
LANGUAGE ANXIETY

From Theory and Research
to Classroom Implications

Elaine K. Horwitz
Dolly J. Young

Language Anxiety From Theory And Research To Classroom Implications

Michele Corrales



Language Anxiety From Theory And Research To Classroom Implications:

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

Anxiety in Schools Jerrell C. Cassady, 2010 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

Proceedings of the 2022 4th International Conference on Literature, Art and Human Development (ICLAHD 2022) Bootheina Majoul, Digvijay Pandya, Lin Wang, 2023-03-14 This is an open access book The 4th International Conference on Literature Art and Human Development ICLAHD 2022 was successfully held on October 28th 30th 2022 in Xi an China virtual conference ICLAHD 2022 brought together academics and experts in the field of Literature Art and Human Development research to a common forum promoting research and developmental activities in related fields as well as scientific information interchange between researchers developers and engineers working all around the world We were honored to have Assoc Prof Chew Fong Peng from University of Malaya Malaysia to serve as our Conference Chair The conference covered keynote speeches oral presentations and online Q A discussion attracting over 300 individuals Firstly keynote speakers were each allocated 30 45 minutes to hold their speeches Then in the oral presentations the excellent papers selected were presented by their authors in sequence

International Journal of Applied Linguistics and English Literature (IJALEL: Vol. 3, No.1), 2014 Editor, 2013-12-30 International Journal of Applied Linguistics and English Literature IJALEL is a peer reviewed journal established in Australia Authors are encouraged to submit complete unpublished and original works which are not under review in any other journal The scopes of the journal include but not limited to the following topic areas Applied Linguistics Linguistics and English Literature The journal is published in both printed and online versions The online version is free access and downloadable

[Investigating Foreign Language Anxiety](#) Katalin Piniel, 2024-04-23 The introduction and a theoretical summary of language anxiety research Chapter 1 are followed by four chapters Chapter 2 presents a meta analysis of the widely used Foreign Language Classroom Anxiety Scale s Horwitz et al 1986 factorial structure Chapter 3 reports on a validation study of the Hungarian version of MacIntyre and Gardner s

1994 Input Process and Output Anxiety Scales Chapter 4 presents the development of a skills based anxiety questionnaire through a three phased study consisting of an exploratory qualitative phase as well as two quantitative phases using Rasch analysis and Chapter 5 focuses on empirical approaches available for tapping into the dynamic change of this emotion including the idiodynamic method and quantitative analyses such as latent growth curve modeling and dynamic cluster analysis

The Routledge Handbook of Second Language Acquisition and Speaking Tracey M. Derwing, Murray J. Munro, Ron I. Thomson, 2022-03-10 This Handbook is a comprehensive volume outlining the foremost issues regarding research and teaching of second language speaking examining such diverse topics as cognitive processing articulation knowledge of pragmatics instruction in sub components of speaking e g grammar pronunciation and vocabulary and the attrition of the first language Outstanding academics have contributed chapters to provide an integrated and inclusive perspective on oral language skills Specialized contexts for speaking are also explored e g English as a Lingua Franca workplace and interpreting The Routledge Handbook of Second Language Acquisition and Speaking will be an indispensable resource for students and scholars in applied linguistics cognitive psychology linguistics and education

New Insights into Language Anxiety Christina Gkonou, Mark Daubney, Jean-Marc Dewaele, 2017-04-25 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

Language Anxiety Michele Corrales, 2008 The research question addressed is how does language anxiety affect students performance The motivation factor for this capstone was students fear of using the language in public or in front of peers This capstone describes what language anxiety is its effects on students and ways to decrease or stop language anxiety s debilitating effects Key influence for this capstone was Elaine Horwitz and Dolly Young s book Language Anxiety From theory and research to classroom implications 1991 Language anxiety s effects can run from mild feelings of discomfort to extreme language anxiety which includes avoidance of class and homework feelings of inadequacy and fear of being called on by the teacher The author developed pair activities practice tests information gap activities and will inform students of what they can reasonably be expected to do in a given period of time

Foreign Language Learning Anxiety in China Deyuan He, 2018-01-18 Already the focus of much interest for 50 years the study of foreign language learning anxiety FLLA still remains a popular research topic among scholars in Western countries FLLA is believed to be an important cause of students dumb English Considering the paucity of monographs on

acquisition and learning Teaching & Researching: Language Learning Strategies Rebecca L. Oxford, 2013-11-26 Over the past thirty years the field of language learning strategies has generated a massive amount of interest and research in applied linguistics Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners students and researchers Offering practical innovative suggestions for assessing teaching and researching language learning strategies she provides examples of strategies and tactics from all levels from beginners to distinguished level learners as well as a new taxonomy of strategies for language learning In demonstrating why self regulated learning strategies are necessary for language proficiency Oxford integrates socio cultural cognitive and affective dimensions and argues convincingly for the need for conceptual cross fertilization Providing clear and concise explanations of the advantages and limitations of the different approaches this book is full of practical value and theoretical insights The book is designed to guide the reader with the use of a range of features including key quotes and concept boxes preview questions and chapter overviews glossary and end of chapter further readings sources and resources section *When Dead Tongues Speak* John Gruber-Miller, 2006-11-02 When Dead Tongues Speak introduces classicists to the research that linguists psychologists and language teachers have conducted over the past thirty years and passes along their most important insights The essays cover a broad range of topics including cognitive styles peer teaching and collaboration learning disabilities feminist pedagogy speaking and writing Each contributor addresses a different problem in the learning process based on his or her own teaching experience and each chapter combines a theoretical overview with practical examples of classroom activities The book was developed for classroom use in Greek and Latin methodology classes in M A and M A T programs It will also appeal to Latin and Greek language instructors who want to get current with the latest scholarship and pedagogical models **L2 Learning, Teaching and Assessment** Nihat Polat, 2016-09-15 This book explores second language L2 learning teaching and assessment from a comprehensible input CI perspective This focus on the role of input is important for deepening our understanding of interactions between the learner teacher and the environment as well as of the nature of the learning teaching and assessment processes The book takes a blended approach that promotes the intertwining of theory research and practice in L2 pedagogy and assessment and aims to address the commonly used concept of CI and its role in L2 education Content includes a comprehensive discussion of the conceptual foundation of CI a multimodal and dynamic interpretation of CI from numerous perspectives a critical discussion of well known L2 acquisition theories and research a practical examination of the role of multimodal forms of CI in L2 pedagogy an analytical review of factors to be considered when modifying CI for pedagogical purposes in different settings and an overview of CI in L2 assessment It will be of interest to students in the fields of L2 learning teaching and assessment teachers in second foreign language settings and researchers of SLA and teacher education **Foreign Language Pronunciation, from Theory to**

Practice Zdena Kráľová, Katarína Nemčoková, Juraj Datko, 2021-09-16 This book comprehensively deals with foreign language pronunciation. It considers several essential issues including the relationship between native and foreign language pronunciations, the problems of non-native learners when learning foreign language pronunciation, and the factors that can positively or negatively affect its learning. The book analyses foreign language pronunciation from both the linguistic and pedagogical points of view. It will thus appeal to all foreign language learners, teachers, linguists, and methodologists.

Drama Education and Second Language Learning Joe Winston, Madonna Stinson, 2016-04-08 In recent years the contribution of drama to second language learning has grown internationally as a field of interest to both teachers and researchers. The potential for drama to provide strong social contexts for learning, to provide opportunities for the learner to embody the target language, and to motivate students' desire to communicate have been increasingly recognized as fruitful areas of inquiry. This book provides a brief historical perspective on the development of this interest before presenting a range of examples drawn from recent research projects led by those who are themselves experienced as drama and second language teachers. Drawing on a variety of theoretical perspectives and deploying a range of methodological processes, the chapters present evidence as to how and why drama can impact on student learning in a range of classrooms from the primary school through to undergraduate level. Focusing on issues such as questioning in role, the professional development of second language teachers interested in using drama, and the role of artistry when applying drama as pedagogy for second language learning, they provide an up-to-date picture of contemporary practices and an acute analysis of both the possibilities and the challenges facing researchers in the field. This book was originally published as a special issue of *Research in Drama Education: The Journal of Applied Theatre and Performance*.

Class Size Peter Blatchford, Kam Wing Chan, Maurice Galton, Kwok Chan Lai, John Chi-Kin Lee, 2016-04-28 Much debate, research, and commentary about class sizes in schools is limited because of an exclusive concern with class size and pupil academic attainment, and a neglect of classroom processes which might help explain class size effects or lack of them. Very little is known about the central question: how can teachers make the most of class size changes? Much of the commentary on class size effects has focused on Western and English-speaking countries, but there are promising developments elsewhere, particularly the Small Class Teaching initiatives in East Asia in the past decade which have brought new knowledge and practical wisdom to the class size debate. This book seeks to move toward a clearer view of what we know and do not know about class size effects and to identify future steps in terms of policy and research. There is a huge and exciting potential for international collaboration on knowledge concerning class size effects which can help with research-informed policy. The book aims to draw out Eastern and Western international contexts which underpin any understanding of the role of class size in school learning. The book has chapters by an international team of experts on class size effects, including Maurice Galton and John Hattie. Chapters are organised into four main sections: Socio-cultural and political contexts to the class size debate in the East and West; Research evidence on class size; Class size

and classroom processes likely to be related to class size changes Professional development for small class teaching in East Asia

English-Medium Instruction and Pronunciation Karin Richter, 2019-01-11 This book offers new insights into the language gains of adult learners enrolled in an English medium instruction EMI degree programme It provides longitudinal empirical evidence of the phonological gains of the learners discusses which individual factors contribute to the changes in the learners pronunciation and investigates whether and to what extent increased exposure to the target language in EMI classrooms leads to incidental learning of second language pronunciation Furthermore it expands on the discussions surrounding the Critical Period Hypothesis the native speaker norm foreign language accent and the role of English as a Lingua Franca The comparative and longitudinal design of the research study fills a significant gap in the literature and the book offers considerable original and important research informed insights into the fields of EMI bilingual education and second language acquisition As such it is a valuable resource and must read book for researchers practitioners and policymakers in these areas

Language Anxiety From Theory And Research To Classroom Implications Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Language Anxiety From Theory And Research To Classroom Implications**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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