

# Download Free English Language Learning Anxiety Among Foreign Language

## English Language Learning Anxiety Among Foreign Language

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Abstract. Language learners usually express anxiety, apprehension and nervousness when learning a new language. Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the

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fear of losing self-identity.

## ~~Language Stress And Anxiety Among The English Language ...~~

English language learning. Early studies learning found a strong relationship between language anxiety and language learning and achievement (Horwitz et. al., 1986). If a student he or she feels anxious in the classroom, the possibility of having a frustrating and bad experience with the foreign language increases (Gregersen & Horwitz, 2002).

## ~~Anxiety in English Language Learning: A Case Study of ...~~

English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English Language and claim to have, as mentioned above, a „mental block? against learning English.“Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a

## ~~Language Stress And Anxiety Among The English Language ...~~

nervousness may impede their language learning and performance abilities. Many a researcher believes that anxiety is the major hurdle to be overcome while learning English or any other foreign language. Anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals.

## ~~An Investigation into the Causes of English Language ...~~

According to Horwitz et al. (1986), language anxiety comprises three componential sources,

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especially in relation to various kinds of L2 activities that the learners perform in the classroom:  
1) communication apprehension 2) test anxiety 3) fear of negative evaluation.

~~ANXIETY IN LEARNING ENGLISH AS A SECOND LANGUAGE AT A ...~~

English Language Learning Anxiety among Foreign Language Learners in the Philippines

~~(PDF) English Language Learning Anxiety among Foreign ...~~

Learners usually encounter difficulties in the mastery of listening speaking, reading and writing in English language which resulted English language anxiety among them. Various researchers...

~~(PDF) English Language Anxiety and Academic Achievement~~

language learning anxiety is “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (ibid, p128). Students report that even if they have prepared answers in their mind, they become stutter and forget what to say in class.

~~Listening Anxiety in English Learning Among International ...~~

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## ~~English Language Learning Anxiety Among Foreign Language~~

Anxiety is generally considered to impede the process of learning (Arnold & Brown, 1999). Horwitz, Horwitz, and Cope (1986) even claimed that in learning a language, second language anxiety is a major obstacle. Self-efficacy, individuals' beliefs that they can overcome challenging tasks, is a dominant factor in

## ~~Relations Among L2 Learning Motivation, Language Learning ...~~

Language anxiety has a prominent influence on language learning. Brown (1994) asserted that learning a second language can be a complex process and causing these learners to have anxiety. Horwitz...

## ~~Investigating English Language Speaking Anxiety among ...~~

Learning English as a foreign/second language is never a straightforward process. Several constraints may come along the way that tend to hinder students' learning. Studies have shown that the successes and failures of L2 learners in an English language classroom are dependent upon various psychological and social factors including anxiety.

## ~~WHAT IS SO SCARY ABOUT LEARNING ENGLISH? INVESTIGATING ...~~

Analyses of the data revealed that (1) the respondents generally did not feel anxious in English and were moderately motivated to learn English, (2) foreign language anxiety and English learning motivation were significantly negatively correlated with each other, and (3) both

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foreign language anxiety and English learning motivation were significantly correlated with students' performance in English.

## ~~An Exploration of Foreign Language Anxiety and English ...~~

In addition, the ought-to L2 self contributed to a higher level of anxiety while the ideal L2 self and L2 learning experience both lowered the level of English learning anxiety. Descriptors: Learning Motivation , Anxiety , Self Efficacy , Family Influence , Structural Equation Models , Foreign Countries , Second Language Learning , High School Students , English (Second Language) , Predictor Variables

## ~~Relations among L2 Learning Motivation, Language Learning ...~~

English Language Learning Anxiety among Foreign Language Learners in the Philippines  
Rochelle Irene Lucas Edna Miraflores Dianne Go De La Salle University, Manila Abstract  
Several researches have revealed that anxiety can hinder success in second or foreign language learning (Bailey, 1983; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1994; Young, 1991; Ohata, 2005; Pappamihiel, 2002 ...

## ~~English Language Learning Anxiety among Foreign Language ...~~

The negative effect speaking anxiety on English as a foreign language (EFL) learners' performance and attainment has been acknowledged by language scholars and researchers in different contexts, but in Jordan, little research has been undertaken to investigate this phenomenon.

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## ~~Speaking Anxiety among English as a Foreign Language ...~~

Liu and Jackson (2008)'s study of the unwillingness to communicate and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms revealed that (a) most of the students were willing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class; (b) more than one third of the students felt anxious in their English language classrooms, and they feared being negatively evaluated and were apprehensive

## ~~ANXIETY OF SPEAKING ENGLISH IN CLASS AMONG INTERNATIONAL ...~~

@article{Yassin2018InvestigatingFL, title={Investigating Foreign Language Learning Anxiety among Yemeni University EFL Learners: A Theoretical Framework Development.}, author={Amr Abdullatif Yassin and Norizan Abdul Razak}, journal={English Language Teaching}, year={2018}, volume={11}, pages={38-51} }

"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.

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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.

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

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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.

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.

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

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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 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.

This book investigates the effects of foreign language anxiety (FLA) on young language

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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 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.

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