

# English Language Learning Anxiety Among Foreign Language

**Jieun Kiaer, Jessica M. Morgan-Brown, Naya Choi**

Foreign Language Anxiety and the Advanced Language Learner Zsuzsa Tóth, 2010-08-11 Does anxiety about learning and using a foreign language decline as learners become more competent in the target language, or is anxiety also relevant at higher levels of proficiency? This is the question *Foreign Language Anxiety and the Advanced Language Learner* sets out to explore. The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners. Specifically, the study examines how advanced EFL learners' foreign language anxiety (FLA) can be characterized; how anxiety relates to other individual differences (cognitive, affective, personality); and explores the relationship between FLA and various aspects of learners' performance and communication experience in the target language. The research context is Hungary. The findings, however, are not confined to the Hungarian EFL setting. In addition to making a contribution to the clarification of some unresolved issues in language anxiety research—including the role of proficiency in the development of anxiety, the relationship between anxiety and other learner variables, and the much-debated question of whether or not anxiety accounts for differential success in L2 learning—this study has important implications for language teachers as well.

**Foreign Language Learning Anxiety in China** Deyuan He, 2018-01-18 Already the focus of much interest for 50 years, the study of foreign language learning anxiety (FLLA) still remains a popular research topic among scholars in Western countries. FLLA is believed to be an important cause of students' "dumb English". Considering the paucity of monographs on FLLA in China, this book represents an important step towards filling this gap. The author uses his PhD dissertation as a foundation for reviewing and discussing previous literature, as well as the current status of and major issues concerning FLLA worldwide. The book explores FLLA in China by using innovative triangulated research methodology, combining both quantitative and qualitative methods, namely surveys, focused interviews, and classroom observations. It also highlights the significance and implications of the research results and predicts the future of global FLLA research with a particular focus on China. Readers will discover the latest developments and issues concerning FLLA, causes of FLLA, and verified, effective strategies for alleviating such anxiety.

*Language Anxiety* Elaine Kolker Horwitz, Dolly J. Young, 1991 Finally a comprehensive discussion of language anxiety, this collection of papers considers the points of view of teachers and students as well as of theorists and researchers. What is language anxiety? How does it affect language learners? How is it related to other types of anxiety? What can teachers and program directors do to minimize language anxiety in their classrooms? These and other issues are addressed in this landmark text. -- Back cover.

Young Childrens Foreign Language Anxiety Jieun Kiaer, Jessica M. Morgan-Brown, Naya Choi, 2021-06-03 This book presents original research on the effects of foreign language anxiety (FLA) on young language learners. It includes suggestions for alleviating FLA and encouraging foreign language enjoyment which will ultimately facilitate more effective language learning and support children's psychosocial wellbeing.

**Overcoming Foreign Language Classroom Anxiety** Jinyan Huang, 2012 Foreign language anxiety and language-skill-specific anxiety are widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading, and writing. Foreign language classroom anxiety (FLCA) is related to foreign language anxiety and language-skill-specific anxiety, and fairly recently identified as distinguished from other forms of anxiety. FLCA is a more general type of anxiety in learning a foreign language with a strong speaking anxiety element; and low self-confidence is identified as an important component of its construct. Research shows that FLCA is a complex, multi-dimensional phenomenon; it has many potential sources; and it interferes with the acquisition, retention, and production of a foreign language. This book examines the dynamics of FLCA phenomena.

Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language Fakieh Alrabai, 2014-05-19 This guide book is designed in response to the overwhelming need to find some practical techniques to control learners foreign language anxiety and to promote their motivation to learn English as a foreign language. Anxiety-controlling strategies provided in this guide are practical means developed to tackle anxiety sources that usually stem from learner's characteristics, learner's beliefs about learning a foreign language, teacher's characteristics, language testing, classroom atmosphere, learning procedures, etc. Motivation-promoting strategies involve those targeting situation-specific learner motivational dispositions, such as developing a positive relationship with learners; and promoting learner curiosity, self-confidence, and autonomy.

**Anxiety in learning English as a second language** Christina Binter, 2022-07-13 Seminar paper from the year 2021 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 1, , language: English, abstract: This paper wants to examine the sources of language anxiety, how it can affect the learning process of learners, and which consequences probably arise. Firstly, some definitions of the concept of anxiety will be discussed, determining the different types of anxiety, and including the several forms of foreign language anxiety (FLA). Secondly, the historical development, in

addition to the approaches and theories used shall be explained, before the many factors that can cause language anxiety will be presented. Having dealt with the causes of it, the currently used assessment process will be discussed briefly. After that, different techniques and methods that language teachers and instructors can use to support learners with language anxiety are presented. Finally, the current trends in the research of FLA, as well as some outlooks will be given.

**New Insights Into Language Anxiety** Christina Gkonou, Mark Daubney, Jean-Marc Dewaele, 2017 This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

**Foreign Language Test Anxiety in EFL Learners. How Does It Affect the Language Skills of Writing, Reading, Listening and Oral Production?** Leonie Leppich, 2023-01-11 Bachelor Thesis from the year 2022 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 2,0, University of Hildesheim, language: English, abstract: This bachelor thesis is about foreign language test anxiety in EFL learners. Furthermore, this thesis deals with two main questions. The first question is in which way the test anxiety affects the language skills of reading, listening, writing and speaking comprehension. The second question focusses on the factors that impact language test anxiety in oral production. In order to be able to answer these two questions, I will write about the theoretical background in the first part of my bachelor thesis. First, I will introduce second language acquisition in general, followed by a general definition of anxiety. According to the definition, different types of anxiety are represented. After explaining different types of anxiety, I will explain the topic foreign language anxiety specifically. This is followed by an introduction to the topic of foreign language test anxiety. After the theoretical background has been presented, I will discuss various existing studies to answer the two main questions. For this purpose, I will deal separately with reading, listening, writing and oral production regarding the first question. In the second question, I will then focus specifically on factors that can have an impact on test anxiety. At the end, the results are discussed and concluded.

*AFFECT IN FOREIGN LANGUAGE AND SECOND LANGUAGE LEARNING* Dolly J. Young, 1999 Affect in Foreign Language and Second Language Learning offers high school and college/university second language teachers, or teachers-in-training, practical suggestions for creating activities that take into account learner anxieties, frustrations or discomfort in the language learning process. The objective of the book is to offer concrete instructional approaches for language learning that are rooted in second language acquisition research and, at the same time, that promote a low-anxiety classroom environment. The authors of each chapter are specialists in specific areas of language learning and their essays, composed specifically for this volume, lay the groundwork for continued research on affect in language learning. This text is part of the McGraw-Hill Second Language Professional Series, edited by James F. Lee and Bill VanPatten.

**Language anxiety of students and its effect on speaking proficiency** Edgar R. Eslit, 2020-06-16 Academic Paper from the year 2020 in the subject Speech Science / Linguistics, grade: 12, , language: English, abstract: Language researchers advanced the idea that Foreign Language Anxiety (FLA) has been a discussion of so much interest for it impairs language proficiency among students. The purpose of this study was to find out the level of students' language anxiety and its effect on speaking proficiency. It was carried out among the forty-one Bachelor of Science in Hotel and Restaurant Management (BSHRM) students of Mindanao State University-Maigo School of Arts & Trades (MSU-MSAT). Quantitative and qualitative research methods were employed. Data was collected using Horwitz et.al and Educational Testing Services materials. Furthermore, the mean and standard deviation was observed. These were carried out further using the Multiple Linear Regression procedure to determine the effects of the respondents' level of language anxiety in relation to speaking proficiency. Results revealed that the respondents' communication apprehension and negative evaluation had a high anxiety level. Respondents' high level of anxiety affected the way they communicate in English. On this premise, a Communication Enrichment Program was proposed to address the oral communication problem of the respondents.

**Pronunciation Learning Strategies and Language Anxiety** Magdalena Szyszka, 2016-12-29 This book presents theoretical considerations and the results of empirical research on pronunciation learning strategies (PLS) deployed by pre-service trainee teachers majoring in English as a foreign language who experienced different levels of language anxiety (LA). The theoretical part focuses on the concepts of pronunciation learning, pronunciation-learning strategies and language anxiety and includes an overview of recent empirical research dealing with various related issues. The empirical section of the book presents the findings of a research project that investigated the interplay between PLS and LA, in which both quantitative and qualitative data were collected. Based on the findings, the author proposes two profiles of anxious and non-anxious EFL trainee teachers who support their pronunciation learning with an array of pronunciation learning strategies and tactics.

**Foreign Language Anxiety. A Case Study of Chinese University Students Learning English as a Foreign Language** Yin Xiaoteng, 2016-11-15 Case Study from the year 2016 in the subject Didactics for the subject English - Pedagogy, Literature Studies, , language: English, abstract: This paper presents an empirical study of Foreign Language Anxiety in Chinese university students learning English as a foreign language. The subjects of the present study were 344 college students from Mainland China. They responded to a 5-point Likert scale questionnaire adapted from Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS). Their responses to the questionnaire were submitted to exploratory factor analysis and confirmatory factor analysis (with the help of statistical package of SPSS and AMOS) for identifying anxiety dimensions. The results show that four dimensions of anxiety exist among the subjects and the two dimensions of the FLCAS were closely examined to find the extent to which that the four-factor model adequately fit the data. The fit indices

suggested that the instrument measuring the dimensions of anxiety specific to college students in China was valid construct-wise and reliable for future use.

*Dynamic roles of anxiety and motivation in second/foreign language acquisition* Meihua Liu, Chin-Hsi Lin, Yining Zhang, 2023-06-07

Affect in Language Learning Jane Arnold, 1999-01-14 The affective domain and the emotional factors which influence language learning have been of interest in the field of language teaching for a number of years. By proposing a holistic approach to the learning process, this volume takes the position that the language learning experience will be much more effective when both affect and cognition are considered. The eighteen chapters discuss issues such as memory, anxiety, self-esteem, facilitation, autonomy, classroom activities, and assessment from the perspective of affect. *Affect in Language Learning* will be of interest to teachers-in-preparation, teachers, teacher educators, curriculum designers, programme administrators and researchers and to those second language teaching professionals who wish to improve language teaching through a greater awareness of the role affect plays.

**Self-Esteem and Foreign Language Learning** Fernando Rubio, 2021-02-19 *Self-Esteem and Foreign Language Learning* deals with a topic which has been given surprisingly little attention in Second and Foreign Language Acquisition studies. Although there are several studies dealing with general education, this volume addresses the need to take self-esteem into consideration in the language classroom and adopts both theoretical/research and practical perspectives, with the hope of being useful for both researchers and practitioners. The book is organized into three main parts. Part I serves as an introduction to self-esteem. Part II reports on the existing literature about the theory and research dealing with self-esteem and foreign language learning, and Part III includes procedures for implementation and activities for classroom applications. *Self-Esteem and Foreign Language Learning* is edited by Fernando Rubio (PhD.), a researcher and teacher at the University of Huelva in Spain. Most of the chapters have been written by members of the research group “Affective factors in language learning”, which has also published a book on Multiple Intelligences and the teaching of English (Dr. Jane Arnold, Dr. Carmen Fonseca, etc.). There are two outside contributions: one is by Andrew Wright, author of numerous publications for language teachers, and the other by Veronica de Andrés, teacher trainer from the University of El Salvador (Argentina) and member of the executive board of the International Council for Self-Esteem. Dr. Elaine Horwitz of the University of Texas has contributed a preface.

*Understanding Emotions in English Language Learning in Virtual Worlds* Mariusz Kruk, Mirosław Pawlak, 2022-04-19 This book contributes to overcoming the deficit in research on emotions in foreign language learning in the domain of computer-assisted language learning (CALL) in both traditional and virtual settings. The authors divide emotions into positive (i.e., enjoyment and curiosity) and negative (i.e., boredom and language anxiety) and explore their role in L2 teaching and

learning in CALL environments from theoretical, empirical and pedagogical perspectives. The book begins with a theoretical overview of selected issues concerning positive and negative emotions and surveys the studies that have dealt with this issue in L2 learning in conventional settings and CALL. The empirical part of the book is devoted to a research project which explores the experience of positive and negative emotions in learning English in the virtual world Second Life, the relationships of the emotions in question and factors influencing them. The book concludes by recommending a selection of practices which can help maximize the positive emotions and minimize the negative emotions in foreign language learning in CALL environments. This is an important and illuminating read for students and scholars of applied linguistics, second language education and educational technology who are interested in CALL and in incorporating VW/VR-based language learning programs into their studies and teaching.

Language Anxiety Tim William Machan, 2009-01-29 This engaging and wide-ranging history of language anxiety ranges from the Tower of Babel to the internet. It shows how worry about language results from and causes linguistic change, as well as fuelling perennial concerns about class, culture, identity, and social change.

**Positive Psychology in SLA** Peter D. MacIntyre, Tammy Gregersen, Sarah Mercer, 2016-04-20 Positive psychology is the scientific study of how human beings prosper and thrive. This is the first book in SLA dedicated to theories in positive psychology and their implications for language teaching, learning and communication. Chapters examine the characteristics of individuals, contexts and relationships that facilitate learning: positive emotional states such as love, enjoyment and flow, and character traits such as empathy, hardiness and perseverance. The contributors present several innovative teaching ideas to bring out these characteristics among learners. The collection thus blends new teaching techniques with cutting-edge theory and empirical research undertaken using qualitative, quantitative and mixed-methods approaches. It will be of interest to SLA researchers, graduate students, trainee and experienced teachers who wish to learn more about language learning psychology, individual differences, learner characteristics and new classroom practices.

**Anxiety and Beliefs about Language Learning** Susan Narceille Truitt, 1995 This study investigated the foreign language anxiety and beliefs about language learning of university students learning English as a foreign language (EFL) in Korea. The relationships among the students' anxiety levels and beliefs were also studied. A total of 204 students enrolled in undergraduate English courses in Seoul, Korea, participated in the study. A questionnaire consisting of the Beliefs About Language Learning Inventory (BALLI, Horwitz, 1983a, 1987), the Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, 1983b), and a background questionnaire was translated into Korean and administered to the subjects. This study found that the Korean subjects in this study had different beliefs about language learning from those of American foreign language students (Horwitz, 1988), ESL students in the United States (Horwitz, 1987), EFL students in Taiwan (Yang, 1992), and even another group of EFL students in Korea (Park, 1995). In addition, the beliefs about language learning of the

subjects in this study were related to background factors such as major and experience living in an English-speaking country. These findings provide evidence that learners' beliefs about language learning can vary based on their cultural backgrounds and previous experiences (Horwitz, 1987). Secondly, the Korean subjects in this study had higher levels of foreign language anxiety based on their FLCAS scores than the subjects in previous studies (Horwitz et al., 1986; Aida, 1994). These findings suggest that Korean EFL learners do indeed experience foreign language anxiety, and that learners from certain cultures may have higher levels of foreign language anxiety than those from other cultures. Thirdly, two belief factors were found to be significantly correlated with foreign language anxiety: self-efficacy/confidence in speaking ( $r = -.604$ ) and beliefs about the ease of learning English ( $r = -.231$ ). These results suggest that beliefs about language learning, particularly low self-efficacy/confidence in speaking and beliefs about the difficulty of language learning, may be a source of foreign language anxiety

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