

Foreign Language Teaching Anxiety Among In-Service English Teachers

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Abstract : Teacher emotions are vitally important for the classroom environment and students' language attainment; however, studies concerning foreign language teaching anxiety (FLTA) remain scarce. This study examined FLTA by administering questionnaires to 235 in-service teachers to investigate the impacts of educational stages and teaching experience on FLTA. The statistical results show that secondary school teachers exhibit significantly higher levels of FLTA than their primary counterparts, especially in "lack of student interest" and "fear of negative evaluation". Novice teachers are significantly more anxious than experienced teachers in the dimension of 'teaching inexperience', while no other differences are shown in other aspects. No interaction effects are found between the two variables. Pedagogical implications for understanding FLTA in different educational and experiential stages and corresponding anxiety-reducing strategies are discussed.

Keywords : foreign language teaching anxiety, in-service teachers, novice and experienced teachers, primary and secondary school

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