English Language Learning Anxiety Among Foreign Language

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.

Language Anxiety From Theory and Research to Classroom Implications

Anxiety in Schools presents current theory and research addressing both context- and content-specific contributions to anxieties experienced in schools. The concept of «academic anxiety» is a new construct, formed through the content within this book, and is proposed as a unifying representation for various forms of specialized manifestations of anxiety in school settings. With contributions from leaders in their respective fields of academic anxieties, the book provides detailed and thorough explorations of the varied and specific orientations toward anxieties in school settings. Explicit attention is given to the broader construct of academic anxiety and the contextual influences that can be brought to overcome or mitigate the impact of the many academic anxieties encountered by learners.

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 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
This study explores the field of EFL (English as a foreign language) classroom learning within a formal learning institution. Drawing on theories and methods from various disciplines, this book explores the question which has been frustrating language teachers: why do so many students remain reticent and anxious in language class? Based on a large-scale survey and a more focused case study, the book argues persuasively that reticence and anxiety in formal EFL classrooms are important factors in determining the outcome of language learning. By means of a triangulated research method, this book examines various aspects of reticence and anxiety in EFL classroom learning situations. The author analyses causes and consequences, differences in terms of gender and proficiency level, and coping strategies.

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.

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.

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. 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. Bilingualism and Vocabulary Learning: A Comparison between Baluchi and Persian EFL Learners Yahya Keikhaie, Amirali Khoshkhoonejad 183 Professionalization of Teaching in Nigeria: Strategies, Prospects and Challenges Oluremi Dorcas Fareo 190 Prospective Teachers Proportional Reasoning and Presumption of Student Work Mujiyem Sapti 197 The Challenges and Prospects of E-learning in National Open University of Nigeria Olukayode Solomon Aboderin 207 EFL Speaking Anxiety among Senior High School Students and Policy Recommendations Amirul Mukminin, Masbiorotni, Noprival, Sutarno, Nelly Arif, Maimunah 217 Developing Critical Thinking Skills of Students in Mathematics Learning Firdaus, Ismail Kailani, Md. Nor Bin Bakar, Bakry 226 The Role of the Educator in Adult Education Georgios Giannoukos, Georgios Besas, Christos Galiropoulos, Vasilios Hiotour 237 The Application of School Watching Method to Increase the Earthquake Disaster Knowledge of Primary School Students Sri Adelila Sari, Husnul Khatimah 241 Effects of Cooperative Learning on Students’ Academic Achievement Fariha Gull, Shumaila Shehzad 246 Rule of Nahwiyyah Variations in Arabiyah Bayna Yadaik Book and its Contribution on Arabiyah Asasiyah Subject Maman Abdurrahman 256 Research results over the past decades have consistently demonstrated that a key reason why many second language learners fail--while some learners do better with less effort--lies in various learner attributes such as personality traits, motivation, or language aptitude. In psychology, these attributes have traditionally been called "individual differences." The scope of individual learner differences is broad--ranging from creativity to learner styles and anxiety--yet there is no current, comprehensive, and unified volume that provides an overview of the considerable amount of research conducted on various language learner differences, until now. Each chapter in this new volume focuses on a different individual difference variable. Besides a review of the relevant second language literature, Zoltán Dörnyei presents a concise overview of the psychological research involving each topic. A key concern for the author has been to define the various learner factors as measurable constructs and therefore the discussion includes a summary of the most famous tests and questionnaires in each domain. A wide range of readers will benefit from this book--students in linguistics, applied linguistics, modern languages, and psychology programs; second language teachers participating in in-
service training courses; and researchers in second language acquisition and 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.

"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.

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.

A surprisingly simple way for students to master any subject--based on one of the world's most popular online courses and the bestselling book A Mind for Numbers A Mind for Numbers and its wildly popular online companion course "Learning How to Learn" have empowered more than two million learners of all ages from around the world to master subjects that they once struggled with. Fans often wish they'd discovered these learning strategies earlier and ask how they can help their kids master these skills as well. Now in this new book for kids and teens, the authors reveal how to make the most of time spent studying. We all have the tools to learn what might not seem to come naturally to us at first--the secret is to understand how the brain works so we can unlock its power. This book explains: • Why sometimes letting your mind wander is an important part of the learning process • How to avoid "rut think" in order to think outside the box • Why having a poor memory can be a good thing • The value of metaphors in developing understanding • A simple, yet powerful, way to stop procrastinating Filled with illustrations, application questions, and exercises, this book makes learning easy and fun.

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 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.

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.

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.

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 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.

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. 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 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 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.

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. 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.

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.

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. 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.

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

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.

Many of the earliest books, particularly those dating back to the 1900s and before, are now extremely scarce and increasingly expensive. We are republishing these classic works in affordable, high quality, modern editions, using the original text and artwork. 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.

A lively and stimulating resource for all first year students of human geography, this introductory Reader comprises key published writings from the main fields of human geography. Because the subject is both broad and necessarily only loosely defined, a principal aim of this book is to present a view of the subject which is theoretically informed and yet recognises that any view is partial, contingent and subject to change. The extracts selected are accessible and raise issues of method and theory as well as fact. The editors have chosen articles that not only represent main currents in the present flow of academic geography but which are also responsive to developments outside of the discipline. Their selection contains a mixture of established and recent writings and each section features a contextualizing introduction and detailed suggestions for further reading.

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