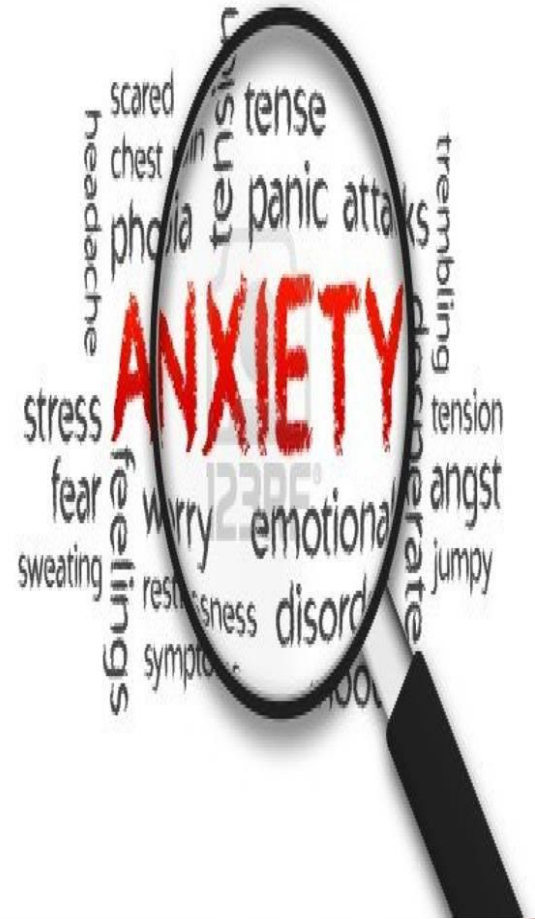


Foreign Language Anxiety

Mahabad Salam Sofi

Outline

- Anxiety
- Foreign Language anxiety
- Source of Foreign Language anxiety
- Effect of Foreign Language anxiety
- Coping with anxiety



Anxiety is considered as one of the most important factors that affects learning.

- Horwitz et. al.(1986) described anxiety as a mixture of beliefs, feelings, and behaviours related to the uniqueness of the process of language learning.
- Casado & Dereshiswsky (2004) characterized anxiety as emotional feelings of worry, fear, and apprehension

- Anxiety can be both either a short term “state” or a long term "trait" (Speilberger, 1983).

- Anxiety can be both harmful as debilitating anxiety as well as it can be helpful as facilitative anxiety.

Foreign Language Anxiety

Anxiety which is experienced in a foreign language classroom is called Foreign Language Classroom Anxiety (FLCAS), which is regarded to be a situational (state) anxiety more than a trait anxiety (MacIntyre & Gardner 1991a; Horwitz, Horwitz & Cope, 1986).

MacIntyre (1999) described foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language”.

- There are three parallel ways of discussing about foreign language anxiety: communication apprehension, test anxiety and fear of negative evaluation (Horwitz 1986).

Source of Foreign Language Anxiety

- Fear of negative assessment, low level of language proficiency, and pressure from parents and self are considered as the fundamental reason of foreign language anxiety (Chan & Wu, 2004) .
- Based on Young's (1994) investigation there are three items that cause anxiety which are learner-related, instructor-related, and instructional practice-related .

- While for Indonesian students in Marwan's work lack of confidence, lack of preparation and fear of failing was considered as the main variables which cause anxiety Marwan (2007)

Effect of Foreign Language Anxiety

- Language learning anxiety can affect learners' learning generally and their fluency of speech especially (Onwuegbuzie, Bailey & Daly, 1999).
- Anxiety exert a powerful impact on individuals perceived competence, which will thus negatively influence their willingness to participate in language classrooms (Hashimoto, 2002)

Coping with Anxiety

- Creating a supportive and relaxing learning environment, providing training in learning strategies, and setting goals that are not too easy or too difficult (Dörnyei, 1994).
- Creating a more comfortable and supportive atmosphere in the English classroom (Tsiplakides & Keramida, 2009)

• Blaming and providing direct correction to students in front of other classmates should be avoided (Tsiplakides & Keramida, 2009).

• Running pair/group work activities and increasing learners' level of motivation (Riasati , 2011; Khodadady & khajavy, 2013)

References


- ❖ Casado, M. A., and Dereshiwsy, M. I. (2004). Effect of educational strategies on anxiety in the second language classroom: An exploratory comparative study between US and Spanish first-semester university students. *College Student Journal*, 38(1), 23.
- ❖ Chan, D. Y. C., and Wu, G. C. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei County. *Journal of National Taipei Teachers College*, 17(2), 287-320.
- ❖ Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- ❖ Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *University of Hawai'i Second Language Studies Paper*. 20 (2).

- ❖ Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly*, 20(3), 559-562.
- ❖ Horwitz, E. K., Horwitz, M. B., and Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- ❖ Jain, Y., and Sidhu, G. K. (2013). Relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language. *Procedia-Social and Behavioral Sciences*, 90, 114-123.
- ❖ Khodadady, E., & Khajavy, G. H. (2013). Exploring the role of anxiety and motivation in foreign language achievement: A structural equation modeling approach. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (20), 269-286.

- ❖ Liu, H. J., and Chen, C. W. (2015). A Comparative Study of Foreign Language Anxiety and Motivation of Academic-and Vocational-Track High School Students. *English Language Teaching*, 8(3), p193.
- ❖ MacIntyre, P. D. and Gardner, R. C. (1991a). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513-534.13-34.
- ❖ MacIntyre, P.D. (1999) Language anxiety: a review of the research for language teachers. In D. Young (ed.) *affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom Atmosphere*. USA: McGraw-Hill College.
- ❖ Marwan,A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.
- ❖ MacIntyre, P. D. and Gardner, R. C. (1991a). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513-534.13-34.

- ❖ MacIntyre, P.D. (1999) Language anxiety: a review of the research for language teachers. In D. Young (ed.) *affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom Atmosphere*. USA: McGraw-Hill College.
- ❖ Marwan,A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.
- ❖ Onwuegbuzie, A.J., Bailey, P., and Daley, C.E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20, 217-239.
- ❖ Riasati, M. J. (2011). Language learning anxiety from EFL learners' perspective. *Middle-east journal of scientific research*, 7(6), 907-914.

- ❖ Spielberger, C.D. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press.
- ❖ Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.), *Anxiety and behavior* (pp. 3-20). New York: Academic Press.
- ❖ Spielberger, C.D. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press.
- ❖ Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2, 39-44.
- ❖ Young, D. J. (1994). New directions in language anxiety research. In C. A. Klee (Ed.), *Faces in a crowd: The individual learner in multi-section courses* (pp. 3-46). Boston: Heinle and Heinle.

A rustic, handcrafted tag made of light brown cardboard with a hole on the left side. The tag is placed on a textured, light-colored fabric background. Three white daisies with yellow centers are scattered around the tag. A dark, slender vanilla bean is tucked behind the tag, with its stem extending across the top left and bottom left of the frame. The text 'Thank you!' is written in a black, cursive script on the tag.

Thank
you!