

EXPLORING 'TEACHER STRESS' IN NON-NATIVE AND NATIVE TEACHERS OF EFL

Elham Sadat Mousavi

Background

Teachers have always been the centre of attention in the classroom, yet ironically their concerns and needs have not always been addressed in the same way. Nowadays EFL/ESL teachers, along with teachers in other fields, have heavier responsibilities than before, and studies show that teaching is one of the most stressful jobs in comparison to other occupations (Adams 2001).

Innovations in the field of education and language teaching have created a rather novel role for teachers. Teachers are no longer looked at as the mere transferors of knowledge, but as individuals who need to communicate and engage with students more than before and to care for their inner worlds (Arnold 1999).

EFL teachers are expected to empathize with learners, try to motivate them and encourage them to participate in classroom activities, and generally speaking, to help facilitate learning. However, in addition to all these roles, they also need to engage in many other tasks such as paperwork, evaluating students, preparing for the class, remaining up-to-date with their teaching area and preparing their teaching materials. At the same time, they might have positive or negative encounters with parents, colleagues, administrative authorities and students, all of which can affect them psychologically.

Altogether, the combination of all these new ideas for better teaching have left the individual teacher feeling more accountable than before, yet more confused, and arguably less supported (Claxton 1989).

Both teachers and learners are active participants in the language class, with their own share of roles. Since they are constantly interacting with each other, we cannot consider the emotional state of one group whilst ignoring the concerns of the other. The general outcome of the lesson depends on the quality of such interactions. Therefore attention to teachers' needs and concerns is very important, especially in an area such as language teaching, where more interaction between the teacher and learner is involved.

Teachers and teacher stress

Stress is usually considered to be the effect or the response to a stimulus (Jenkins & Calhoun 1991). Some researchers define stress in terms of the level of pressure and demands made on an individual. Other researchers have defined the term by means of the degree of mismatch between the demands made upon an individual and the individual's ability to cope with these demands (Kyriacou 2001). What is usually implied by stress (as it is in this study) is the negative experience of emotional feelings; nevertheless, stress is not always negative. It can sometimes act as a motivating power for individuals.

Among the individual affective factors, 'stress' has been cited as one of the most important variables and this concept has gradually become common in our discourse about life and health (Jepson & Forrest 2006). Much effort has been made to research into stress among teachers; however, very little research, both according to my understanding and in terms of what has been cited by researchers of teacher stress (Markham et al 1996), has been conducted in the field of EFL. This is despite the fact that according to studies, stress can have a negative effect on teachers' well being (physically, behaviourally or mentally and also emotionally), and thereby affects not only teachers, but also the school (e.g. lost of teaching time), and more importantly, the students (e.g. students' perceived relation with teacher) (Wilson 2002; Claxton 1989).

In the field of education, teacher stress may be defined as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher" (Kyriacou 2001:2). Such a definition is based on a model which views stress as a negative emotional experience. Teacher stress is therefore seen mainly as a negative effect, with diverse psychological (e.g., job dissatisfaction), physiological (e.g., high blood pressure) and behavioural (e.g., absenteeism) links (Van Dick & Wagner 2001).

Previous studies on the issue of teacher stress have shown that teachers who have little control over their occupational environment, planning,

and decision-making have referred to their teaching as stressful. Undefined work roles and work overload have also been mentioned in several studies as being among the most stressful experiences for teachers (Kyriacou 2001; Austin et al 2005; Adams 2001; Fimian 1987). Lack of adequate teaching resources, adequate time to deal effectively with students, as well as issues such as salary, lack of feedback for teaching performance, unclear methods of evaluation, lack of /insufficient peer support and dealing with colleagues, students' misbehaviour and home life quality have also been mentioned as sources of stress (Adams 2001; Kyriacou 2001; Fimian 1987; Jenkins & Calhoun 1991). Students' related problems, such as late arrivals, distracting others who are trying to work, missing the lessons, refusal to do set work, failure to do homework, rude or cheeky remarks, can also cause teachers to become stressed (Joseph 2000; Adams 2001).

With regard to EFL in particular, a study of a group of EFL teachers has shown that the main sources of stress were lack of sufficient time, unwanted classroom observations and poor relations with colleagues (Bress 2006).

However, taking their place among the factors that could be considered to be linked to stress are issues surrounding 'non-nativeness', since being a non-native teacher is sometimes associated with a deficiency in teachers (Horwitz 1996) and can therefore be a cause of stress in many of them.

One of the most obvious issues facing non-native teachers and causing them stress can be their own language proficiency. In fact, many of the issues discussed concerning language learner anxiety could be true for many non-native teachers. Ideally we assume that all language teachers have an acceptable proficiency in English, but as we know language learning is a never-ending process. Therefore "it is appropriate to think of a great number of language teachers as language learners –albeit advance ones" (Horwitz 1996:366). Sometimes even when the teacher has enough language knowledge, he/she still might lack self-confidence in him/herself. According to Kim (2004:1):

Many NNES [non-native English speaking] teachers-in-preparation and NNES professionals report suffering from an unnecessary level of emotional stress caused by language issues, which is detrimental to their confidence as teachers. Although many NNES teachers-in-preparation have a good command of internalized L2 knowledge (linguistic competence), they may have difficulty using this knowledge in different contexts.

Horwitz also mentions that for a non-native teacher, such lack of confidence can "inhibit a teacher's ability to effectively present the target language, interact with students and serve as a positive role model as a language learner" (Horwitz 1996:366).

When encouraging teachers to improve their student's language skills, we sometimes forget that there are a group of teachers that lack confidence in their own language ability (Murdoch 1994).

There are also other situations when teachers might feel stressed especially where language content is unpredictable (Tudor 1993) as in methods like communicative language teaching. Therefore the teacher might face situations where he/she feels less confident in terms of his/her language ability.

The study

Since very little research has been carried out on the issue of teacher stress in the field of EFL/ESL, this study intends to investigate potential inside and outside classroom sources of stress in teachers of EFL and to further examine possible differences between non-native and native EFL teachers. In this research, two methods of data collection namely, qualitative and quantitative methods were used. The advantage of using more than one method of data collection is that it allows a triangulation of methods which gives the research more validity and provides a chance for the findings of one method to be cross-checked with the other (Bryman, 2001). For the qualitative method, a questionnaire and for the qualitative approach a semi-structured interview, were applied.

The questionnaire consisted of 41 items based on a six-likert scale (a sample of the questionnaire is provided at Appendix A). It elicited EFL teachers' opinions concerning issues that could be linked to stress, as well as some of their demographical information. Before the actual distribution of the questionnaire, a sample was sent to a group of EFL tutors from Northumbria University, who submitted their expertise on the questionnaire. A pilot study was also carried out and changes were made according to the tutors' comments and the results of the pilot study.

In this research a 'semi-structured' interview was applied because of its flexibility and the degree of power and control it gives the researcher during the interview (Nunan, 1992). Furthermore, instead of a common face-to-face situation, this semi-structure interview was conducted through Email, making it what Bampton and Cowton (2002) call

an 'E-interview', a relatively novel research method.

Applying such an interview technique may be rather unfamiliar in the domain of qualitative research. Nowadays, however, more researchers suggest the use of technology for qualitative, as well as quantitative research. Even though there are advantages and disadvantages to the separation of the interviewee and the interviewer (for instance a lack of tacit signs like their psychological and body language reactions), in this case, given the limitation of time and access to people, more positive than negative factors were present. The participants had more time to think and construct a response, therefore giving more valid responses than spontaneous ones. Furthermore there is also a reduction of psychological pressure for nervous participants (Bamton and Cowton (2002). A sample of the interview topics is provided in Appendix B, at the end of this paper.

The participants

The participants in this study were two equal groups of 16 non-native and native teachers of EFL (altogether 32 participants), of which two equal groups of 8 non-native and native teachers also agreed to participate in the interview (altogether 16 participants). The native teachers were chosen randomly from various language centres within UK universities that were engaged in pre-sessional language courses (pre-university language courses for international students who are intending to pursue their academic studies). Non-native teachers were also randomly chosen from MA students of TESOL from two UK universities, who were from different countries and were all experienced teachers of EFL. At the time of this study, they were temporarily staying in the UK for the purpose of study. In view of this, their context of teaching was taken to be their original country. It should also be mentioned that the majority of non-native teachers were Asians, teaching in Asia, and the majority of native teachers were British, teaching in the UK. With the exception of some of the questions, which were more specific, I asked both groups of teachers to consider their EFL teaching in general when answering the questions.

Results

With regard to the demographical characteristics of the participants, the data show that in comparison to native teachers, non-native teachers fell into the younger age group. Moreover, there

were more female than male teachers in each group, with more female teachers in the non-native group. Furthermore, with an average of 13.6 (years), native teachers had more teaching experience (in comparison to 4.7 years for non-natives) and also taught more hours per week (27.5 hours for natives versus 18.5 hours for non-natives).

In order to draw an effective comparison between the responses from non-native and native teachers, the maximum number of responses for each question was calculated for each group. Following this, those questions that most respondents had either agreed or disagree with were separated, and those that most respondents from both groups were 'neutral' about were omitted. Once again, a calculation was made based on the sum of 'Agree' and 'Strongly Agree' options, as well as the sum of the 'Disagree' and 'Strongly Disagree' responses. Finally, the results were grouped together in two different tables, in order to show the similarities and differences between non-native and native teachers' experiences and their views towards teaching and stress (see appendices).

Results of the questionnaire

Similar views of EFL teachers on the issue of teaching and stress

In terms of opinions about teaching, the majority of both groups considered that their student's evaluation of them was very important (93.75% of non-natives and 87.5% of natives). Moreover, the majority of both groups agreed that teachers' needs were as important as those of their student (81.25% of non-natives and 68.75% of natives).

As regards their working circumstances, both groups showed satisfaction in terms of their relationship with their boss (56.25% non-native and 68.75% native) and colleagues (56.25% of non-natives and 68.75% of natives) and also said that they had some say in how to do their job (81.25% non-native, 87.5% native). However both groups said that they lacked sufficient opportunity for staff development.

In connection with issues related to stress, 81.25% of non-native teachers and 50% of native speakers agreed that they found it stressful to teach poorly motivated students. Both group also agreed that the level of their responsibility as a teacher had increased. In addition, both groups agreed that they found complaints against them by students stressful (56.25% of both group). Both groups broadly disagreed with the sentence that "they kept their work related problems to

themselves" (50% of non-natives and 75% of natives).

Disparate views of EFL teachers on teaching and stress

The most striking difference between the two considered groups concerned teacher's perceived *knowledge of English* with 87.5% of non-native speakers (62.5% agree, 25% strongly agree) believing that they did not have enough knowledge of English (in aspects such as grammar or vocabulary ect).

Generally the major areas of difference among native and non-native teachers surrounded issues such as observation, communicative language teaching, salary, making students understand a point, facing unpredicted situations, student's reaction to the teachers' culture, competition among colleagues, teaching material, work-load, insufficient time, extra work related activities, teachers' beliefs, the status of English teachers, unacceptable behaviour at work and the affect of stress on teaching.

Generally in two specific issues related to teacher stress, 'native' teachers responded more concern in comparison to their non-native speaker counterparts. Namely, while 56.25% of native teachers (31.25% strongly agree and 25% agree) agreed that they found classroom observation stressful, 50% of non-native teachers disagreed with that. Also whereas 56.25% of native teachers thought that the status of English teachers had declined over the past couple of years, 50% of non-native teachers disagreed with this.

However in regards to the remaining issues, non-native speaker teachers stood out above native teachers in terms of the percentage of responses indicating stress. For instance, while 62.5% (12.5% strongly agree, 50% agree) of non-native teachers agreed that they felt stressed about student's misunderstandings, only 18.75% of native teachers shared this opinion, and most disagreed with it (68.75%). Moreover, while 56.25% of non-native teachers believed that the atmosphere among colleagues was too competitive, the same percentage of native teachers disagreed with that statement.

Furthermore whereas 56.25% non-native teachers (50% agree, 6.25% strongly agree) believed that they felt stressed when they couldn't make student's understand a point, 62.5% of native speakers disagreed with this assertion. More non-native teachers also believed that communicative language teaching puts more responsibility on teachers (50% versus 18.75%) and more were unhappy about extra activities

related to their work (62.5% versus 37.5%). In terms of satisfaction with work load, here too, non-native teachers were less satisfied (43.75% versus 81.25%).

Results of the interviews

Non-native teachers' interviews

Of the 8 respondents, 3 non-native teachers said that they considered English teaching to be a generally stressful job. 2 non-native teachers said that to some extent it was stressful, and that this depended on certain conditions. 3 further non-native teachers claimed that English teaching itself was not stressful, despite the fact that they might sometimes experience stressful situations.

Within the classroom, for most non-native teachers, low motivation and disciplinary issues were the main source of stress, and other issues consisted of teachers' own lack of confidence, lack of familiarity with materials and lack of time.

With regard to issues occurring outside the classroom, most non-native teachers showed concern over their parents' involvement in the teaching process and students studying for the purpose of examination. Some others also complained about work load. Here are some of teachers' comments when asked what caused them most stress inside and outside the classroom:

(Disciplinary): If students are always noisy in the class, it would be great stress to me. I couldn't teach smoothly. I will ask students to follow the rules during classes to make teaching easier.

(Lack of confidence): I sometimes thought that my English speaking is not good enough to talk to foreign teachers who also work there. And that may influence me, making me unconfident, to talk to young learners

(Material, time, students correcting teacher): I always feel stressed if the material is not familiar to me such as new texts or when it is difficult to explain and I don't have enough time to prepare it...or when students' faces show they are confused about what I'm talking or students correct my mistakes then, I'm stressed.

(Studying for the purpose of exam) In Taiwan, all teachers have the same stress of the "grade" problem. Because, Parents they take "grade" to be "if you are a good teacher or not

(Parent's expectation) Parents who criticize my objectives when their child received a low mark from my subject make me stressed

(Work-load) I need to do some administrative work..... The workload makes me stressed sometime.

(Extra work related activities) There are many extra activities in school. We'll invite students' parents to come to our school and join the

activities. Teachers have to face many parents at the same time. For me, it is quite a big pressure!

Moreover, of the 8 respondents, only 2 non-native teachers claimed that they had a choice of teaching materials, and said that they could choose whatever they thought was most appropriate for their teaching. However, 4 other non-native teachers asserted that they had no choice of material, and that everything was prescribed by the school or the institutes that they worked in. 2 further respondents noted that they had partial choice of materials, since they were allowed to choose from a certain collection provided by their school or their institution. 4 of these teachers stated that they felt stress caused by a lack of free choice of material.

All 8 non-native teachers also stated that they could choose their teaching methodology, and did not state any experience of stress related to this. One non-native teacher, however, commented that despite having the choice of teaching method, they thought that methods like communicative teaching required more language ability from the teacher, and this too could sometimes cause stress.

Native speaker teachers' interviews

Out of 8 native teachers, 4 claimed that teaching English was not a stressful job and they were happy with their jobs. 3 further teachers said that they thought it was a stressful job, with one stating that the reason for this was the need to work with different people with different backgrounds and opinions. 2 further teachers stated that levels of stress depended on the characteristics of the individual teachers and also on certain conditions. Here are some of teachers' comments when asked what caused them most stress inside and outside class:

(Disciplinary issues & time management) If students are late, or do not work hard; [also] if the timings of different parts of the lesson go wrong

(Technology faults) If the technology I have planned to use doesn't work and I don't know how to fix it! This has happened in, for example, a language laboratory when the class DVD/CD player refused to 'skip' to the right track....

(Lack of familiarity with the lesson or material, low-motivated students, keeping authority, technology) If I am not sure about the lesson I am teaching then I feel stressed before and during the class. This could be because I did not prepare the lesson myself and perhaps someone else's ideas do not suit my teaching style therefore I would feel a little uneasy. If I can see the students are finding an activity really hard or really boring or really easy then I feel worried and a little stressed.

(Composition of the class, satisfying students' needs) Sometimes the composition of the class makes my job difficult[Often in] classes there is a huge range of nationalities and abilities with widely differing needs and expectations – this can sometimes cause stress. Trying to please all the students all the time is probably impossible.

Within the classroom, most native teachers' concerns involved situations such as students' reactions to teaching style, lack of familiarity with the new class or teaching materials, and problems with technology. As with some non-native teacher's comments, disciplinary issues were also mentioned by some native teachers.

With regard to outside classroom issues, native teachers' general concerns centred around issues such as relationships with colleagues, namely concerns over covering for their absent colleague and sharing offices, management issues, timing of the lesson and also potential technological faults such as unexpected problems with the photocopier.

7 out of 8 native teachers said that they had their own choice of material and one said that he/she sometime had the choice about the teaching material and she/he said that she/he preferred not be told what to teach. All teachers were happy regarding their freedom in choosing what to teach, although one said that sometimes the only possibility of stress with relation to material was its time management.

All 8 native teachers said they could choose how to teach and were free to teach any method, and felt no stress in such matters. However, one teacher commented that it was sometimes difficult to satisfy students' expectation with regard to the method of teaching (i.e. sometimes students expected the teacher to teach in certain method that they were more accustomed to).

Discussion

The results of the study suggest that some of the major sources of stress for teachers of EFL were similar to those mentioned in the literature for other groups of teachers, namely issues such as student's low motivation, lack of sufficient time, students' misbehaviour, salary (Kyriacou 2001; Jenkins and Calhoun 1991; Fimian 1987), unsupportive parents and competitive atmosphere among colleagues (Wootton 1993). Therefore, the findings again reconfirm the claims of the previous research, which were carried out on the basis of general ground of teaching.

However there were some further sources of stress, which, as anticipated, were more specific to EFL. It is noteworthy that they seemed to be

more specific within one group of teachers, namely the non-native teachers' group.

It seems that despite having shorter hours of work per week, non-native teachers in this study were more vulnerable to stress than native teacher of EFL. As the data show, non-native teachers in this study were also in a younger age range, and had fewer years of experience. This could be said to be linked to their degree of perceived stress, since according to one study, teachers with less teaching experience show higher levels of stress (Wan Mo 1991). Another study also suggests that teachers in their early years of teaching experience are also more vulnerable to stress if the working conditions are poor (Weiss 1999).

Furthermore, there were fewer symptoms of stress associated with working conditions among native teachers in this study. Generally speaking, it can be said that the working conditions of teachers are mostly influenced by their cultural and economical status in the context within which they teach.

David Kennedy (1999), for instance, describes teachers' situation in China (as a context where some of the participants of this study have also come from) as unsatisfying. He comments that the changes to language teaching have brought about a more challenging role for teachers, and since teachers are not in a socially desirable status, and are also poorly paid, the new conditions have served to create a 'depressed profession with poor motivation'.

However, besides many shared factors that have proven to cause stress in teachers, (according to the results of this study and previous research) what mostly appears to distinguish non-native and natives EFL teachers is their language group membership, since as it has already been mentioned in the literature, being native or non-native can imply certain merits or deficiencies in teachers.

In several studies by Horwitz (1996), conducted in the early 1990s, different groups of non-native teachers, including pre-service teachers, certified practicing and non-certified teachers from different backgrounds, were asked about their feelings of stress/anxiety and the results showed that in every group the majority of non-native teachers reported considerable levels of stress/anxiety.

It should be noted that stress concerning perceived language ability does not mean that they do not have enough language proficiency, as mentioned earlier; rather, it is related to their beliefs and confidence about their language ability (Horwitz 1996). As Horwitz (1996) remarks, most

non-native teachers have adequate language ability to perform their task, yet they often lack confidence in their language ability. As the results of this study also show, the majority of non-native teachers (87.5%) said that they felt that they did not have enough knowledge of English. This is a very important statement from non-native teachers who constitute a considerable proportion of EFL teachers and who have a very important responsibility before them.

Moreover, according to the results, it seems that the majority of these sources of stress that were limited to non-native teachers, such as perceived stress over student's misunderstanding of English, and student's asking questions of teachers can also be said to be rooted in teachers' insecurity or stress over their own language ability. Therefore, if teachers worry about their language ability in the class, any questions raised by students can be considered a potential threat to the teacher's self image and a challenge to their language ability.

Moreover, some teachers may seek to relate students' misunderstanding of English to their own language ability, and may feel that because they are not able to explain a particular item well in English, this may impede their students' understanding.

According to the findings of the study, whereas half of non-native teachers said that they felt that communicative language teaching placed more responsibility on teachers, more than half of the native teachers disagreed with this. It may be stated that non-native teachers' less positive approach to an approach such as communicative teaching could also be linked with their perception of their language ability, since communicative language teaching also requires teachers to be able to provide spontaneous answers where necessary, and such situations can create stress for those teachers who do not feel sufficiently confident about their own language ability.

Conclusion

The findings of this study show that for both groups of EFL teachers in this study, it is generally the case that the major sources of stress were those related to issues outside the classroom; yet in each group, the trend was different.

Generally, it can be concluded that those areas of stress that were more exclusive to non-native teachers could be linked to the issue of being non-native, and more importantly, to their view of language ability. However it should once again be noted that being non-native is only one of the several possible sources of stress; Yet, it is perhaps

one of the most distinguishing one since nowadays, there are more non-native than native teachers (Horwitz, 1996), teaching English worldwide and this highlights the importance of carrying further research to examine the influence of L1 on EFL teacher stress and to develop plans to reduce and control such stress.

According to the results of this study, those non-native teachers who showed the most concerns were mainly in their early years of experience. This can also highlight the important role that pre-service teacher training courses can play in identifying and addressing the issue of stress, and also in preparing special programs to focus on those areas that are more exclusive to non-native teachers.

Exclusive language classes can, for instance, be held for pre-service teachers and special counseling and support can further be given to non-native teachers of English to address those areas that are of more concern to them. They can, for example, discuss what teachers could do when their students ask them something that they do not know, or when they face unpredictable situations. More importantly, non-native teachers can be helped to become more aware of what skills other than mere language knowledge they need to have in order to be more effective teachers.

References

- Adams, E.** 2001. 'A proposed causal model of vocational teacher stress. *Journal of Vocational Education and Training* 53/2: 223-246.
- Arnold, J.** (Ed). 1999. *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Austin, V., Shah, S. & S. Muncer.** 2005. 'Teacher stress and coping strategies used to reduce stress.' *Occupational Therapy International* 12/2: 63-80.
- Bampton, R & J.C. Cowton.** 2002. 'The E-Interview. Forum'. *Qualitative Social Research* 3(2). 1-10
- Bress, P.** 2006. 'Beating stress: creating happiness and well-being in TEFL'. *Modern English Teacher* 15/3: 5-15.
- Bryman, A.** 2001. *Social Research Methods*. Oxford: Oxford University Press.
- Claxton, G.** 1989. *Being A Teacher: A Positive Approach to Change and Stress*. London: Cassell Educational Limited.
- Fimian, M.J.** 1987. 'Teacher stress: an expert appraisal.' *Psychology in the Schools* 24: 5-14.
- Horwitz, E.** 1996. 'Even teachers get the blues: recognizing and alleviating language teachers' feelings of foreign language anxiety'. *Foreign Language Annals* 29/3: 365-372.
- Jenkins, S. & J. Calhoun.** 1991. 'Teacher stress: issues and intervention'. *Psychology in the Schools* 28: 60 - 70.
- Jepson, E. & S. Forrest.** 2006. 'Individual contributory factors in teacher stress: the role of achievement striving and occupational commitment.' *British Journal of Educational Psychology* 76: 183-197.
- Joseph, R.** 2000. *Stress Free Teaching: A Practical Guide to Tackling Stress in Teaching, Lecturing and Tutoring*. London: Kogan Page.
- Kennedy, D.** 1999. 'The foreign teacher as change agent and implications for teacher education programmes in China.' In C. Kennedy., P. Doyle & C. Gol. (eds). *Exploring Change in English Language Teaching*. Oxford: Macmillan.
- Kim, S.** 2004. 'When and how to resolve language issues of non-native-English-speaking teachers-in-preparation in TESOL programs'. *NNEST Newsletter, TESOL* 6/2.
- Kyriacou, C.** 2001. 'Teacher stress: directions for future research.' *Educational Review* 53/1: 27-35.
- Markham, P., Green, S. B. & M.E. Ross.** 1996. 'Identification of stressors and coping strategies of ESL/bilingual, special education, regular teachers'. *The Modern Language Journal* 80: 141-150.
- Murdoch, G.** 1994. 'Language development provision in teacher training curricula'. *ELT Journal* 48/3: 253-265.
- Nunan, R.** 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press
- Tudor, I.** 1993. 'Teacher roles in the learner-centered classroom'. *ELT Journal* 47/1: 22-31.
- Van Dick, R. & U. Wagner.** 2001. 'Stress and strain in teaching: a structural equation approach'. *British Journal of Educational Psychology*, 7: 243-259.
- WanMo, K.** 1991. 'Teacher Burnout: Relations with Stress, Personality, and Social Support'. *CUHK Education Journal* 19(1): 3-11.
- Weiss, E. M.** 1999. 'Perceived Workplace Conditions and First-Year Teachers' Morale, Career Choice Commitment, and Planned Retention: A Secondary Analysis. *Teaching and Teacher Education*, 15(8), 861-879.
- Wilson, V.** 2002. *Feeling the Strain: An Overview of the Literature on Teacher's Stress*. Edinburgh: SCRE.
- Wootton, M.** 1993. *Coping with Stress in Teaching*. Nightingale Teaching Consultancy.

Appendices

Table 1. Shared views of native and non-native teachers on teaching and stress

Questions	Number of responses from NN teachers	Number of responses from N teachers
I am clear about my responsibilities as a teacher	15 A	14 A
I think teacher's needs are as important as students' needs	13 A	11 A
I find it stressful to teach low motivated students	13 A	8 A
I sometimes feel stressed before going to the class	9 A	10 A
My student's evaluation of me is very important for me	15 A	14 A
I sometimes find it difficult to communicate with students	9 D	10 D
I sometimes feel unable to control the class	7 D	8 D
I mainly teach English because I like teaching English	8 A	11 A
I have a choice in deciding how I do my job	13 A	14 A
My workload is manageable	7 A	13 A
I lack opportunities for promotion	6 A	9 A
I lack opportunities for staff development	10 A	7 A
I sometimes worry about my colleagues' evaluation of me	8 A	7 A
I am happy with the level of support I obtain from my colleagues	9 A	11 A
I have enough time to prepare for my classes	9 A	10 A
I have a good relationship with my boss/immediate superior	10 A	9 A
My level of responsibility as a teacher has increased during the last couple of years	13 A	12 A
There have been redundancies or job cuts in my institution which I find stressful	7 A	6 A
I find complains against me by students very stressful	9 A	9 A
I keep my work related problems to myself	8 D	12 D
I think my institution needs to organize some effective workshops in order to help reduce teacher's stress	12 A	8 A

A= agree + strongly agree D= Disagree + strongly disagree

N=Native teachers NN= Non-native teachers

* Note: the number in each box is the maximum number of responses for each item with the inclusion of the number of the 'STRONGLY' choices.

Table 2. Disparate views of native and non-native teachers on teaching and stress

Questions	Max responses from NN teachers	Max responses from N teachers
I feel stressed when faced with unpredicted situations at class	7A	9 D
I feel stressed when I can't make students understand a point	9A	10 D
I feel stressed when students ask me something that I don't know	7A	9D
I sometimes feel I don't have enough knowledge of English (vocabulary, grammar, etc.)	14A	10D
I find students' attitude and misunderstanding about English stressful	10A	11D
I find the teaching method I am required to adapt too demanding	6A	9D
I think communicative language teaching puts more responsibility on teachers	8A	9D
I find my teaching in contradiction with my beliefs about teaching	7A	11D
I generally find observations stressful	8D	9A
I think the status of English teachers has generally declined	8D	9A
I am sometimes subjected to unacceptable behaviours (e.g. bullying) at work	7A	8D
I do not have enough time to enable me to deal effectively with students' problems	12A	6D
The atmosphere among colleagues is too competitive	9A	11D
I do not feel happy about some extra work related to my class that I need to do at home	10A	7D
I feel stress is negatively affecting my teaching	9A	7D
I am satisfied with my salary	9D	4A

A= Agree + strongly agree D= Disagree + strongly disagree

N=Native teachers NN= Non-native teachers

* Note: Note: the number in each box is the maximum number of responses for each item with the inclusion of the number of the 'STRONGLY' choices.