

Language Anxiety of English Teachers in a Private School of Medellín

Sara Bedoya Llano
Juan David Rave Zapata
Ana María Torres Cárdenas

Graduation Paper Advisor: Edison Ferney Castrillón Ángel

Universidad Católica Luis Amigó
Facultad de Educación y Humanidades
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés
Noviembre 2023

Abstract: This research investigates the language anxiety experienced by English teachers in a private school in Medellín, Colombia. The study explores the perceptions and perspectives of non-native English-speaking teachers on the challenges they face and the factors that contribute to their language anxiety, such as their concerns about their linguistic proficiency and their discomfort when being observed teaching English.

The findings reveal significant concerns tied to language proficiency's impact on teaching dynamics and a discernible pattern of anxiety affecting classroom language interactions. However, the study also finds that teaching experience and nonverbal cues can alleviate language-related anxiety.

These findings offer a comprehensive understanding of language anxiety among EFL teachers, benefiting educators and researchers in formulating strategies for anxiety reduction and improved language instruction practices. The study also bears profound significance for its focus on the pivotal role of linguistic competence in effective instruction, bridging gaps in existing research and providing the basis for transformative reforms in the landscape of language education in Medellín.

Keywords: language anxiety, EFL teachers, teaching practice, linguistic proficiency.

Resumen: Esta investigación indaga sobre la ansiedad idiomática que experimentan los profesores de inglés en un colegio privado de Medellín, Colombia. El estudio explora las percepciones y perspectivas de los profesores no nativos de inglés sobre los retos que enfrentan y los factores que contribuyen a su ansiedad lingüística, tales como sus preocupaciones sobre su competencia lingüística y su incomodidad cuando son observados enseñando inglés.

Los resultados revelan una gran preocupación por el impacto de la competencia lingüística en la dinámica de la enseñanza y un patrón discernible de ansiedad que afecta a las interacciones lingüísticas en el aula. Sin embargo, el estudio también revela que la experiencia docente y las señales no verbales pueden aliviar la ansiedad relacionada con el idioma.

Estos hallazgos ofrecen una comprensión global de la ansiedad lingüística entre los profesores de EFL, lo que beneficia a educadores e investigadores a la hora de formular estrategias para reducir la ansiedad y mejorar las prácticas de enseñanza de idiomas. El estudio también reviste gran importancia por centrarse en el papel fundamental de la

competencia lingüística en una enseñanza eficaz, colmar las lagunas de la investigación existente y sentar las bases para reformas transformadoras en el panorama de la enseñanza de idiomas en Medellín.

Palabras clave: Ansiedad Lingüística, Profesores de EFL, Práctica Docente, Competencia Lingüística.

1. Introduction

The adoption of the Common European Framework of Reference for Languages (CEFR) has increased the demand for English proficiency in Colombia. However, many Colombian English teachers do not have the required level of English, which can cause linguistic anxiety.

There are several factors that contribute to linguistic anxiety in Colombian English teachers. One of the main factors is the lack of opportunities to practice English on a regular basis. Many Colombian English teachers have little or no interaction with native English speakers, making it difficult for them to improve their fluency and accuracy.

El-Hariri (2017) points out that: "Foreign language anxiety plays an important role throughout the whole learning process." Somehow, the role of the teacher is the best. For this reason, the present research proposal considers the study of the language anxiety of English teachers in a private school of Medellín, due to there have been cases in which teachers have expressed their fear of speaking the foreign language, taking into account that the teachers involved in this research are English teachers at different levels, it is essential to research the linguistic anxiety of the teachers of this private institution.

While much research has focused on the language anxiety of English learners, relatively little research has examined the anxiety experienced by language teachers (Gkonou, Daubney, & Dewaele, 2017, p. 570-583). Unlike other research in this field, our project will investigate the perceptions and perspectives of non-native English-speaking teachers on the challenges they face and the factors that contribute to their language anxiety, such as their concerns about their linguistic proficiency and their discomfort when being observed teaching English.

This research delves into the language anxiety experienced by EFL teachers, revealing significant concerns tied to language proficiency's impact on teaching dynamics. Our thorough analysis consistently uncovers teacher anxiety's discernible pattern, affecting classroom language interactions. Additionally, we explore how teaching experience and nonverbal cues alleviate language-related anxiety. These findings offer a comprehensive understanding of language anxiety among EFL teachers, benefiting educators and researchers in formulating strategies for anxiety reduction and improved language instruction practices.

To recognize the language anxiety of English teachers about their teaching practice, teachers can be surveyed to express their experiences. Teachers can also be observed in the classroom to see how language anxiety affects their behavior. To identify the relationship between teachers' language anxiety and their teaching practice, data from the survey and classroom observations can be analyzed.

This research bears profound significance as it delves intimately into the realm of English teachers, casting a spotlight on the pivotal role of linguistic competence in effective instruction. This inquiry is deeply intertwined with the current challenges, offering a lens into the trajectory of language education in our nation. With a specific focus on linguistic anxiety experienced by English teachers in Medellin, our study extends the boundaries of discourse, seeking to provide answers to the fundamental question: How does linguistic anxiety affect the English teaching processes of teachers in a private school located in Medellin city? Through this investigation, we further delve into the perspectives of non-native educators, bridging gaps in existing research and providing the basis for transformative reforms. The culmination of these efforts is aimed at enhancing the landscape of language instruction and reshaping the pivotal role of English teachers in the vibrant city of Medellin.

2. Literature Review

Linguistic anxiety is a complex phenomenon that can affect English teachers in a variety of ways. It is defined as "The feeling of apprehension or fear experienced when using or learning a second language" (Horwitz & Cope, 1986, p. 125). Linguistic anxiety can be caused by a variety of factors, such as fear of public speaking, lack of confidence in language skills, lack of practice, and lack of experience

Linguistic anxiety can have a negative impact on the teaching-learning process, teachers who experience linguistic anxiety may be less motivated, less effective, and less able to create a positive learning environment. They may also be more likely to make mistakes, which can further increase their anxiety

Given the negative impact that linguistic anxiety can have on English teachers, it is important to better understand this phenomenon. In this literature review, we will examine the

existing research on linguistic anxiety in English teachers. We will identify the factors that contribute to linguistic anxiety in teachers and discuss the implications of the research for teachers practice.

The English teachers can experience linguistic anxiety, which is the fear of speaking or using a second language. This anxiety can be caused by a variety of factors, such as fear of making mistakes, fear of being judged by others, and lack of confidence in language skills

For example, Eysenck (2000) argues that the English teachers may be particularly vulnerable to linguistic anxiety, as they are constantly evaluated on their language skills. In the same way, they may feel pressure to create a positive learning environment for their students, or the fear of being judged by another teacher which can add to their anxiety.

Herendita (2018) conducted a study to understand the possible factors of language anxiety in pre-service teachers. He used a mixed approach for data collection, which was carried out through questionnaires and interviews. Some of the results showed that lack of confidence in the English language skills, lack of practice, inexperience, and fear of making mistakes are some of the factors that most influence language anxiety on the part of pre-service teachers. For that, Herendita also found that pre-service teachers who are from non-english speaking backgrounds are more likely to experience language anxiety.

These findings are consistent with the work of Horwitz (2001), who defines linguistic anxiety as "the feeling of apprehension or fear experienced when using or learning a second language." When English teachers lack confidence in their own language skills, they may feel anxious about speaking in front of students or about correcting their students' mistakes. This anxiety can make it difficult for them to create a positive learning environment and to effectively deliver instruction"

The findings of these studies suggest that it is important for pre-service teachers to develop their English language skills, to get as much practice as possible, and to be exposed to different teaching experiences in order to reduce their language anxiety. In the same way, language policies are an essential aspect of this research work. They can influence the linguistic anxiety that some english teachers experience, as these teachers may feel frustrated by their linguistic level and the expectations that the bilingualism plan sets for them

The current national bilingualism plan, which has been in effect since 1994, aims to guarantee cultural and language diversity. However, some experts argue that the implementation of foreign languages, such as English, has diminished this diversity. For example, a study by Gallego et al (2020) found that schools in Colombia typically only offer a few hours of English instruction per week, which is not enough to achieve fluency. As a result, many Colombians are not proficient in English, and this can limit their opportunities for education, employment, and travel

Language policies in Colombia have been shaped by a variety of historical and social factors, including the country's diverse ethnic and linguistic groups, as well as its colonial and post-colonial history. Like Rey and Rodríguez-Galindo (2015) point out, the Colombian constitution recognizes Spanish as the official language but also acknowledges the importance of protecting and promoting the use of indigenous and Afro-Colombian languages. However, there are still challenges in implementing effective language policies, such as lack of funding and resources, limited access to education in non-Spanish languages, and discrimination against minority language speakers. Despite these challenges, there have been some successes in recent years, such as the increasing number of schools that are offering bilingual education.

Considering the information presented above, we can associate it with our research since it is important to know about how the teaching of English is handled in Colombia, and how the English teachers are required to acquire a certain level, even though they are not offered a good level of English in school. The country has implemented various language policies over the years, aimed at promoting linguistic diversity, preserving endangered languages, and ensuring access to education for all. However, these policies have not been without challenges and have led to linguistic tensions and anxieties, particularly among teachers

The English teachers play a vital role in the learning of this language, which is so important in the globalized world. They not only teach grammar and vocabulary, but also encourage effective communication in English and the development of linguistic skills such as listening comprehension, oral, reading, and written expression. In this sense, the English teacher must be a true guide in the student's learning process. They must always be updated on trends and methodologies in language teaching, and be able to adapt to the needs and

learning styles of each of their students.

The English teachers face a variety of job challenges and pressures. In addition to teaching English to students, they may also be responsible for designing lesson plans, preparing and grading tests and papers, keeping up with the latest teaching methodologies and technologies, and communicating with parents and colleagues. The global nature of the English means that they may also have to adapt to different cultures and learning styles, which can further increase pressure and stress. For that, Játiva (2021) also notes that English teachers may face resource and time constraints, which can make it even more difficult to meet the demands of their job.

An study by Quevedo (2019) on the syndrome and job satisfaction of undergraduate English teachers at a private university in Lima found that burnout is a highly relevant problem among teachers. The study also found a negative correlation between burnout and job satisfaction, meaning that teachers who experience high levels of burnout have less job satisfaction. Similarly, teachers who experienced high levels of workload were more likely to experience burnout and less job satisfaction

Language anxiety is a feeling of discomfort, apprehension, or nervousness that arises when a person is asked to communicate in a language that they are not fully proficient in. This can be especially difficult for language teachers who are expected to teach and communicate effectively in a second or foreign language. The stress and pressure of teaching in a second or foreign language can contribute to burnout syndrome among language teachers.

The study by In'nami and Koizumi (2018) found that language anxiety was a significant predictor of burnout among Japanese language teachers in the United States. The authors suggest that language anxiety may lead to increased stress and emotional exhaustion, which in turn may lead to burnout

The study by Karatas and Ozturk (2015) found that language anxiety was negatively correlated with job satisfaction among English teachers in Turkey. This suggests that language anxiety may lead to decreased job satisfaction, which in turn may contribute to burnout syndrome.

Language anxiety is a potential contributing factor to burnout syndrome among language teachers. Educators should be aware of this and take steps to manage stress and anxiety in the classroom. The English teachers play a key role in the learning of this important language in today's world. They must not only teach grammatical skills, but also foster effective communication in English and the development of language skills. It is essential that the English teachers are always up to date on trends and methodologies in language teaching, and are able to adapt to the needs and learning style of each of their students

Additionally, it is important to be aware of the factors that can affect teachers, such as fatigue, exhaustion, and anxiety for the environment or the factors that can affect the English teachers.

3. Methodology

3.1 Method.

This research focuses on addressing the social problem of language anxiety experienced by English teachers in a private institution in the city of Medellin. To achieve this, we have adopted the hermeneutic paradigm, which places a strong emphasis on understanding the experiences and perceptions of the participants. Through a variety of qualitative techniques, we aim to deepen our understanding of the perspectives of three English teachers who teach at different educational levels in this institution.

In our research proposal, we used the hermeneutic paradigm to explore the experiences and perspectives of English teachers in a private institution in Medellin, with the aim of understanding how language anxiety affects their teaching processes. Our approach is based on qualitative methods, including semi-structured interviews, guided questionnaires, field diaries, and recordings. Additionally, we employed data analysis techniques such as triangulation, color coding, and use instruments such as transcriptions, Excel tables, and word tables. Also we explored texts and other cultural artifacts to understand meanings through text interpretation.

The research strategy that we used is an interpretive case study, following Flyvbjerg's perspective (2006), which focuses on a deep understanding of a particular case through the interpretation of the perspectives, experiences, and meanings of the individuals involved. This approach allowed us to capture the rich context and subjective realities, explored the complexities of social interactions, and discovered the processes of meaning construction in a specific context.

The fundamental purpose of this study is to investigate the educational factors related to the practices of English teachers that may contribute to the development of language anxiety. Therefore, we have chosen a qualitative approach due to its flexibility, which allows us to understand not just one but multiple realities, resulting in a thorough and detailed exploration of the experiences, practices, and perspectives of English teachers in relation to language anxiety. This approach enables us to deeply understand the studied phenomenon and may provide a more comprehensive view of the complex nature of language anxiety in the specific educational context in which this research proposal is applied.

3.2 Context

This study employed a qualitative research methodology conducted in a private educational institution located in the Robledo Palenque neighborhood of Medellin, which falls under socioeconomic stratum 3. The school, known as Private School of Multiple Intelligences, caters to a student population of 377 and offers education at the preschool, elementary, and high school levels. Remarkably, approximately 70% of the students at this institution have been diagnosed with various cognitive disabilities, including autism, moderate to severe cognitive impairments, attention deficit hyperactivity disorder (ADHD), and other similar conditions.

One noteworthy aspect of the curriculum in a Private School is the intensity of English instruction, with each grade receiving a significant allocation of 5 hours per week for English language learning.

3.3 Sample

We implemented this research proposal in a private sector institution,,multiple intelligences, in which our participants must be three English teachers in both preschool, elementary, and high school. We selected the sample as the teachers are the only ones that teach English at each level, a factor that allowed us to know the perceptions according to the experience and English level required in each of the grades. We implemented a series of instruments for data collection, and we protected the privacy and the identity of each teacher who was part of the data collection, as well as the collection of information was intended to meet some of the needs of our participants from both linguistic and anxiety-related aspects.

3.4 Data collection techniques

In order to carry out this research, we have used a series of techniques that have allowed us to understand in a more detailed way how linguistic anxiety is reflected in some teachers of this institution.

Initially, we opted for observation as a research technique, since, as mentioned by Hernández, Fernández and Baptista (2006), observation consists of "directly capturing phenomena, through the senses, in order to obtain information about them". This technique allowed us to identify some causes and effects of the research phenomenon. Observation was carried out through the collection of information in a field diary, in which relevant information was recorded about the situations that occur within the institution, more specifically within the classroom. Likewise, we were able to identify some of the actions that trigger the change of attitude in some teachers.

As a complement to observation, we conducted a questionnaire and a semi-structured interview. As Tamayo and Tamayo (2007) point out, questionnaires are a research technique that consists of presenting a series of written questions to research subjects in order to obtain information about their behavior, opinions, knowledge, attitudes or interests. These instruments allowed us to collect information on teachers' perceptions, opinions and thoughts regarding their practice, level and linguistic competence.

The questionnaire sheet was written by the teachers to whom it was provided. They were given an average of one week to complete the questionnaire calmly and to answer the questions in a reflective manner regarding their educational processes and experience, likewise and as a relevant factor, we must specify that these questions have been asked in their mother tongue.

The observation was complemented with individual semi-structured interviews. The teachers were asked to give us some of their time to participate in the interviews. a researcher read the questions to each teacher, and the teachers responded based on their own thoughts and experiences.

The interviews were conducted in Spanish, the mother tongue of the participating teachers. After obtaining the information, an exhaustive analysis of the responses was carried out.

3.5 Data Analysis

Data analysis is a crucial step in any research, as it allows researchers to draw meaningful conclusions from the gathered information. In this section, we explored some data analysis techniques and the instruments employed in our research project.

Triangulation, as outlined by Creswell (2014), is a robust approach to data analysis that enhances the reliability and validity of findings. This method involves the use of a minimum of three data sources or methods to cross-check and validate research outcomes. In our study, triangulation took various forms, such as employing multiple data collection methods like interviews, observations, and document analysis. Additionally, we sourced data from different origins, including participants, researchers, and existing literature. Triangulation was also manifested through the collaboration of multiple investigators and the

incorporation of various theories to guide our analysis. This comprehensive approach ensures a well-rounded and dependable analysis (Creswell, 2014, p. 237-240).

Color Coding, a common practice in qualitative data analysis, serves as a visual aid. Researchers assign specific colors to different codes or categories, creating a visual representation of data that simplifies analysis and interpretation (Guest, MacQueen, & Namey, 2011, p. 132). The use of color coding goes beyond textual or numerical analysis by revealing relationships within the data that might not be immediately apparent. By visually comparing and contrasting data elements with different colors or patterns, researchers gain deeper insights into the dataset.

Transcription was an important component of our analysis, enabling us to convert audio recordings of interviews and handwritten questionnaire responses into written text. Transcription involved carefully listening to audio recordings and transforming them into a digital written format. Similarly, we transcribed handwritten questionnaire answers into digital text, ensuring that the information was both accurate and readily accessible. This process greatly streamlined our ability to work with the data, allowing for more precise analysis.

To organize and compare the information gathered from the three data instruments (journal, questionnaire, and recording), we designed a word table. This table enabled us to triangulate the data corresponding to each English teacher involved in our research. It served as a tool to consolidate the findings and carry out a comprehensive analysis of the responses provided by the three participants. This analysis laid the foundation for drawing preliminary conclusions and addressing our research objectives.

Additionally, employed an Excel table in our analysis, using different colors to represent various codes within the same category. This method proved invaluable in organizing and visually presenting the data. For instance, we used the color yellow to signify codes related to the relationship between language anxiety and teaching practices. Codes associated with language anxiety in English teachers and its impact on teaching practices were represented in red. Finally, blue was used to highlight codes related to the factors influencing the development of language anxiety in English teachers. This color-coded system enhanced our ability to analyze and interpret the data effectively.

In the process of data analysis for our research project, coding played a crucial role. We carefully selected a total of 48 codes, focusing on words and concepts that were key and

directly relevant to our research objectives. Additionally, we considered those concepts that emerged repeatedly across various data collection techniques.

Before finalizing our data categories, we followed a systematic approach. We began by defining our research questions and objectives, which provided us with a clear direction for our analysis. This initial step was essential as it helped us select the categories that aligned with our research goals. By understanding what we aimed to achieve with our research proposal, we could identify the most pertinent categories for analysis. We also generated a list of potential categories, carefully scrutinizing them to eliminate any redundancy or categories that did not directly relate to our research objectives.

However, it's important to note that the selection of categories was not the end of the process. Throughout our data analysis, we remained vigilant to ensure that these categories remained appropriate and effective for our research.

The Data analysis is a multifaceted process that relies on a combination of techniques and instruments. The use of triangulation, color coding, transcription, and structured tables allowed us to explore our research topic comprehensively and draw meaningful insights from the data collected. These analytical tools contributed to the rigor and depth of our research findings, bringing us closer to achieving our research objectives.

4. Discussion and results

In the present discussion, we explored various aspects of language anxiety in English as a Foreign Language (EFL) teacher, including its impact on teaching and learning. Relevant findings highlight common concerns among EFL teachers, such as English proficiency. Through a systematic review of previous studies, we observed a general trend of anxiety among teachers, as well as potential consequences on classroom language use. Additionally, we examined the influence of teaching experience in reducing language anxiety and nonverbal behaviors that may indicate teachers' discomfort.

4.1 English Teacher's Proficiency

It is important to recognize the language anxiety that English teachers present related to the teaching practice because teaching a second language can be a great challenge for many teachers, as this challenge can manifest itself in the form of symptoms such as nerves,

anxiety, etc. These feelings can arise due to pressure to teach a second language effectively and concern about the impact your teaching will have on students. These feelings can arise due to the pressure to effectively teach a second language and concern about the impact your teaching will have on students.

The answer to one of the questions in the questionnaire reflects an experience that is very common in educational and professional environments “En ocasiones sí. Cuando, por ejemplo, hay un profe, compañero o una coordinadora observando la clase, entonces es como que de pronto uno es inseguro en esa parte de que qué dirán, cómo es si será, lo estoy haciendo bien”. Feeling observed or being evaluated by someone else can often generate nerves and this can affect the teaching process when in reality there is only the desire to have a good class.

The answer to the question reflects a very common experience in educational and professional environments. The fact of feeling observed or evaluated by someone else can generate nerves, which can affect the teaching process, even when the desire is only to have a good class.

In the educational context, the presence of an observer can make teachers feel nervous or unsure of their abilities. This can lead to them focusing more on themselves and what others are thinking, and less on the students and the teaching-learning process. As a result, the class may be less fluid and effective, training and support from colleagues and supervisors is important for English teachers. Additionally, it is important for teachers to focus on students and their needs, and not on their own performance.

Tsui (1996) argues that English teachers who experience language anxiety may feel more comfortable speaking in their native language in the classroom, as this reduces their level of anxiety. However, the author warns that excessive use of the mother tongue can have a negative impact on student learning and limit the use of English in the classroom. English teachers' language anxiety can lead them to resort to their native language in the classroom, which can limit student learning. It is important to create a classroom environment in which teachers feel comfortable communicating in English, even when they are being observed or evaluated.

Research suggests that the Institution, the English teachers have concerns related to

their English proficiency. English as a foreign language (EFL) teachers who experience anxiety related to their English proficiency may have difficulty conveying language concepts and skills to their students. Research suggests that the institution's English teachers need support to improve their English proficiency and reduce their language-related anxiety. This will allow them to convey language concepts and skills to their students more effectively, resulting in better learning outcomes.

4.2 English Teachers Experience

The objective to identify the relationship between teachers' language anxiety and the teaching practice. as this relationship can have a significant impact on education. When teachers experience language anxiety, it can negatively influence teaching and student learning. This anxiety can affect teachers' self-confidence in teaching, which in turn can influence the quality of instruction they provide. In addition, teacher anxiety can have a direct impact on the students' learning process, affecting their understanding and retention of concepts.

The answer to the questionnaire question:

¿Cómo te sentiste enseñando inglés en aquel momento y compáralo con cómo te sientes hoy? “La primera vez me sentí nerviosa, insegura, poco preparada. La experiencia me ha permitido ser más segura, tener más confianza y capacitarme para mejorar mi práctica”.

These emotions are very common in teachers who are just starting to teach and especially when teaching a language as complex as English, which in many occasions is a source of stress for teachers, but as time goes by, they become more experienced and more confident in their teaching practice.

Dörnyei, Z. (2001). "Certainly, language anxiety decreases as teachers become more experienced, and teacher education programs can also help to prepare teachers for the classroom by focusing on the practical issues that teachers face in language teaching" (p. 39).

anxiety is related to the language that decreases as teachers become more experienced. This is related to the pedagogical and linguistic skills that teachers develop throughout their teaching practice. It is also important to have programs where teachers can solve doubts they face when teaching a language.

EFL teacher with more experience in teaching English may be less likely to experience language anxiety, as they have had more opportunities to develop their language proficiency, teaching skills, and classroom management strategies. Additionally, experienced teachers may be more aware of their own strengths and weaknesses as teachers, and may be more prepared to handle challenging classroom situations.

In addition to the factors mentioned above, teaching experience can also help EFL teachers developed a greater understanding of their students' needs and how to create a positive and productive learning environment. experienced teachers may also be more familiar with different teaching methods and approaches, and may be better able to adapt their instruction to meet the individual needs of their students.

Overall, teaching experience can help EFL teachers develop the skills and confidence needed to teach English effectively, which can reduce their risk of experiencing language anxiety.

4.3 Nonverbal Behavior

EFL teachers who experience foreign language anxiety may display certain nonverbal behaviors that can indicate their level of discomfort and nervousness in the classroom. These nonverbal cues may be observed by students and can impact the teacher-student relationship, as well as the overall learning environment.

To establish the factors that influence the development of language anxiety in English teachers. A variety of factors, both personal and professional, are discussed that contribute to teachers' language anxiety, such as lack of confidence in their language skills, high student expectations, and academic and administrative pressures. It is important to understand these factors in order to help English teachers overcome language anxiety or perhaps be able to control it.

During the research process, through observation techniques, it was possible to visualize how, during most of the class, the teacher constantly used her hands or fingers. It is important to clarify that the teacher's posture during most of the class was seated, and in this posture, the teacher moved her feet, generating a slight movement in the body. This was observed most of the time, which denotes anxiety and restlessness. Aydin (2014) argues that certain nonverbal behaviors, such as avoiding eye contact, fidgeting, and having a closed or hunched posture, may be indicators of foreign language anxiety among teachers.

Given the circumstances, EFL teachers who experienced foreign language anxiety may display certain nonverbal behaviors that can indicate their level of discomfort and nervousness in the classroom. These nonverbal cues may be observed by students and can impact the teacher-student relationship, as well as the overall learning environment. It is important for EFL teachers to be aware of how their nonverbal behaviors can affect their students and to take steps to manage their anxiety.

Addressing and supporting the English language proficiency concerns and anxiety experienced by English teachers is crucial for enhancing the quality of language instruction and optimizing student learning outcomes. The findings suggest that providing ongoing professional development opportunities, mentorship programs, and effective strategies to manage language anxiety can greatly contribute to bolstering the confidence and competence of EFL educators. Moreover, fostering an inclusive and empathetic classroom environment that acknowledges and minimizes the impact of nonverbal cues resulting from language anxiety is vital for cultivating a positive teacher-student relationship and conducive learning atmosphere.

5. Conclusion

Research on language anxiety in English as a foreign language (EFL) teachers sheds light on a number of critical issues affecting both teaching and learning. The findings reveal the existence of common concerns among EFL teachers, particularly with regard to their English proficiency. Through a systematic review of previous studies, a general trend of anxiety among teachers is observed, with possible consequences for language use in the classroom. The influence of teaching experience on the reduction of language anxiety is examined, as well as nonverbal behaviors that may indicate teacher discomfort.

It is clear that English proficiency is a determining factor in the language anxiety

experienced by EFL teachers. This anxiety can manifest itself in the form of nervousness, insecurity, and concern about the impact of their teaching on students. The pressure to effectively teach a second language and concern about the judgment of observers or peers can generate feelings of anxiety. Language anxiety can lead teachers to fall back on their native language in the classroom, which, while it may reduce their anxiety, also limits students' learning. Therefore, it is crucial to create a classroom environment in which teachers feel comfortable communicating in English, even when being observed or evaluated.

Teaching experience plays an important role in reducing language anxiety. As teachers gain experience, they tend to feel more confident and skilled, which improves their teaching practice. Anxiety decreases over time, and teacher training programs can help prepare teachers for the real challenges they face when teaching a foreign language.

Nonverbal behaviors can serve as indicators of EFL teachers' language anxiety, which can affect the teacher-student relationship as well as the overall learning environment. Some of these behaviors include avoidance of eye contact, fidgeting, and closed postures. It is important for teachers to be aware of how their nonverbal behaviors can influence their students and take steps to manage their anxiety.

To address these problems, it is essential to offer support to EFL teachers in terms of improving their English proficiency and anxiety management. This will contribute to more effective teaching and successful learning. In addition, creating an inclusive and empathetic classroom environment is crucial for fostering a positive teacher-student relationship and a conducive learning environment.

This research highlights the importance of addressing language anxiety in EFL teachers as it has a significant impact on the quality of teaching and learning. By providing support and resources to improve English proficiency and manage anxiety, we can help teachers become more effective in their teaching and ultimately improve student outcomes.

6. References

- Eysenck, M. (2000). A cognitive approach to trait anxiety. *European Journal of Personality*, 14(5) 463–476. DOI: 10.1002/1099-0984
- Eysenck, M. W. (2000). A cognitive approach to trait anxiety. *European Journal of Personality*, 14(5), 463-476.
[https://doi.org/10.1002/1099-0984\(200009/10\)14:5<463:AID-PER393>3.0.CO;2-G](https://doi.org/10.1002/1099-0984(200009/10)14:5<463:AID-PER393>3.0.CO;2-G)
- Gallego, et al.(2020). Políticas lingüísticas colombianas: aciertos y desaciertos.*Revista información digital y desarrollo sostenible*, 1(1) 68-83. DOI: 10.47185/27113760
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.<https://doi.org/10.1017/S0267190501000082>
- Horwitz, E. K., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Herendita, R. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *International Journal of Applied Linguistics and English Literature*, 7(4), 133-143.<https://doi.org/10.11591/ijalel.v7i4.133>
- In'nami, Y., & Koizumi, R. (2018). The relationship between language anxiety and burnout among Japanese language teachers in the United States. *TESOL Quarterly*, 52(3), 522-544.
- Játiva, J. A. (2021). The challenges of being an English teacher in Colombia. *Colombian Applied Linguistics Journal*, 23(1), 11-24.
- Karatas, Z., & Ozturk, B. (2015). The relationship between language anxiety and job satisfaction among English teachers in Turkey. *Journal of Language and Linguistic Studies*, 11(1), 63-76.
- Quevedo, J, Castro, E. & Albarracin, C. (2019) Síndrome de burnout y su relación con la satisfacción laboral en el área de inglés de pregrado en una universidad privada de Lima, Universidad tecnológica del Perú, Perú (Pag, 74) <http://surl.li/gdqjr>

Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment. *Council of Europe Publishing, Strasbourg*, available at www.coe.int/lang-cefr. 1 – 260.

El-Hariri, Y. (2017). Language Learning and Foreign Language Anxiety among Colombian learners of German. Colombia. *Colombian Applied Linguistic Journal*, 19(1), 22-36 DOI: 10.14483/calj.v19n1.10219

Gkonou, C., Daubney, M., & Dewaele, J. M. (2017). *New Insights into Language Anxiety: Theory, Research and Educational Implications*. Bristol: Multilingual Matters.

Rey, C., & Rodríguez-Galindo, C. (2015). Language policies and practices in Colombia: Challenges and opportunities for indigenous and Afro-Colombian languages. *Language Policy*, 14(1), 63-86.