English Language Learning Anxiety Among Foreign Language

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.

This two-volume set (LNAI 8019 and LNAI 8020) constitutes the refereed proceedings of the 10th International Conference on Engineering Psychology and Cognitive Ergonomics, EPCE 2013, held as part of the 15th International Conference on Human-Computer Interaction, HCII 2013, held in Las Vegas, USA in July 2013, jointly with 12 other thematically similar conferences. The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly cover the entire field of human-computer interaction, addressing major advances in knowledge and effective use of computers in a variety of application areas. The total of 81 contributions included in the EPCE proceedings were carefully reviewed and selected for inclusion in this two-volume set. The papers included in this volume are organized in the following topical sections: cognitive issues in HCI; measuring and monitoring cognition; cognitive issues in complex environments; productivity, creativity, learning and collaboration.

Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

This edited volume explores, investigates and analyses Free Learning – an innovative approach to student-directed learning which seeks to challenge educational norms from within. The volume is framed by a recognition of the urgent need for transformation of our educational systems. In traditional education, students work through a teacher-directed linear syllabus, at a pace dictated by the teacher, with summative assessment hurdles at too-frequent intervals. Progression and direction are determined solely by the teacher. In Free Learning, students determine their own learning pathway through a non-linear syllabus, which can be visualised as a mind map. Students may then complete as many units as they either have time for, or are interested in, moving from one unit to another on the basis of having formatively satisfied the demands of each individual unit. This volume showcases the value and potential of Free Learning in contemporary practice, and is intended to bridge theory and practice. The structure of the book reflects this complementary fit, with contributions from practitioners describing Free Learning as a learning and teaching tool in a range of educational settings, subjects and age-ranges. It also contains qualitative and quantitative analyses by researchers exploring the uptake of Free Learning and students' responses to the methodology. Researchers and educators who are interested in student-directed methodologies, especially in Asia, will find that the practical accounts and analyses of Free Learning contained within, provide much food for thought with regard to redefining student learning.

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.

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.

Language AnxietyFrom Theory and Research to Classroom Implications

Over the last few decades, the use of virtual technologies in education, including foreign/second language instruction, has developed into a substantial field of study. Through virtual technologies, language learners can develop metacognitive and metalinguistic skills, and they can practice the language by interacting with real/virtual users or virtual objects, a very important issue for language learners who have no or little contact with native or target language speakers outside the classroom. Assessing the Effectiveness of Virtual Technologies in Foreign and Second Language Instruction provides emerging research exploring the theoretical and practical aspects of virtual technologies and applications in engaging language learners both within and outside the classroom. Featuring coverage on a broad range of topics such as game-based learning, online classrooms, and learning management systems, this publication is ideally designed for academicians, researchers, scholars, educators, graduate-level students, software developers, instructional designers, linguists, and education administrators seeking current research on how virtual technologies can be utilized and interpreted methodologically in virtual classroom settings.

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume opens and ends with "backbone" contributions by two of the discipline’s most reputed scholars: Jane Arnold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book paints a picture of the broad scale of approaches used to

study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

Ideological and educational-political aspects of the link between language and faith—especially between Global English and Christianity—is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers' and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning/teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language. .

This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition. This work also addresses social interactions and cultural background, shedding new light on their role in the context in L2 learning processes. It is a valuable resource for anyone interested in understanding the challenges of foreign-language (FL) learning and teaching.

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.

Anxiety is a widespread and universal problem with significant adverse effects on mental health and quality of life. This book examines the phenomenology, psychopathology, and biological mechanisms of anxiety disorders. Over three sections, the book examines various social and clinical aspects of anxiety as well as neurobiological data and pathogenesis of anxiety disorders such as Capgras syndrome and de Clerambault's syndrome. It also presents results of immunological and neurochemical studies of some anxiety states.

This book draws on theory, research, and practice-oriented literature to offer an introduction to flipped learning and offer busy instructors advice on how to flip their academic English language courses. The chapters balance theoretical foundations, practical applications, and useful resources for developing materials. The first half of this book defines flipped learning and academic English, describes how it supports English language learning, and explains the role of technology, as well as issues with accountability and feedback. The second half of the book then makes connections between the theoretical issues presented in the first three chapters and the practical applications in the

following chapters, which provide lesson descriptions and assessment ideas for language learning contexts with or without access to technology. The book concludes with a list of tools and technologies for developing materials and activities, as well as additional resources for professional development and further exploration of flipped English language learning.

This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives – from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody.

"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.

This collection highlights the interplay between cognition and language learning, and tackles such issues as cognition and skills development, language processing, vocabulary memorisation, metaphor identification, vocabulary attrition, motivation, and the perception of phonemes, among others. The contributions here represent current forward-looking research in the field of cognitive linguistics and education. To date, there has been a sharp need for innovative research that examines the interrelationship between cognition and the process of language learning. This volume responds to this requirement, bringing together researchers interested in this research area to discuss their contributions, and to open debates about the role played by cognition in language learning. The book will appeal to master’s and doctoral students, teachers, educational practitioners, and researchers interested in research into the interaction between cognition and language learning.

This edited volume brings together large-scale research as well as case studies from a range of geographical contexts and represents a variety of educational settings involving second language learners and users. Its aim is to explore the interrelated issues of psychology and technology use in second language learning settings as well as in more autonomous environments. As language learning professionals continue to devote more time and attention to making various technological tools an integral part of the classroom, it is just as important to understand the influences that these tools have on the psychological state of the learners who use them. In consideration of this objective, the volume examines factors such as learner attitudes and motivation, emotion and behaviour, and the cognitive processes that are at play in the minds of the language users. This volume will be of interest not only to language teachers but also to researchers working in second language acquisition (SLA), applied linguistics, and educational psychology.

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.

International Academic Conference on Management, Economics and Marketing in Vienna 2021 International Academic Conference on Teaching, Learning and E-learning in Vienna 2021 International Academic Conference on Engineering, Transport, IT and Artificial Intelligence in Vienna 2021

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.

This book investigates the effects of foreign language anxiety (FLA) on young language learners, using as a basis for observation the early childhood English education industry in South Korea that has arisen as a result of English fever. The authors combine existing knowledge on the topic of FLA together with original research on FLA in young language learners to fill a large gap in knowledge with regards to this understudied and distinct group of learners. The book includes suggestions for alleviating FLA and encouraging foreign language enjoyment, which can be implemented by parents, teachers and policymakers and which will ultimately facilitate more effective language learning and support children's psychosocial wellbeing.

This biannual conference in Pahang, Malaysia, is a clearing house for many of the latest research findings in a highly multidisciplinary field. The contributions span a host of academic disciplines which are themselves rapidly evolving, making this collection of 90 selected papers an invaluable snapshot of an arena of pure and applied science that produces many versatile innovations. The book covers a multitude of topics ranging from the sciences (pure and applied) to technology (computing and engineering), and on to social science disciplines such as business, education, and linguistics. The papers have been carefully chosen to represent the leading edge of the current research effort, and come from individuals and teams working right around the globe. They are a trusted point of reference for academicians and students intending to pursue higher-order research projects in relevant fields, and form a major contribution to the international exchange of ideas and

strategies in the various technological and social science disciplines. It is the sheer scope of this volume that ensures its relevance in a scientific climate with a marked trend towards disciplinary synthesis.

Silence is a key pedagogical issue in language education. Seen by some as a space for thinking and reflection during the learning process, for others silence represents a threat, inhibiting target language interaction which is so vital during second language acquisition. This book eschews stereotypes and generalisations about why so many learners from East Asia seem either reluctant or unable to speak in English by providing a state-of-the art account of current research into the complex and ambiguous issue of silence in language education. The innovative research included in this volume focuses on silence both as a barrier to successful learning and as a resource that may in some cases facilitate language acquisition. The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition, the role of task features, classroom interactional approaches, pedagogical intervention and socialisation, willingness to communicate, as well as psychological and sociocultural factors. Each of the book's chapters include self-reflection and discussion tasks, as well as annotated bibliographies for further reading.

This book is a collection of 13 empirical studies examining the acquisition and processing of Chinese as a second language. On the acquisition front, these studies explore the acquisition of structures such as the perfective marker le, wh-questions, bei- constructions, and bare nouns, and examine the factors that may affect acquisition such as learners' background, anxiety, and instruction. Processing studies cover topics such as the identification of Chinese tones, the recognition of characters, the processing of compounds and relative clauses, and the expression of motion events. Many of these studies represent pioneering and cutting-edge research on their respective topics, and all will be of interest to students and scholars who are interested in the study of acquisition and processing of Chinese as a second language.

This book addresses the linguistic challenges faced by diverse populations of students at the secondary and post-secondary levels as they engage in academic tasks requiring advanced levels of reading and writing. Learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school. Although much is known about emergent literacy in the early years of schooling, much less has been written about the development of advanced literacy as students move into secondary education and beyond. Developing Advanced Literacy in First and Second Languages: Meaning With Power: *brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language, such as Spanish for bilingual students, as well as English; *spans a range of theoretical orientations and analytic approaches, drawing on work in systemic functional linguistics, genre theory, and sociocultural perspectives; *addresses the content areas of science, history, and language arts; *provides specific information about genres and grammatical features in these content areas; and *presents suggestions for teacher education. What unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges. The chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today's classrooms. This book is particularly useful for researchers and students in language and education, applied linguistics, and others concerned with issues and challenges of advanced literacy development in first and second languages.

Empowering English Language Learners showcases strategies of those who teach English as a second language in pre-schools, graduate schools, secular public schools, and private Christian schools. What makes this book unique is the way each teacher evaluates teaching strategy through personal experience. This book explains what works and what doesn't. With additional contributions from: Dean Borgman

Julia Davis Jean Dimock Cherry Gorton Seong Park Olga Soler Virginia D. Ward Gemma Wenger

Becoming a Language Teacher, by respected author and experienced language teacher Elaine K. Horwitz, gives pre- and in-service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms-while encouraging them to develop a personal approach to language teaching. Using a warm, supportive tone, the author clearly explains the fundamental concepts of second language acquisition and language teaching. A much-needed resource at a time when it is critical for all mainstream teachers to focus on language, this guide describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.

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.

This is the second of a two-volume set (CCIS 373 and CCIS 374) that constitutes the extended abstracts of the posters presented during the 15th International Conference on Human-Computer Interaction, HCII 2013, held in Las Vegas, USA, in July 2013, jointly with 12 other thematically similar conferences. The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly cover the entire field of human-computer interaction, addressing major advances in knowledge and effective use of computers in a variety of application areas. The extended abstracts were carefully reviewed and selected for inclusion in this two-volume set. The papers included in this volume are organized in the following topical sections: learning and education; health and medicine; media, art and culture; transport; Web and social media; information search and retrieval; work, collaboration and creativity; text and storytelling; agents, avatars and robots; smart environments; virtual and mixed environments; security and privacy.

Research Paper (undergraduate) from the year 2018 in the subject English Language and Literature Studies - Linguistics, grade: 15.00/20.00, Sultan Moulay Sliman University, language: English, abstract: This study investigates the level of foreign language anxiety and motivation among semester 4 and 6 EFL students at Sultan Moulay Slimane University. More specifically, it

investigates the correlation among the level of foreign anxiety, the level of motivation and academic achievement of EFL students and gender differences. To this end, the study adopted the Foreign Language Classroom Anxiety Scale (FLCAS) and the Academic Motivation Scale (AMS). The participants were 100 students (47 females and 53 males). The data was analyzed by using the Statistical Package for the Social Sciences (SPSS). The results indicated that participants experienced a moderate level of foreign language anxiety and motivation. Besides, the findings showed a negative significant correlation between two of foreign language anxiety variables (communication apprehension and test anxiety) and academic achievement while intrinsic motivation was positively and significantly correlated with academic achievement. Furthermore, the results revealed that all three components of FLCAS were correlated with intrinsic motivation to know. Additionally, the results demonstrated that there were no gender differences in foreign language anxiety and motivation. Also, it was found that there was no significant difference between semester 4 and 6 participants in terms of foreign language anxiety and motivation level.

The book aims to provide an archival forum for researchers, academics, practitioners, and industry professionals interested and/or engaged in the reform of the ways of teaching and learning through advancing current learning environments towards smart learning environments. It facilitates opportunities for discussions and constructive dialogue among various stakeholders on the limitations of existing learning environments, need for reform, innovative uses of emerging pedagogical approaches and technologies, and sharing and promotion of best practices, leading to the evolution, design and implementation of smart learning environments. The focus of the contributions in this book is on the interplay of pedagogy, technology and their fusion towards the advancement of smart learning environments. Various components of this interplay include but are not limited to: ? Pedagogy: learning paradigms, assessment paradigms, social factors, policy; ? Technology: emerging technologies, innovative uses of mature technologies, adoption, usability, standards, and emerging/new technological paradigms (open educational resources, cloud computing, etc.); ? Fusion of pedagogy and technology: transformation of curriculum, transformation of teaching behavior, transformation of administration, best practices of infusion, piloting of new ideas.

International Academic Conference on Social Sciences and Humanities in Prague 2016 (NY'sAC-SSaH 2016 in Prague), December 30 - 31, 2016

Journal of Education and Learning (EduLearn) is an interdisciplinary international journal of original research and writing on education. The EduLearn aims to provide a forum for scholarly understanding of the field of education and plays an important role in promoting the process that accumulated knowledge, values, and skills are transmitted from one generation to another; and to make methods and contents of evaluation and research in education available to teachers, administrators and research workers.

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This book presents empirical studies on the various factors that influence English language learning and teaching in India. In particular, the author examines whether and to what extent the variables which have been shown to influence second language learning in monolingual countries also apply to the Indian situation which is characterized by multilingualism and multiculturalism. Among the various aspects discussed in this book are Indian students` (and their teachers`) 'theories' about learning English; their preferences or styles for language learning; the learning and reading strategies they use to enhance their competence in English; the degree of language learning anxiety they experience; and their attitudes toward, and motivation for, learning English. Ravi Sheorey also explores Indian teachers` judgments of the errors they come across in the writings of their students. The results are compared to studies with subjects from other countries and the implications for the learning and teaching of English are discussed in each chapter.

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