

ANXIETY MANAGEMENT IN SPEAKING IN A FOREIGN LANGUAGE IN THE CONTEXT OF COGNITIVE AND BEHAVIORAL METHODS

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Abstract: Anxiety and fear are ubiquitous emotions that have adaptive function and help to face the world that is unpredictable. They significantly contribute to regulation of interpersonal, group and society relationships and their level of importance is proof in an individual's achievement. They are also closely connected with the tendency of avoidant behaviour. This article presents a basic definition of these ubiquitous phenomena in a human's life. It brings a view on their dominant demonstrations and represents possibilities of anxiety management with an accent on selected cognitive and behavioral methods. The knowledge of their management with the aim of achievement support and minimizing of their negative consequences for an individual's achievement is a central topic, that can help with improvement of achievement.

Key words: anxiety, anxiousness, worry, fear, vicious circles of anxiety, cognitive-behavioural approach, cognitive and behavioral methods;

1 Introduction

The concepts of *anxiety* and *fear* are used alternatively in recent literature which does not accept the existence of *fear without an object* (i.e. anxiety in the classic meaning of the word). There always exists an object or at least "the keys" that provoke fear. The concept of *anxiety* denotes a personal feature and the concept of *worry* means the anticipation of fear and anxiety (Kondáš, 1973). Heretik and Heretik et al. (2007) agree with this opinion and they differentiate *anxiety* as a diffusive emotion that is vague, without an object and it can be verbalized with difficulties. They perceive *anxiety* as a permanent personal predisposition and *fear* as an emotion connected to a specific object. Also Praško (2005b) says that *anxiety* is an unpleasant emotional state whose cause cannot be defined more precisely. It is a feeling as if something threatening should happen, but we are not aware of what exactly it should be. We are just prepared for danger. Therefore can be defined as an emotional and physiological reaction to particular danger. When compared to anxiety, fear has a specific object. Říčan, Krejčířová (1997) say that fear is always related to manifold specific objects or particular situations. Anxiety as a more permanent characteristic personal quality is defined constitutionally. According to Matějček (2011) it is a character basis for excessively frequent feelings of uncertainty and threatening and also for excessively frequent feelings of anxiety. Anxious children and adults have useless worries, they are afraid and they anticipate failure without any reason. The outer expressions of anxiety are manifold. Some people are excessively shy and unsure in the presence of unknown people or among several people and they are not brave enough to express themselves. Another outer expression of anxiety is the fear of getting negative evaluation, fear of authorities and non-spontaneous behaviour in certain situation. An example to this can be found at a business meeting where it is necessary to speak in a foreign language. Říčan, Krejčířová et al. (1997) include anxiety and fear among normal adaptive developmental phenomena. Praško et al. (2006) agree with this opinion adding that anxiety and fear are adaptive emotions. Anxiety prepares for possible dangerous situations and fear gives an impulse to quick reactions of the body at the moment when this danger appears. It helps to preserve life in dangerous situations. They are very useful emotions even nowadays when modern people live rather "calmly". Psychological research proved the fact that people achieve the best performance when they feel slightly anxious. Other authors such as Heretik and Heretik et al., (2007)

emphasize the biological importance of fear and anxiety and they say that fear is necessary for surviving in life and health threatening situations. The intensity of anxiety and fear can be different. It may be expressed only by a slight discomfort or nervousness or, on the other hand, it can be a state of horror and panic. Anxiety can flow freely without any limitations in specific situations, or it can be expressed in attacks. If these attacks appear suddenly without any obvious reasons, we talk about the spontaneous anxiety or a spontaneous attack of panic. If they are related to specific situations (in this case - it is fear) when people are usually not worried, we talk about phobia. If this phobia develops when expecting some threatening situations, then we talk about anticipating anxiety (Praško, 2005b). It is evident that anxiety itself is not harmful and it does not cause any physical nor psychical damage. However, if people are not able to control their anxiety, they can experience unpleasant situations. In the state of excessive anxiety people are not even able to think and do the easiest things. Many people with these reactions are also worried about losing control of themselves because they are overwhelmed by fear and panic. Their physical reactions (e.g. blushing) appear also in usual and easy situations. Then we talk about hypersensitiveness to fear and anxiety. For this reason these people avoid activities and situations that cause these unpleasant feelings. When people start avoiding certain situations, they get used to it very quickly. They get into the so called vicious circle: when they stop doing certain things, they lose their self-confidence and therefore they avoid them even more frequently (Praško et al., 2006).

2 The main manifestations of anxiety

As aforementioned, anxiety is not only a certain feeling caused by physical reactions. It includes several components that influence us together and they cause particular symptoms of "anxiety". Praško et al. (2006), Praško, Prašková (2001, 2005) mention the following components:

Physical symptoms - physical tension, shaking, problems with irregular breathing, sweating, faster heartbeat, need to go to the toilet, etc. Some people notice their physical feelings first and they start feeling afraid. They do not realise that these physical reactions are also a way of experiencing stress and they often appear unexpectedly. For example, faster heartbeat can be wrongly interpreted as a symptom of heart attack, shortness of breath as a possible symptom of tuberculosis or another disease, etc. These unpleasant physical symptoms represent a typical reaction to stressful situations. When stress takes longer time, the mind and body get into the state of permanent tension and fear. People often have problems with breathing - their body is preparing for fighting or running away and they start breathing in a faster and more shallow way. However, it is not possible to overcome the given problem with fighting or running away because it has a psychical character. For this reason the organism remains in the state of permanent excitation and people get used to breathe in this way - breathing out excessive amount of carbon dioxide and inhaling excessive amount of oxygen. They cannot absorb it because they are not doing any physical activity. In this way changes the acid-base balance. The body reacts to this situation and the brain restricts the breathing. However, stressed people can have a feeling that they do not have enough air and they start breathing more intensively. The acid-base balance gets worse and so the brain stops breathing for a while. Otherwise there could appear spasms.

Behaviour - what we do when we are in the situation that provokes our anxiety. In these stressful situations anxious people postpone difficult tasks, they avoid problematic situations, they feel confused and ask others for help and reassuring, they start crying, etc. These expressions of behaviour can be divided into taking precautions, avoiding and hurrying (escape), expressions of aggressivity (fight) and nervous behaviour (mixture of both).

Thoughts - our thoughts, imaginations and convictions. All what we say for ourselves and all the ideas that come to our mind when we think about the given situation. These thoughts can be related to the situation that is worrying us or to our coping with it: *"What if I will not be able to cope with it and I will start panicking, etc."* These expressions of anxiety in thinking are based on *our worries, negative automatic thoughts and catastrophic imaginations*. This worrying increases our tension and purposeless activity. Negative automatic thoughts lead to sorrow and resignation.

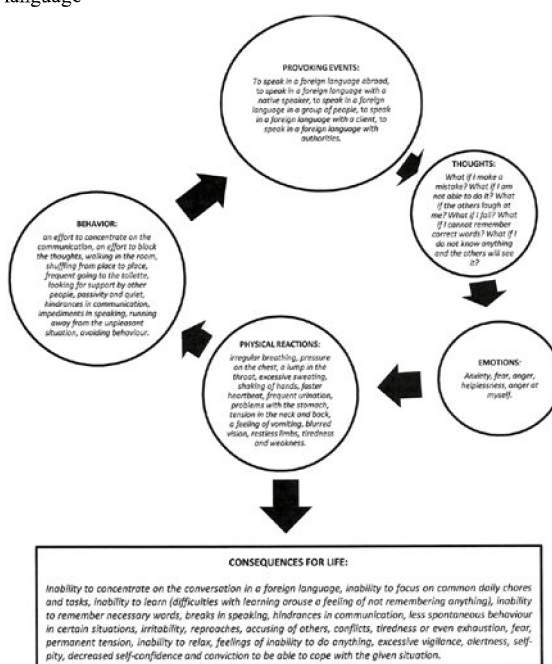
As aforementioned, a slight degree of anxiety or fear can be useful and natural. These are adaptive emotions. Anxiety and fear become a problem only if they appear too often, they are too strong or too long, or if they are present in unsuitable situations. Then they are connected with many difficulties and problems. Praško et al. (2006) say that if people suffer from the states of anxiety for longer time, their physical reactions can be hypersensitive and they can appear in usual and easy situations, too. Some people experience fear and excessive worries without being able to explain the reason. It is possible to determine specific situations when people can experience bigger fear - e.g. these are the situations related to the communication in a foreign language: they have to talk with foreigners, they have to participate at the meeting and talk in a foreign language, or they have to translate a specialized technical text into a foreign language, etc.

Picture 1: Vicious circles of anxiety (Praško et al., 2006).



Anxiety is indispensable for surviving because it prepares us for coping with threatening and stressful situations. It initiates hormonal changes in the body that allow us to deal with danger by means of fighting or running away. This reaction arouses many physical feelings which appear at the moment of anxiety - tension in muscles, faster heartbeat, sweating, faster breathing, etc. When we feel anxiety, the flow of our thoughts changes as well. The most typical sign of anxious thinking is that we concentrate only on the cause of possible threat and we do not perceive other impulses. These changes can help us immediately because our body is able to move quickly and our thinking aims at the current problem. The reaction *fighting* or *running away* is an immediate response to stress and it usually finishes as soon as that danger disappears. However, if this reaction does not "switch off" and is taking too long, we start having unpleasant physical feelings such as muscle pain, weak legs, strong sweating, shaking, shortness of breath, tension in the stomach or faster heartbeat. We start to feel worried - we always worry about the worst things, we are afraid that our problems will never disappear, we think negatively and we are convinced that our problems are caused by physical disease. In this case anxiety itself can become very unpleasant and stressful. We create vicious circles which maintain our anxiety. This anxiety gets out of control very easily. In stressful situations our behaviour changes as well. This can be manifested in unrelaxed and avoiding behaviour, sitting and playing with fingers, biting of nails, running, escaping from the given situation, calming down with eating, alcohol, cigarettes, pills, or drugs, etc. A typical reaction in situations provoking anxiety and fear is running away. The relief after avoiding is only transient when we are in normal situations. Then we are overwhelmed with our remorse. Later it can be even harder to face this situation. Examples of vicious circles (Praško et al., 2006) are mentioned in the picture 1.

Picture 2: A vicious circle of anxiety from talking in a foreign language



As we can see in the picture, our thoughts, emotions, physical reactions and behaviour influence each other mutually, creating a vicious circle of anxiety (see Picture 2). When people think that they will make mistakes in speaking in a foreign language, this conviction arouses their anxiety, increases the inner tension. They may feel pressure on the chest and a lump in the throat. As a result, they will have hindrances to speak and they will prefer to be quiet because they think that they will make mistakes and everybody will see it. For this reason, they are really not able to concentrate on the communication in a foreign language and they really start making mistakes. This leads to the feelings of helplessness and self-pity which can grow into the convictions that they are not able to do anything. All these feelings have a strong impact on the physical reactions. They do not feel well, they are tired and weak. As a consequence, they can start thinking that they are not healthy and their behaviour changes. They go to bed and try to relax or they avoid any other difficult activities waiting for them. Their irritability and accusing of others leads to frequent arguments and conflicts. They start avoiding people and situations where they have to communicate in a foreign language.

All forms of avoiding and taking precautions contribute to anxiety and negative convictions. For this reason it is very important to face unpleasant situations and start doing activities they have been avoiding. This is the only way how to find out if the bad consequences will really happen. Facing to worrying situations should be a repeated and gradual process. Then anxiety decreases because we get used to the given situation. Habituation is a natural tendency of the nervous system to the "loss of sensitivity" in repeated exposure to the new impulses and situations.

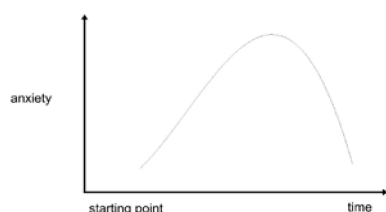
3 Cognitive and behavioral approach to anxiety and fear

Nowadays, etiology and research of anxiety emphasizes the biological concepts as well as the biochemical factors, the neurobiology of anxiety, and psychological and psychiatric approaches as well (Heretik a Heretik et al. (2007). Anxiety is a central phenomenon of all clinical psychological tendencies: *psycho-dynamical, cognitive-behavioral, humanistic-existential*. Our work is based the cognitive - behavioral approach to anxiety and fear that is has two central principles: 1) *our cognition has a controlled impact on our emotions and behavior, and 2) our acting and behaviour can strongly influence our thoughts and emotions. We can achieve a desired change in our behaviour*

and acting by means of change in thinking (Wright, Bascoová, Thase, 2008). The cognitive behavioral approach is based on the theory that the cause of psychical problems can be found in wrong ways of thinking and behaving which are learnt and kept by outer and inner factors. We can re-learn or get rid of these wrong ways of behaving. We can also learn newer and more suitable ways of behaving that will allow us to adapt ourselves more effectively to new situations and to solve our problems. By means of the cognitive behavioral approach we can learn that ways how to think and solve our problems or how to influence what will happen later. It offers a very effective way of helping us to control our behaviour and cope with our problems. This approach explains a very important relationship between what we think, how we feel and what we do. An example of this relationship is the idea "I never do things correctly" that can arouse a feeling of anxiety. Subsequently, people thinking in this way can stop trying to do things because they are convinced that "it will not finish well". By means of suitable techniques it is possible to find out if this conviction is true. We can also find out the way we think and discover the way how we feel. It is possible to find the way how to change our habits and get better control of our behaviour.

According to the behavioral approach, this inherited and acquired fear can disappear with repeated exposures - to the non-traumatic confrontation with originally worrying impulses (Praško, 2005b). Exposure belongs to basic methods of coping with anxious stress. Its basic principle is that people are exposed to such impulses or situations that are provoking their anxiety and therefore they have been avoiding it until now. They will learn how to deal with this feeling of fear and how to cope with their anxiety (see Picture 3). They will find out that a) catastrophic consequences they were afraid of will not happen and b) after the quick initial increase, the intensity of their anxiety will stop at certain level and it is not growing incessantly. After a certain time it will even decrease spontaneously, and c) it is possible to cope with their anxiety and to get control of it (Možný, Praško, 1999).

Picture 3: The curve of anxiety



After being exposed to the impulse we are afraid of, our anxiety increases very fast (within the course of several seconds) to the level that we experience as very unpleasant, or even unbearable. This period is called sensibilizing phase of anxiety. If we stop our exposure in this phase, our anxiety will decrease very quickly, but next time it will be the same or stronger. The following phase is called habituation. In this phase our anxiety is kept more or less at the same level. It can take several minutes or longer. The phase of habituation is prolonged if our anxiety is kept with automatic anxious thoughts. However, after a certain time the anxiety always decreases. This phase is called desensibilization. Even in this phase our anxiety can increase for a short time, but gradually it decreases to a bearable level. If people are repeatedly exposed to unpleasant impulses and situations, their anxiety decreases to a lower level and the period of habituation is shortened. After several exposures to the given situation our anxiety disappears completely. In some cases even one exposure is enough to get rid of anxiety. It is very important so that people believe that they can cope with their anxiety and they will stop avoiding unpleasant situations. However, exposure can be potentially a very risky method: if we run away from the situation we are exposed to, our fear of that situation will be strengthened as well as our conviction that we can never cope with this situation. Therefore it is very crucial to avoid such failure.

According to the cognitive point of view, maladaptive cognitive processes provoke anxiety. For this reason anxiety can be alleviated with the change of these wrong cognitive processes. Only the subjective meaning that we relate to the given impulse, will provoke our emotional reaction to it. (Beck, 1989, in: Praško, 2005b). Situations themselves do not provoke anxiety. Anxiety is related to the meaning we give to the given situation when interpreting it. This meaning (it is usually a meaning of possible danger) leads to the emotional reaction with corresponding behaviour. The basis of the cognitive approach is the way of influencing the meaning that was related to the situation by cognitive processing. This approach was derived from the systematic model of psychology. Biochemical processes in the central nervous system, physiological reactions, behaviour, cognitive and emotional processes are mutually connected. A change in one area leads to the changes in all other areas (see Table 1). (Libigerová, Bažant, 2018). Cognitive restructuring is the essence of cognitive methods. It is based on the fact that people experiencing strong emotions (e.g. anxiety) will make systematic logical mistakes and distorting evaluations in their thinking. Automatic negative thoughts influence our thinking and acting. They are very convincing and we do not think about their veracity (see Table 2).

Table 1: An example of connection between what we think and how we feel

A – activating (provoking) event	B – evaluating thoughts, our own conviction (interpretation A)	C – emotional consequence
A bad mark from the exam in a foreign language.	I have not passed it again. What will my classmates say now? Everybody else has done that exam. I am hopeless. It is a failure.	Anxiety, feeling of being upset and sad, losing of courage

The model ABC is based on the rational-emotional approach (RET) and rational-emotional behavioral approach (REBT) by Ellis (1957a,b, 1996) and it is completed with other steps (D - discussion, E - effective new philosophy, G - aims and values). This approach allows people to learn how to think about their difficulties in a more constructive way. It is a way how to find connection between what we think and how we feel. One part of this approach is a simple method how to identify different kinds of convictions or attitudes that lead to a wrong reaction to problems. A means the activating event or starting point. This situation has happened before we start feeling bad (e.g. for some people this A can be a bad mark from the exam in a foreign language). C is formed by emotional consequences, emotional reactions to the event A (in our case, C can be anxiety, sadness or anger). Most people think that A (activating event) causes C (emotional consequences). If we asked the people from our case why they were so upset, they would probably say: "Because I got a bad mark from the exam in a foreign language". When we feel anxiety, anger or sadness - C, it is not the activating event A that has caused such emotional reactions. It is rather B, the interpretation of the event A that leads to emotional sadness (in our case, B is a conviction that they should have got a better mark, that they have both left hands and that they have failed totally.). Instead of learning how to change C, our emotional reaction, it is necessary to learn and understand how to change B - how to control our thoughts when evaluating problems and difficulties.

Table 2: Examples of restructuralization of negative automatic thoughts

AUTOMATIC THOUGHT	CONSTRUCTIVE POINT OF VIEW
When I make a mistake in grammar, the others will laugh at me.	Maybe I will not speak in a foreign language correctly, but there is no reason why the others should laugh at me. When they do, it is their problem, not mine.
The teacher is criticizing me.	I accept constructive criticism from people who are really interested in me. Their opinion is very valuable for me because it is their feedback. I can improve myself
I will rather not say anything in order not to make a mistake	Maybe I will make mistakes in a foreign language, but this is not a reason why it should hinder me in speaking. We learn from our mistakes.
I will fail in front of my classmates.	Classmates who like me, will accept me even though I make mistakes. They know what qualities I have.

Within the area of cognitive restructuralization we deal first with particular automatic negative thoughts and with their substitution with alternative and more balanced thoughts. We strengthen them by means of "behavioral experiments". Only on the basis of knowing the most typical automatic negative thoughts, we are able to derive "dysfunctional core conviction" that has an impact on these automatic negative thoughts. In this way we can directly doubt the validity of this dysfunctional core conviction.

4 Targeted possibilities of coping with anxiety by means of the cognitive and behavioral methods

In the course of several decades there have arisen many cognitive and behavioral methods that have a wide application in the training of coping with anxiety. In order to cope with anxiety, we can apply methods aimed at influencing physical symptoms (*muscle relaxation, controlled breathing, etc.*) as well as methods focused on influencing evident behaviour (*systematic desensibilization, exposure, observation and planning of activity, self-rewarding, methods for creation of new behaviour, methods for changing the existing behaviour - operational conditioning, etc.*) as well as methods aimed at influencing cognitive processes (*stopping of thoughts - STOP technique, stopping of thoughts - CARDS, diverting of attention, cognitive restructuralization, self-instruction, etc.*), or complex methods (*training of increasing the resistance against stress, training of social competences, training of coping with anxiety, training of assertive thinking, training of solving problems, etc.*). In the following text we choose some of them. These methods are usually not used independently, but they are combined with other methods. They require a training with the guidance of a professional expert. More information about them can be found in the works by Ďurný, Možný, Praško (1999), Praško, Možný, Šlepecký et al. (2007), Piačková (2002), Wright, Bascoová, Thase (2008), etc.

Relaxation procedures

Anxiety is connected with the activation of sympathetic nervous system and higher adrenaline in the blood. This leads to many physical reactions (e.g. faster pulse frequency, higher blood pressure, higher tension in skeletal muscles, shaking, faster breathing, increased sweating, etc.). We often interpret these physical reactions as symptoms of possible collapse or physical disease ("I will faint!") and therefore our anxiety is higher. If we learn to control these physical reactions, the intensity of unpleasant physical feelings decreases in situations when we feel anxiety. Our understanding of these feelings changes as well ("I will not faint, I am just nervous"). The result of these processes is reflected in our higher self-control in difficult situations. The basic methods used for achieving the state of physical relaxation are based on the relaxation of skeletal muscles and calm controlled abdominal breathing ("calming breathing"). We can control the achievement of this state of relaxation by means of some devices - this method is called biofeedback. The aim of these methods is to reduce the activation of sympathetic nervous system and to activate the parasympathetic nervous system. In this way the state of physical relaxation can be achieved. It is proved that the activated parasympathetic nervous system effectively blocks anxiety and psychic tension (Možný, Praško, 1999). We have to emphasize that the usage of all these methods leads to skills that can be acquired only with repeated and regular practicing under the guidance of a professional expert. In the following text we recommend some relaxation exercises such as:

- *Rhythmic relaxation (psychophysical relaxation) (Žáčková, Jucovočová, 2000)*

Lay down on the back, listen to the sound of a metronome. Imagine a summer meadow in a forrest full of sunshine, where you are resting peacefully and from the distance you can hear the chopping of wood from a woodcutter, somebody who is fixing a hedge or a woodpecker that is pecking into a tree. The sound is coming from the distance only, while we are listening to it and at the same time we are resting, we are relaxed and calm.

- *Spiral relaxation (a type of a psychophysical relaxation) (Žáčková, Jucovočová, 2000)*

Lay down on the back, relax as much as is possible, and try to focus on image that in your belly button there is a small earthen marble that is nicely warming your abdominal area. This marble is starting to make a circle around your navel in the size of little a coin, the circles are getting bigger gradually. It is releasing a feeling of relaxation, peace and warmth. All touched areas are calm, relaxed and comfortably warmed. Its circles are slowly getting bigger and reach areas of the abdomen, chest, shoulders and hands. Circles continue to feet, neck and a head. They are leaving a feeling of peace and warm in all these parts of body (we repeat this formulation while we add new circles). The circle that is made by marble, involve a head and feet and creates closed circle where is warm and peace and protects us against everything that could bother and stress us out. After experiencing this feeling the marble starts to return slowly, circles are getting smaller and it ends in the navel. A nice feeling of peace and warmth, that it created is staying in our body. This relaxation is very comfortable and beside the huge calming effects has good effect on internal organs, because it starts unusually in the area of a navel that relaxes and warms up this area.

- *Short relaxation (mostly psychophysical relaxations) (Žáčková, Jucovočová, 2000)*

Duration 3-5 minutes: Sit or lay down comfortably, close eyes and let the body relax. Now focus on the closed eye lids, that we use as a screen where we can imagine the next pictures. These are imaginations that create calming images - a shiny surface of a pond bathing in sunshine, a blue sky with no clouds, a sunset with the sounds of crickets, a night sky with many stars, a fresh morning sunshine, the sun starts to warm up the pond's surface. We should experience and let the last image linger for a while, and think about the nice rest we had, we take a deep breath, stretch, we can also yawn like in the morning like we do after we awake, open our eyes and we feel a great amount of energy and strength flowing in our veins for another activity.

Calming breathing

The state of anxiety is often related to faster superficial breathing - hyperventilation. If this hyperventilation takes longer time, it provokes unpleasant symptoms in the body, such as nausea, pressure on the chest, the feeling of shortness of breath, spasms in toes, fingers and limbs. If we can control and calm our breathing in such states, it will decrease the level of anxiety we

experience. Before the training, it is very important to know the difference between the “chest” breathing and “abdominal” breathing. If you work with clients, you have to show them how to breathe into the abdomen. Teach them to breathe in the rhythm of 8 - 12 breaths in a minute with a short pause between the breathing in and out. At the beginning it is necessary to find such a breathing rhythm that will be the most suitable for them. You can record this rhythm and they will take this recording home. In this way they can practise calm “abdominal” breathing also at home. When they get used to it, they will not need this recording and they will be breathing calmly alone (Možný, Praško, 1999). You can apply also other variants of calming breathing:

- *Breathing relaxation (psychophysical relaxation)* (Žáčková, Jucovočová, 2000)

Lay down or sit as comfortably as possible and we focus on our breath, how the air flows while breathing. It enters our nose, continues to our lungs, we focus on how our belly rises up and also the chest and area under the collar bones. While breathing out everything descends slowly back and the airflow leaves by mouth from our body. During breathing relaxation we can count how many times we breathe in and breathe out (similar as we count sheep before sleeping). Slowly we stop focus on our breath and we try to imagine some peaceful place (beach, sea, sun). If we want to achieve deep rest or falling asleep, we imagine, how we are falling asleep on the beach under a sunshade and we hear the sounds of the sea. If we would like to be more ready for another work, we can imagine that on the beach came a couple kids who are playing and are merry. We want to join them so we wake up and breathe in deeply, stretch, stand up, and feeling relaxed and refreshed we join them.

- *Breathing exercises* (Žáčková, Jucovočová, 2000)

First rehearsal abdominal/diaphragm breathing. Lay down on your back, put your hand on your abdomen and focus on breathing while it moves up and down. Later start to breathe into the abdomen to make it move as obviously as possible. We imagine a picture of a balloon that inflates and deflates or a big inflatable balloon, that we will travel by for a trip. We also could put another light object, such as a book, on our abdomen, and focus on how it move with the abdomen up and down. After that we train chest breathing. We put a hand on the chest and focus on it's fall and rise.

- *Calming counting* (Wilson, 1986, in: Možný, Praško, 1999)

During the moments of high tension and anxiety breathe in through your nose into the abdomen and then breathe out slowly. By breathing out say to yourself quietly “Calm...” Continue in this way of breathing and start counting backwards in your mind. Start with the number 10 and finish with 1. If you still feel tense and anxious, repeat this counting. While counting, notice which parts of your body are tense. Imagine that this tension is disappearing. When you come to number 1 and your tension is alleviated, you can continue with the activity you were doing before this calming breathing.

Know your anxiety (Praško et al., 2006)

People experience anxiety in different ways. We do not have the same physical feelings and behaviour in stressful situations, we have other anxious thoughts in our mind. In addition to this, we react anxiously to different impulses.

Before you start learning how to cope with your anxiety, you have to examine it thoroughly. The best way is to record the time when you felt anxious, the physical feelings you had, what you were thinking about and what you were doing. It is also useful to try to evaluate how strongly you experienced anxiety in particular situations (with a range from 0 to 10). Record all such anxious feelings during one or two weeks and then read your records carefully. Maybe you will find out that you are able to answer these questions:

1. *What situations, animals or things provoke my anxiety?*
2. *What physical feelings and anxious thoughts do I have in a stressful situation?*
3. *Does the intensity of my anxiety change in different situations?*
4. *What do I usually do when I feel anxiety?*
5. *What helps me to cope with my anxiety?*

Know your ways of coping with anxiety (Praško et al., 2006)

It is very important to differentiate between those ways of coping with anxiety that could help us for longer time and those ways that only alleviate our anxiety for a while, but they are rather harmful from a long-term point of view. *Suitable ways of coping with anxiety for longer time include: physical exercises, a contact with kind people, pleasant activities or supporting dialogue with yourself. Only temporary ways of coping with anxiety include: excessive overeating, chocolate, cigarettes, coffee, tranquilizing pills, alcohol, avoiding of stressful situations, swearing, and self-criticism.* Make a table with two columns and write suitable strategies in one column and unsuitable strategies in the other one. Determine situations when you often use a particular strategy. Think about alternative and more suitable ways of coping with anxiety that could substitute those strategies that are not effective and good for you. (Praško et al., 2006).

Our feelings and acting (Piačková, 2002 - modified by Müller de Morais, 2018)

Emotions are usually connected with something, they never appear on their own. When we think about that vicious circle, then we understand that what we feel is influenced by what we do and how we think. For example, you can feel anxiety when you have to speak in a foreign language. However, at home you feel relaxed. Or you like reading books in a foreign language in your free time, but you feel stressed when you have to talk about them to other people. You can also notice that you have other feelings when you are with different people. For example, you feel relaxed when you talk with a friend from a foreign country, but you are nervous when you present something to a strict teacher at the lesson of a foreign language. If we summarize these facts, you will probably start noticing this model:

What am I doing?	How do I feel?	What do I think?
<i>I am at school and I have to present my work in a foreign language.</i>	<i>Stressed and anxious.</i>	<i>I will fail.</i>
	<i>Relaxed, calm and joyful.</i>	<i>I will not be able to do it in front of my classmates.</i>
<i>I am talking with a friend in a foreign language.</i>		<i>It is great to talk like this with my friend.</i>

Our feelings depend on what we think and what we do. Try to determine your feelings in the following exercise. Notice if your strongest emotions are related to your specific thoughts or your activities:

1. Thoughts that provoke GOOD feelings ...
2. Thoughts that provoke UNPLEASANT feelings ...
3. Activities that provoke GOOD feelings ...
4. Activities that provoke UNPLEASANT feelings ...

What would i do if i did not have fear? (Kolaříková, 2015)

It is sometimes useful to play with your imagination and look at a different reality without fear by means of easy questions. It is important to make "trips" into the world where exists our "I" without useless fear and anxiety. These trips remind us that the reality with fear and worries we live in, is not the only option we have at our disposal. If we are not in really dangerous situations, fear is only our illusion:

Find 10 minutes only for yourself. Sit down and feel comfortably. Breathe deeply and slowly... Your body is more relaxed with every breathing out... Release all tensions... Then answer to some questions... Do not hurry, you have enough time... Let your phantasy find the nicest options...

- *How would you live your life if you did not have fear?*
- *What would be your relationships like if you did not have fear?*
- *What would you do if you did not have fear?*
- *What is possible to change when I get rid of my fear?*

Be patient ... do not hurry ... Give a lot of time to your phantasy ...

As soon as you have enough answers to these questions, stretch your body and open your eyes. Include the obtained information into your life and do not let fear influence you.

The box of worries (Piačková, 2002)

It is sometimes hard to stop and switch off negative thoughts that appear in our mind. When it happens, it can be useful to draw or write these thoughts on the paper and lock them in the box:

- *Find a box and make your own box of worries. Paint that box and choose its place.*
- *When you find out that you cannot stop your worries, write them down or draw them on a piece of paper.*
- *Then put them into your box and lock them there.*
- *At the end of the week open your box and talk about your worries with somebody you trust.*

Switch off the tape (Piačková, 2002)

You can sometimes have the same worries or negative thoughts again and again. It is as if you were listening to the same tape that plays in your mind. This tape will never change. Its volume will never turn down. In this case it is useful to learn how to switch off this tape:

Step 1: Imagine your record player:

- *Imagine the record player that is playing in your mind.*
- *Look at a real record player. May it will help you to imagine it.*
- *Find out how you can switch it on and off, where you can put the tape and change the volume.*

Step 2: Imagine how you stop the tape:

- *Imagine how you put the tape into the record player.*
- *When you switch it on, the tape will start playing and you will be able to hear your worries and negative thoughts.*
- *Now imagine how you switch the record player off. Concentrate on that button "Switch off". After you have pressed it, these thoughts will stop.*
- *Practise switching on and off. Notice that your negative thoughts react to it and they stop. The more you practise, the easier it will be.*

Distressful time (Praško, Prašková, 2001).

This technique is suitable if you spend a lot of time thinking about negative thoughts:

- *Define how much time you spend with these obsessive and intruding thoughts. Then determine a specific "distressful time" you will be dealing with them.*
- *Do not allow to these thoughts to disturb your work, free time or mood whenever else.*
- *If you have a feeling that you forgot to deal with some ideas during your "distressful time", just write them down with a pencil or a pen. Write one or two words that will remind them to you.*

The aim is not to avoid thinking about unpleasant things completely. It is rather a way of determining a suitable time for dealing with them. Many people need half an hour of such distressful time every day. This technique works well if you really find the time for it and do nothing else when you deal with your thoughts. For example, choose a particular armchair where you will be sitting and thinking. This is not time for eating, drinking, talking, working or having fun. The knowledge that you have a specific time during the day for thinking, will enable you to think about problems and worries during another time.

Technique of swelling (Praško, Prašková, 2001)

The aim of this technique is to destroy disturbing negative thoughts by exaggerating the problem into the absurdity. In this way we will make the problem ridiculous and it will stop provoking fear. The funny aspect of the exaggerated scene shadowed the previous fear.

Diverting of attention (Možný, Praško, 1999)

This method is based on the fact that we can fully concentrate only on one thought in a certain moment whereas the other thoughts or imaginations are at the background and their influence on our mood is weakened. We apply this method in the situations when we have unpleasant thoughts we do not want to think about them. In order to make this method effective, we have to know *several ways of diverting of attention* and use those ways that are helpful and focused on our interests and personal qualities (e.g. people practising sport can weaken their attention by means of a physical activity, musically talented people by playing a musical instrument, etc.). It is important to *find such activities that will be really interesting for us*. At the same time these activities are quite demanding so that we could not do them automatically. The factor of *repeating and practising* is decisive for the effectiveness of this method - first in the calm atmosphere and later also in usual situations where we have to deal with unpleasant thoughts, imaginations or worries.

Pumping (Praško, Prašková, 2001)

Pumping is a technique aimed at the increasing of positive thoughts. Its name is derived from the expression "*load the pump*" when you put water into a dry pump so that it can start working. In this case we set or "pump up" positive thoughts into our conscience in a systematic way: *we will stop the flow of negative thoughts and start the flow of positive thoughts*.

- *First you have to make a list of positive thoughts. Think about such thoughts that are directly related to you. If it is necessary, ask your friends to tell you about your good qualities. Then write these thoughts on cards. Write only one idea on one card. In this way you will have the whole set of positive thoughts.*
- *Then start loading your "pump of positive thoughts" carrying this set of thoughts everywhere. You can read these positive thoughts whenever you want. Concentrate on what is written on the cards. If you have new positive thoughts, add them to your set.*

Finally put some empty cards into your set. When you choose such an empty card, write down there any new positive thought that comes to your mind.

Face your anxiety and fear (Piačková, 2002 - modified by Müller de Morais, 2018)

To specify tasks by means of small steps is a very useful method, but we can postpone their fulfilling because we feel too anxious. These anxious feelings often prevent us to do something we really want. Afterwards we have to cope with other emotions, like anger and sadness.

You have to learn how to cope with your anxiety and worries. The following steps could help you:

1. *step: Use small steps to specify your task by means of smaller tasks.*
2. *step: Make your own dialogue and act it.*
3. *step: Relax and imagine a successful description of your first task.*
4. *step: Try it with this first task.*
5. *step: Reward yourself for this first success.*

Example: *A student is anxious when she has to speak in a foreign language in front of a bigger group of people. She is afraid to present her work. She is afraid that she will not be able to remember the correct words and she will make many impediments in her speech. She imagines that her classmates will laugh at her and her teacher will give her a bad mark. She has had these feelings since she worked abroad during the summer holidays and local workers were amused with her accent. She decided to face her anxiety.*

1. Step: This student decided not to avoid this situation. She wants the present her work. She would like to make it interesting for her classmates. She would also like to get a positive evaluation from her teacher and hear that she has improved a lot in this foreign language... By means of small steps she determined her following tasks:

- *To prepare her presentation and to consult it with a native speaker.*
- *To practise her presentation at home in front of a mirror.*
- *To ask a classmate for a feedback after presenting him her work before the official date of her presentation at school.*
- *To ask two or three classmates to support her during her presentation (e.g. with the eye contact, nodding or other gestures of agreement, etc.)*
- *To try to present her work by means of presentation skills she has learnt during her studies (e.g. to move closer to her classmates, to pay her attention to all of them, to ask verifying questions, etc)*

2. Step: This student was thinking what she would say to herself at the moment of coming to the front of the classroom: "I am calm. Nobody will laugh at me. I am going closer to my classmates..."

3. step: She imagined her place of relaxation. Then she imagined the scene of her calm walking towards her classmates. She also imagined that her classmates were clapping at the end of her presentation and her teacher gave her a positive feedback, too. The teacher said that she had improved her speaking skills in this foreign language.

4. Step: She imagined this situation several times. She practised what she would say to herself. Finally she acquired a feeling that she could try it. She decided that the best time for facing her anxiety would be during the lesson when she had to present her work. She used all methods from the first step.

5. Step: The student was successful and she prepared a presentation that she had consulted with a native speaker. She was satisfied and she rewarded herself with a cup of hot chocolate and a cake. Then she continued with her other tasks.

5 Conclusion

The aim of this article was to elucidate the phenomenon of anxiety and fear of speaking in a foreign language and selected possibilities of their management by cognitive and behavioral method of cognitive-behavioral approach. Understanding of anxiety of speaking is nowadays a result of researches and

clinical experience, that are for current pedagogical and psychological theory and practice necessary and needed part. Our author's ambition was to provide possibilities of the management of anxiety by application of cognitive and behavioral methods, that we consider as an adequate method in the area of its reduction. Their use in the situation of verbalisation in a foreign language is effective in the area of achievement support. We expect that in a frame of conceptualisation of problems in speaking in a foreign language will be influenced by new information from research and practice and it will continue as an investigation trend of this problem with the aim to minimize negative influence on achievement.

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