority due to limited knowledge of the subject matter - forgetting the language due to not using it intensively because students are not proficient enough or are not motivated enough to enter into a conversation in the target language - not knowing the specific jargon and colloquial expressions in the FL (e.g., gaming terminology) - not knowing the specific jargon in one's native language - teaching grammar in the target language - mixing up vocabulary due to knowing several FLs - lack of practical experience - rapid progress of language with regard to slang

	- unfamiliarity with current trends in culture, sports and art in the target language community
	- the very beginning of the lesson – how to begin it
Students' expectations	- fear of problematic students' reactions
	- working with adult learners
	- knowing students/their family members privately
	- the embarrassment when the teacher admits that he/she has never visited a country where the target language is spoken as native
	- the feeling that no matter how hard the teacher tries to teach some students, they will never meet the objectives

Table 1. Teachers as a source of FLTA

Teachers' personality traits, such as shyness and low self-confidence, followed by self-idealisation and perfectionism, along with the awareness that a language can never be fully mastered in its all aspects, undoubtedly cause FLTA, which was confirmed by other authors in this field, too (Gregersen/Horwitz, 2002; Jedynak, 2011; Horwitz, 2017). The very realisation that FL teachers are blamed for the mistakes they make more than native speakers further increases FLTA and prevents the teachers from leaving their comfort zone due to the fear of students' reactions, even though by doing the opposite they would make the classroom atmosphere more pleasant, and boost student interest and engagement.

The respondents mention pride and haughtiness as teachers' traits which increase FLTA. Due to these two traits, teachers avoid admitting that they do experience FLTA, and avoid starting the discussion about it, although it is the discussion itself that would help them realise they are not exceptions, and provide them with an opportunity to exchange experiences and coping strategies that have proven to be effective in practice. Limited FL proficiency, insufficient knowledge of the subject matter, and failure to keep up with the social trends, reflected in the introduction of the vocabulary teachers did not have the opportunity to learn during their studies into the subject matter they teach, are also considered significant sources of FLTA. These, together with the teachers' inability to keep pace with rapidly changing interests of students, underline the importance of thorough preparation for each class. The feeling that teachers have to meet all the expectations of their students, the students' parents, and the entire society, despite their diversity, is also perceived as a significant FLTA source.

Besides the sources closely related to FL teachers themselves, the respondents mention numerous sources of FLTA stemming from students. Within this theme, the responses were classified into five subthemes: lack of discipline, lack of motivation, students' FL proficiency, student attitudes and behaviour, and student expectations (Table 2).

Subthemes	Responses
Lack of discipline	<ul style="list-style-type: none"> - students' refusal to obey the rules - disrespect for the teacher's personality - intentional provocations and making fun of the teacher - noise and laughter, which indicate that the teacher is laughed at - poor student-student relationships
Lack of motivation	<ul style="list-style-type: none"> - absence of interest - bored students - insufficiently motivated students despite the teachers' attempts to make classes interesting - students' insufficient preparation for the class (the homework is not done, the lesson is not revised), even though the success of the class depends on it - students do not bring their textbooks to school and therefore cannot / do not want to follow the class
Student proficiency	<ul style="list-style-type: none"> - low-proficiency students - extremely talented students (e.g., in philological grammar schools) - bilingual students and native speakers - students whose fluency is better than their teacher's, or who are as proficient as or more proficient than their teacher, even though they are not native speakers - students who think they are more proficient than the teacher / students with extreme self-confidence - students who ask questions - students' focus on informal speech, full of incorrect expressions
Student attitudes and behaviour	<ul style="list-style-type: none"> - how students, especially older ones, accept criticism - how students react to their grades - resistance of students when they have difficulty following the lecture, and decide not to engage at all - students who claim that they cannot learn and understand anything even before they attempt to - lack of feedback from students - students' desire to speak in the target language, and at the same time their open aversion to the fundamentals of the proper language usage, such as grammar and syntax - students who notice the teacher's uncertainty - doubting the teacher's authority (students trust their private tutors more)
Student expectations	<ul style="list-style-type: none"> - unrealistically high expectations - adult learners' expectations of becoming proficient enough to obtain a B2 proficiency level certificate in no time

Table 2. Students as a source of FLTA

The respondents' answers shown in Table 2 revolve around two opposing viewpoints – on the one hand, there are insufficiently motivated and disinterested students, with low FL proficiency, and on the other hand, there are bilingual learners and native speakers, as well as inquisitive students and students with extremely high expectations. Both groups equally increase FLTA. Such a finding complies with the findings of previous research, thus confirming the complexity of the FLTA problem (Kim/Kim, 2004; Kongchan/Singhasiri, 2008; Aydin, 2016; İpek, 2006).

Not only students, but also their parents can increase FLTA. Their expectations, involvement and monitoring of the teacher's work are distinguished as the subthemes under the umbrella of this theme (Table 3).

Subthemes	Responses
Expectations	<ul style="list-style-type: none"> - unreasonably high expectations - conviction that private schools and private classes guarantee the acquisition of better-quality knowledge
Monitoring of teachers' work	<ul style="list-style-type: none"> - presence of parents during open-door events - parents who complain about their children's grades - parents' remarks and suggestions regarding the teacher's work

Table 3. Students' parents as a source of FLTA

The respondents share the opinion that the expectations of their students' parents are high and unrealistic, especially when their children attend private lessons or private FL schools. They point out that private classes "do not necessarily equal quality", but it is hard to say so to the parents. Some parents' urge to keep requesting the explanation for their children's grades regardless of their children's engagement, or to express their remarks and suggestions openly even though they are not language experts, make the teachers perceive even the occasional presence of parents in the classroom as a specific type of control, and an FLTA source.

According to the findings of this research, the educational system itself is far from sensitive to the specifics of FL instruction. The respondents' criticism of the educational system is manifold and severe and can be classified into four subthemes: programme-related deficiencies, work organisation, control, and limited professional development of FL teachers (Table 4).

Subthemes	Responses
Programme-related deficiencies	<ul style="list-style-type: none"> - dissatisfaction with the curriculum – setting unreasonable goals, not adapted to the learners’ age and skills - insistence on innovations at any cost – new technology, new materials, new textbooks – without prior testing - poor-quality textbooks - lack of speaking practice during the teachers’ education - poor-quality FL teachers’ education - intolerant FL teachers’ educators, who humiliate students
Work organisation	<ul style="list-style-type: none"> - too large class sizes, with over 100 students per group at higher education institutions - mixed-grade classes, with two or more grades combined - excessively heterogeneous groups - lack of time for preparation when substituting absent teachers - lack of time and resources for thorough lesson preparation - online teaching
Control	<ul style="list-style-type: none"> - visits to classes (internal control, external control, visits by psychologists, advisors, anyone except students) - lesson recording / presence of cameras in the classroom
Limited professional development	<ul style="list-style-type: none"> - insufficient opportunities for professional development - insufficient opportunities for teachers to use the language they teach outside the classroom

Table 4. The educational system as a source of FLTA

Among the responses shown in Table 4, those referring to the intolerance and humiliation by professors at faculties for the education of FL teachers draw particular attention because they engender negative experiences, and negative experiences in learning FLs have proven to be a significant FLA predictor in the existing studies (Radić-Bojanić, 2017; Suzić, 2015). Dissatisfaction with the education for this occupation and insufficient opportunities for professional development are often reported by the respondents, as well as the imposed curriculum, not adjusted to the number of classes and student age, and the textbooks and innovations imposed without taking FL teachers’ opinion into consideration. They emphasise that successful conversation in the FL cannot be achieved with classes that are too large and too heterogeneous in terms of student proficiency and language skills. Furthermore, they remind us that different types of control and visits, often by non-language specialists, are directly opposed to a spontaneous and relaxed atmosphere, which is promoted as the main precondition for successful FL teaching and learning.

FL teachers identify their working and social environment as an FLTA source. Three topics clearly emerge in their responses: the lack of support, social expectations, and common, but incorrect beliefs (Table 5).

Subthemes	Responses
Lack of support	<ul style="list-style-type: none"> - lack of support by superiors - lack of support by older colleagues - feeling isolated at faculties which employ only one FL teacher (impossibility to consult and cooperate with colleagues) - social criticism, more severe than that of native speakers - mocking at seminars, and laughing at imperfect pronunciation - teachers who have too much self-confidence and treat other teachers in a competitive manner, as if they were all-knowing and infallible (and they are not, because nobody is) - comparison with another teacher
Social expectations	<ul style="list-style-type: none"> - school trips, etc., when everyone expects FL teachers to be tour guides and simultaneous translators - translating in meetings
Common beliefs	<ul style="list-style-type: none"> - conviction that making a mistake is a terrible sin - conviction that FL teachers have to achieve native-speaker competence - conviction that FL teachers have to know all the words in the target language, and have ready answers to all questions

Table 5. Working and social environment as a source of FLTA

The respondents highlight the lack of understanding on the part of colleagues who are self-confident enough, which leads to mockery, ridicule and competitive behaviour in professional development seminars. Therefore, instead of providing opportunities for an exchange of experiences and best practices with regard to FLTA, such seminars raise apprehension and further deepen FLTA. Such a finding is not specific to this research. Other authors have also reached the conclusion that there are FL teachers overwhelmed by the desire to compete instead of seeking integration and cooperation (Jedynak, 2011: 62). The above-mentioned factors, along with the fact that even school trips tend to provoke FLTA because FL teachers are expected to be exquisite tour guides and simultaneous translators, lead to the conclusion that the job of an FL teacher is far from easy. Therefore, if FL teachers themselves cannot understand each other, they cannot expect to be understood by their students, their students' parents, the educational system and the entire society.

Finally, technical issues, especially poorly equipped classrooms and unstable Internet connection, have been identified as a significant source of FLTA (Table 6):

Subthemes	Responses
Classroom equipment	<ul style="list-style-type: none"> - lack of equipment needed to ensure high-quality, meaningful instruction - outdated equipment - insufficient teaching aids and resources - no language laboratories
Problems with the Internet	<ul style="list-style-type: none"> - poor Internet connection, causing frequent interruptions and disrupting student concentration - need to improvise imposed by Internet-related problems

Table 6. Technical issues as a source of FLTA

Most respondents lack the basic teaching aids and conditions necessary to be able to provide students with optimal input in the classroom. Despite the digitalisation and increasing amount of available authentic materials, FL teachers still cannot rely on the Internet in their workplace, and Internet connection problems can easily disrupt the concept of a well-planned lecture and impose the need for improvisation, causing discomfort and enhancing FLTA.

5. Conclusion

The research findings presented in this paper show in-service FL teachers' perceptions regarding the sources of FLTA they face in everyday work. Most FLTA sources are closely related to teachers themselves and arise from the discrepancy between the teachers' pursuit of perfectionism on the one hand, and, on the other hand, their fear of leaving the comfort zone. The discrepancy is caused by the fear of negative evaluation and of losing one's credibility and authority due to the impossibility of developing native-like fluency.

Students are a serious and very complex source of FLTA, given that both high- and low-proficiency students, as well as both inquisitive and disinterested ones, can cause or strengthen FLTA. Students' lack of interest is closely intertwined with their inactivity and poor discipline, and these are some of the FLTA sources frequently mentioned in the responses obtained. On the other hand, the mere presence of high-proficiency students in the classroom is sufficient to trigger FLTA.

The respondents also listed technical and system-related issues as FLTA sources, mentioning the lack of necessary teaching aids, poor-quality textbooks, too large and heterogeneous groups, and insufficient preparation of student teachers for what awaits them in the classroom as some of them.

Unfortunately, students' parents and society as a whole have no understanding of such obstacles, and their expectations are usually impossible to meet, which further reduces FL teachers' satisfaction with their own work and lowers their self-confidence, thus increasing FLTA and resulting in ineffective teaching. One of the greatest problems is the mistrust of colleagues and fear of being disparaged by

those who have an excellent command of the target language, which is actually the reason why FL teachers dare not speak openly and honestly about FLTA.

Therefore, more research into the topic and open discussions about it would help to eliminate most of the identified FLTA sources. Given that FLTA increases FLLA, the most detrimental affective factor in FL acquisition, any attempt to help FL teachers overcome the problem would inevitably make FL learning both more effective and better aligned with educational goals and labour market requirements.

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Sažetak

IZVORI JEZIČKE ANKSIOZNOSTI NASTAVNIKA STRANIH JEZIKA U SRBIJI

Jezička anksioznost nastavnika stranih jezika predstavlja uobičajenu pojavu kod neizvornih govornika koji se bave nastavom stranih jezika. Ona ozbiljno narušava kvalitet nastave i pojačava jezičku anksioznost učenika, afektivni činilac sa najštetnijim uticajem na učenje stranog jezika uopšte, a posebno na razvijanje komunikativne kompetencije učenika. Polazeći od sve većeg značaja koji se jezičkoj anksioznosti nastavnika stranih jezika pripisuje u stranoj literaturi, a imajući u vidu nedostatak interesovanja za ovu pojavu u Republici Srbiji, cilj rada je da ukaže na izvore jezičke anksioznosti nastavnika stranih jezika u našoj zemlji. U radu su prikazani rezultati induktivne tematske analize pisanih odgovora 585 ispitanika na pitanje otvorenog tipa o izvorima jezičke anksioznosti nastavnika stranih jezika, prikupljenih pomoću anonimnog upitnika kreiranog za potrebe opsežnijeg istraživanja. Upitnik je distribuiran preko Fejsbuk grupa nastavnika stranih jezika i putem imejl-adresa osnovnih škola, srednjih škola

i visokoškolskih ustanova, koje su dostupne na sajtu *Edukacija*. Nastavnici stranog jezika u Srbiji navode mnoštvo izvora jezičke anksioznosti, koji se mogu svrstati u šest osnovnih tema: nastavnik stranog jezika, učenici, roditelji učenika, problemi sistemskog karaktera, radno i društveno okruženje i tehnički problemi. Detaljnom analizom svake teme otkrivene su podteme, koje ukazuju na kompleksnost ovog problema i na nužnost njegovog detaljnijeg istraživanja. Otkrivanje ključnih izvora jezičke anksioznosti nastavnika stranih jezika u specifičnim kontekstima nastave je neophodno jer svaki izvor sam po sebi ukazuje na načine na koje ga je moguće prevazići.

Ključne reči:

nastava stranih jezika, učenje stranih jezika, jezička anksioznost nastavnika stranih jezika, jezička anksioznost učenika stranih jezika, izvori jezičke anksioznosti nastavnika stranih jezika