Abstract
This work deals with anxiety being involved in ESL teaching to adult students. Its causes and negative consequences are discussed. Its aim is to reveal whether anxiety is a real issue in ESL that should be acknowledged and if it is, what can be done in order to prevent it or at least identify it and be able to work with it. The theoretical part deals with the delimitation of the term anxiety and puts anxiety in the psychological and pedagogical context. The development of research in this area is described and the relevant findings are presented. Practical part consists of mixed research dealing with the extent to which anxiety impacts foreign language learning in the first part. The second part based on interviews with anxious learners brings into light the specific causes of foreign language classroom anxiety which allows the conclusions in the form of practical recommendations to be drawn for English teachers.
Key Words:
Anxiety, adult learners, ESL classes, recommendations