English Language Learning Anxiety Among Foreign Language

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 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.

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.

Attitude, Self-efficacy and English communication skills become an integral part to provide appropriate careers to students. Learners suffer from low self-efficacy which is an impediment in their involvement in learning tasks. Poor learning strategies diminish their motivation and consequently their language proficiency. It has been proved that self-efficacy is used an instrument to amplify positive attitude among learners towards English Communication Skills. There is a positive relationship among the attitude, self-efficacy and English language achievement of learners. It provides a framework to understand communication practices of engineering students in India. This book aims to help the language practitioners and educators to look for concrete ways to assist learners to develop a positive attitude and learn more effectively by empowering them to take ownership of learning and to manage their own learning.

"Drawing on wide-ranging literature from a variety of relevant disciplines, as well as their own
extensive experience in teaching spoken English, the authors give a fascinating, comprehensive, and insightful account of the nature of second language speaking skills. The research and theory they survey then serves as the basis for the principles, strategies, and procedures they propose for the teaching of spoken English. This book will, therefore, provide an invaluable resource for teachers, teachers in training, and researchers, providing both a state-of-the-art survey of the field as well as a source of practical ideas for those involved in planning, teaching, and evaluating courses and materials for the teaching of spoken English.---

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 explores the motivations of adult second language (L2) learners to learn Italian in continuing education settings in Australia. It focuses on their motivational drives, learning trajectories and related dynamics of identity development triggered by the learning process. Central to the study are adult L2 learners, who are still a largely under-researched and growing group of learners, and readers will gain a better understanding of the learning process of this specific group of learners and ideas for sustaining L2 adult learning motivation in continuing education settings. Furthermore, the book discusses the role played by the Italian migrant community in Australia in making Italian a sought-after language to learn. It explores how a migrant community may influence motivation, and highlights and expands on the notion of L2 learning contexts, showing the existence of sociocultural environments where second language learning trajectories are affected by the presence of migrant groups.

An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products.

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 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 sociocultural 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.

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
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.

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, Vasiliios 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 246 Rule of Nahwiyah Variations in Arabiyah Bayna Yadaik Book and its Contribution on Arabiyah Asasiyah Subject Maman Abdurrahman 256 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.

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 volume provides an up-to-date and comprehensive coverage of second language learning.

The focus throughout the book is primarily on language learning, but each chapter also discusses the implications for teaching and assessment, thus informing both understanding and practice. The book contains nine sections, which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language. Four themes which permeate the chapters are: learning and learners; learning and language; learning and language development; learning and learning context. The 36 chapters are up-to-date and authoritative, written by experts in the field. The content is accessibly written, with questions for discussion and follow-up reading suggestions provided. 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.

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

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.

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

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.

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 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 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. This volume examines selected aspects of the foreign language learning process from an ecological perspective, adopting a holistic view on complex interrelations among and within organisms (L2 language learners) and their milieus (family, school and society). First of all, the personal ecosystem of the learner is taken into consideration, whereby two powerful influences are intertwined: cognitive and affective aspects. The learning space formed by the individual is largely shaped by their affective states coexisting in conjunction with their cognitive processes. Moreover, this specific space is also modified by a wider array of other personal ecosystems or those of cultures. Hence, the ecosystem of the foreign language learner is also subject to influences coming from sociocultural leverage that can be represented by people they know, like parents and language teachers, who can both directly and indirectly manipulate their ecosystem. At the same time other important forces, such as culture as a ubiquitous element in the foreign language learning process, also have the power to shape that ecosystem. Accordingly, the book is divided into three parts covering a range of topics related to these basic dimensions of foreign language acquisition (the cognitive, affective and socio-cultural). Part I, Affective Interconnections, focuses on the body of original empirical research into the affective domain of not only L2 language learners but also non-native language teachers. Part II, Cognitive Interconnections, reports on contributions on language learners’ linguistic processing and cognitive representations of concepts. The closing part, Socio-cultural Interconnections, provides new insights into language learning processes as they are affected by social and cultural factors. 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 book constitutes the refereed proceedings of the First International Conference on Innovative Technologies and Learning, ICITL 2018, held in Portoroz, Slovenia, in August 2018. The 66 revised full papers presented together with 4 short papers were
carefully reviewed and selected from 160 submissions. The papers are organized in the following topical sections: Augmented and Virtual Reality in Education; Collaborative Learning; Design and Framework of Learning Systems; Instructional Strategies; Learning Analytics and Education Data Mining; Mind, Brain and Education; Pedagogies to Innovative Technologies; Personalized and Adaptive Learning; Social Media and Online Learning; Technologies Enhanced Language Learning; Application and Design of Innovative Learning Software; Educational Data Analytics Techniques and Adaptive Learning Applications; and Innovative Thinking Education and Future Trend Development.

This edited book brings together contributions from different educational contexts across the Middle East and North Africa (MENA) in order to explore how L2 English writing is assessed. Across seven MENA countries, the book covers aspects of practice including: task design and curriculum alignment, test (re)development, rubric design, the subjective decision making that underpins assessing students’ writing and feedback provision, learner performance and how research methods help shed light on initiatives to improve student writing. In such coverage, chapter authors provide concrete evidence of how assessment practice is governed by their unique context, yet also influenced by international standards, trends and resources. This book will be of interest to second language teachers, assessors and programme developers as well as test designers and evaluators.

Foreign Language Learning Anxiety in China Theories and Applications in English Language Teaching Springer

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 in the volume are divided into three sections. Part 1 revisits language anxiety theory, showing that it can be viewed as a complex and dynamic construct and that it is linked to other psychological variables, such as the self and personality. In Part 2, a series of contextualised studies on language anxiety are presented, with a key feature of these studies being the diverse research designs which are applied in different instructional settings across the globe. Part 3 bridges theory and practice by presenting coping strategies and practice activities with a view to informing classroom practice and pedagogical interventions.

Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of
assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

This book introduces aspiring bilinguals to second language acquisition research, but in a way that is accessible to non-specialists and relevant to their lives as language learners.---Elliot Blanton, Spanish Teacher, Butler County High School, Morgantown, Kentucky

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 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.
This book presents an in-depth study of Taiwanese university English as a foreign language (EFL) learners' feelings of anxiety during a short-term study abroad (SA) programme. The four individual case analyses in this book illustrate that anxiety is a symptom of identity conflict, dependent on contextual factors and is always fluctuating. Such a view of anxiety is rarely present in existing literature. The findings also show that various social factors made the students experience identity conflict during the SA programme, which in turn caused anxiety and so impaired their access to social interactions in English, hindering their English learning while abroad. Hence the SA trip has minimal impact on students' English language learning in general and on reducing their anxiety in particular. This book thus raises questions in the field of SLA regarding the benefits of SA trips in enhancing language learning and/or how such trips may be improved to benefit students more. Such questions on the merits of SA programmes again have rarely been discussed in previous SLA research.