
Foreign Language Classroom Anxiety

ELAINE K. HORWITZ, MICHAEL B. HORWITZ, AND JOANN COPE

*"I JUST KNOW I HAVE SOME KIND OF DISABILITY: I CAN'T learn a foreign language no matter how hard I try."
"When I'm in my Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank."
"I feel like my French teacher is some kind of Martian death ray: I never know when he'll point at me!"
"It's about time someone studied why some people can't learn languages."¹*

Such statements are all too familiar to teachers of foreign languages. Many people claim to have a mental block against learning a foreign language, although these same people may be good learners in other situations, strongly motivated, and have a sincere liking for speakers of the target language. What, then, prevents them from achieving their desired goal? In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.² Just as anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful.

When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. Researchers have identified several specific anxieties associated with school tasks such as test-taking and with academic subjects such as mathematics or science.³

Second language researchers and theorists have long been aware that anxiety is often associated with language learning. Teachers and

students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety. However, second language research has neither adequately defined foreign language anxiety nor described its specific effects on foreign language learning. This paper attempts to fill this gap by identifying foreign language anxiety as a conceptually distinct variable in foreign language learning and interpreting it within the context of existing theoretical and empirical work on specific anxiety reactions. The symptoms and consequences of foreign language anxiety should thus become readily identifiable to those concerned with language learning and teaching.

EFFECTS OF ANXIETY ON LANGUAGE LEARNING

Second Language Studies. For many years, scholars have considered the anxiety-provoking potential of learning a foreign language. Curran and Stevick discuss in detail the defensive position imposed on the learner by most language teaching methods; Guiora argues that language learning itself is "a profoundly unsettling psychological proposition" because it directly threatens an individual's self-concept and worldview.⁴ More recently researchers have attempted to quantify the effects of anxiety on foreign language learning, but these efforts have met with mixed results. While the pertinent studies have differed in the measures employed, they can generally be characterized by their comparison of students' self-reports of anxiety with their language proficiency ratings, obtained through a discrete skills task or a global measure such as final course grade. In his 1978 review of research, Scovel argues that scholars have been unable to establish a clear-cut relationship between anxiety and overall foreign language achievement; he attributes the discrepant findings at least in part to the in-

Anxiety In The Foreign Language Classroom Rapid Intellect

AN Whitehead



Anxiety In The Foreign Language Classroom Rapid Intellect:

A Handbook for Guiding Students in Modern Foreign Languages United States. Office of Education. Division of Elementary and Secondary Education, Abul Hassan K. Sassani, Albert Piltz, Charles Christian Hauch, Duncan Grant Morrison, Ilo Remer, James Peter Steffensen, Seymour Michael Rosen, University Film Foundation, Vera Tomich, Warren Gibson Cutts, Wilhelmina Hill, Nellie Mary Apanasewicz, Don G. Williams, Kenneth August Brunner, William John Gruver, Luella V. Snyder, Sebastian Vincent Martorana, 1963

Artificial Intelligence in Education Ig Ibert Bittencourt, Mutlu Cukurova, Kasia Muldner, Rose Luckin, Eva Millán, 2020-07-04 This two volume set LNAI 12163 and 12164 constitutes the refereed proceedings of the 21th International Conference on Artificial Intelligence in Education AIED 2020 held in Ifrane Morocco in July 2020 The 49 full papers presented together with 66 short 4 industry innovation 4 doctoral consortium and 4 workshop papers were carefully reviewed and selected from 214 submissions The conference provides opportunities for the cross fertilization of approaches techniques and ideas from the many fields that comprise AIED including computer science cognitive and learning sciences education game design psychology sociology linguistics as well as many domain specific areas The conference was held virtually due to the COVID 19 pandemic

The Routledge Handbook of Translation and Education Sara Laviosa, Maria González-Davies, 2019-12-06 The Routledge Handbook of Translation and Education will present the state of the art of the place and role of translation in educational contexts worldwide It lays a sound foundation for the future interdisciplinary cooperation between Translation Studies and Educational Linguistics By adopting a transdisciplinary perspective the handbook will bring together the various fields of scholarly enquiry and practice that make a valuable contribution to enlarging the notion of translation and diversifying its uses in education Each contribution provides an overview of the historical background to a given educational setting Focusing on current research approaches and empirical findings this volume outlines the development of pedagogical approaches methods assessment and curriculum design The handbook also examines examples of pedagogies that integrate translation in the curriculum the teaching methods approach design and procedure as well as assessment Based on a multilingual and applied oriented approach the handbook is essential reading for postgraduate students researchers and advanced undergraduate students of Translation Studies and educationalists and educators in the 21st century post global era Chapters 4 25 and 26 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Proceedings of the 4th International Conference on English Language Teaching (ICON-ELT 2023) M. Faruq Ubaidillah, Atik Umamah, Kurniasih, Durotun Nasihah, Eko Suhartoyo, Febti Ismiatun, 2023-09-26 This is an open access book Based on technological developments in learning English the English Language Education Study Program Faculty of Teacher Training and Education of Universitas Islam Malang plans to hold the fourth conference The 4th ICON ELT 2023 with the theme The Future of ELT in the Digital Age Issues and Innovations on 30-31 August 2023 This

conference will explore the challenges and opportunities of teaching English in the digital era. In addition, the sub-themes carry issues related to curriculum, inclusive education, linguistics, etc. This seminar will provide a forum for discussion and collaboration among researchers and English teachers and will allow them to share best practices, experiences, research findings, and innovations in teaching English. The implementation of this international seminar also collaborates with reputable national and international journals so that selected research articles presented at this international conference will be published in national journals accredited by Sinta 1, Sinta 2, and reputable International Journals.

Exploring Contemporary English Language Education Practices Bang, Truong Cong, Nguyen, Cuong Huy, Bui, Hung Phu, 2024-04-26
Amidst the transformative tides reshaping the realm of English language education, educators, researchers, and practitioners grapple with a myriad of contemporary challenges. In recent years, the landscape of teaching and learning English as a second or foreign language (L2) has undergone a seismic shift, prompting a reevaluation of established practices. The dynamics of L2 education now face burgeoning issues such as fluctuating motivation levels among learners, evolving engagement dynamics in classrooms, and the expanding influence of technological advancements, particularly the pervasive use of computer-mediated communication, altering the traditional boundaries of language acquisition. The urgency to address these multifaceted concerns serves as the impetus for *Exploring Contemporary English Language Education Practices*, an edited book that unravels the complexities of the present-day L2 education panorama. This comprehensive volume, encapsulated by the title *Exploring Contemporary English Language Education Practices*, is not just a compilation of insights; it is a roadmap for navigating the intricate terrain of modern language education. The chapters within this book delve deep into the intricate fabric of second language motivation, learner engagement, emotional dimensions in language learning, classroom assessment strategies, corrective feedback methodologies, and the symbiotic relationship between technology and language acquisition.

Artificial Intelligence in Education Technologies: New Development and Innovative Practices Eric C. K. Cheng, Tianchong Wang, Tim Schlippe, Grigorios N. Beligiannis, 2023-01-01
This edited book is a collection of selected research papers presented at the 2022 3rd International Conference on Artificial Intelligence in Education Technology (AIET 2022) held in Wuhan, China, on July 1-3, 2022. AIET establishes a platform for AI in education researchers to present research, exchange innovative ideas, propose new models, as well as demonstrate advanced methodologies and novel systems. The book is divided into five main sections: 1. AI in Education in the Post-COVID New Norm; 2. Emerging AI Technologies: Methods, Systems, and Infrastructure; 3. Innovative Practices of Teaching and Assessment Driven by AI and Education Technologies; 4. Curriculum, Teacher Professional Development, and Policy for AI in Education; and 5. Issues and Discussions on AI in Education and Future Development. Through these sections, the book provides a comprehensive picture of the current status, emerging trends, innovations, theory, applications, challenges, and opportunities of current AI in education research. This timely publication is well aligned with UNESCO's Beijing Consensus on Artificial Intelligence, AI and Education. It is committed to exploring how

AI may play a role in bringing more innovative practices transforming education in the post pandemic new norm and triggering an exponential leap toward the achievement of the Education 2030 Agenda Providing broad coverage of recent technology driven advances and addressing a number of learning centric themes the book is an informative and useful resource for researchers practitioners education leaders and policy makers who are involved or interested in AI and education

Allen's Indian mail and register of intelligence for British and foreign India ,1877 **Handbook of Foreign Language Communication and Learning** Karlfried Knapp,Barbara Seidlhofer,H. G. Widdowson,2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

Artificial Intelligence in Education: The Intersection of Technology and Pedagogy Peter Ilic,Imogen Casebourne,Rupert Wegerif,2024-12-02 This book offers a multidisciplinary perspective on the ways in which the careful integration of AI might enhance learning outcomes By inviting dialogue between engineering what is possible and pedagogy what might be desirable the book offers a holistic view of AI s potential for education Offering both case studies of practical implementation and pedagogically informed frameworks it focuses on appropriately integrating technology for educational benefit presenting a uniquely broad view The contributors who are both educators and technically proficient bring insights into teaching and assessment approaches research questions and technological affordances or constraints Essential for researchers educators and policymakers navigating the rapidly evolving educational technology landscape as AI becomes increasingly prevalent in every aspect of life [The Intelligence](#) ,1896

Innovative Technologies and Learning Yueh-Min Huang,Shu-Chen Cheng,João Barroso,Frode Eika Sandnes,2022-08-25 This book constitutes the refereed proceedings of the 5th International Conference on Innovative Technologies and Learning ICITL 2022 held in Porto Portugal in August 2022 The 53 full papers presented together with 3 short papers were carefully reviewed and selected from 123 submissions ICITL focuses on artificial intelligence in education VR AR MR XR in education design and framework of learning systems pedagogies to innovative technologies and learning application and design of innovative learning

Conference proceedings. ICT for language learning Pixel,2013

Parent's Quick Start Guide to Dyslexia James W. Forgan,Noelle Balsamo,2023-07-28 Parent s Quick Start Guide to Dyslexia provides parents and caregivers with an immediate overview of dyslexia and steps they can take to support and encourage their child Each chapter is packed with detailed and helpful information covering identification public schools versus private settings and how and when to seek professional help Summary and resource sections at the end of each chapter give quick guidance to busy readers Topics include a wealth of research backed activities nurturing talent and creativity motivating your child to read and more Offering straightforward easy to understand and evidence based information this book is a go to resource for caregivers parenting a child with dyslexia

Emotions in Second Language

Teaching Juan de Dios Martínez Agudo, 2018-03-12 This edited volume explores the multifaceted nature of teacher emotions presenting current research from different approaches and perspectives focused towards the second language classroom. Twenty three chapters by well known scholars from the applied linguistics TESOL and educational psychology fields provide the reader with a holistic picture of teacher emotions making this collection a significant contribution to the field of second language teaching. Given the emotional nature of teaching the book explores a number of key issues or dimensions of L2 teachers emotions that were until now rarely considered. The contributions present the views of a select group of applied linguistic researchers and L2 teacher educators from around the world. This international perspective makes the book essential reading for both L2 teachers and teacher educators. Artificial Intelligence, Medical Engineering and Education

Z.B. Hu, Q. Zhang, M. He, 2024-02-28 Artificial Intelligence AI is a rapidly developing field of computer science which now plays an increasingly important role in many disciplines. A catalyst for significant change research into AI is of particular importance in fields such as medicine and education and as such has become an area to watch for many people worldwide. This book presents the proceedings of AIMEE 2023 the 7th International Conference on Artificial Intelligence Medical Engineering and Education held on 9 and 10 November 2023 in Guangzhou China. The conference brought together top international researchers from around the world to exchange research results and address open issues in AI medical engineering and education. A total of 238 submissions were received for AIMEE 2023 of which 89 papers were selected for presentation and publication after a rigorous international peer review process. The book is divided into 3 sections covering artificial intelligence and scientific methodology systems engineering and analysis concepts methods and applications and education reform and innovation. Presenting papers which explore and discuss many novel concepts and methodologies contributing to the rapid evolution of artificial intelligence and its applications the book will be of interest to all those working in the relevant fields. Research in Education, 1974

General Pediatrics Board Review Shahram Yazdani, Carlos Lerner, Audrey Crummey, Deepa Kulkarni, Charles A. Newcomer, 2020-02-24 General Pediatrics Board Review is a comprehensive guide for recent residency graduates and re-certifiers preparing for the American Board of Pediatrics ABP board exam. The text consists of over 1000 multiple choice questions organized into 25 chapters covering pediatrics topics such as fetal and neonatal care adolescent and young adult medicine genetics child maltreatment pediatric infectious diseases gastrointestinal disorders and more. Chapters include questions answers with detailed explanations and references to primary or landmark articles to help better navigate a standardized exam. Questions are written in a case based format that emulates the ABP board exam and are supplemented by figures tables and boxes. A Quick Facts section rounds out the text for ease of reference. Social Robots in Education Georgios Lampropoulos, Stamatios Papadakis, 2025-05-03 This book focuses on recent advances in the field of social robots and their integration in education. It elaborates on the progressive evolution of human robot interaction and educational robotics the emergence of digital pedagogy and the implementation of

personalized learning methodologies The book also examines the use of artificial intelligence AI in education through the lenses of social robots Hence the book offers an overview of recent research into the adoption integration advancements and impact of social robots and AI in education and presents guidelines and suggestions on how to integrate them in classrooms Specifically the book Provides an in depth overview of social robots and their use in education Presents the advances of social robots and AI in education Showcases innovative solutions and outcomes of integrating social robots in classrooms Discusses the challenges benefits and future research directions of using social robots and AI in education **Resources in**

Education ,1994-10 *Chatgpt and Other Generative AI Tools* Jochen Kuhn,Stefan Küchemann,Knut Neumann, Martina Rau,2025-02-17 In the past ten years applications of generative artificial intelligence GAI have found rapidly growing use in medicine science and daily life Large language models LLMs opened up new avenues in particular for education LLMs have been used to create interactive educational content for students stimulate their curiosity generate code explanations and develop assessment questions Additionally LLMs been applied for language practice anxiety alleviation and feedback provision In higher education LLMs have shown potential for assisting in medical exam preparation and clinical decision making In school education LLMs can help teachers with automated evaluation of student responses and respective adaptive feedback More recently LLM based applications such as chatGPT have been used to generate teaching materials or assessment tasks across different subjects The fields understanding of the effects of the use of LLM based applications in classroom teaching however is still in its infancy GAI tools may help solving a range of tasks in education in particular with respect to teachers and students and teachers efforts to generate content However it is critical that teachers and students do not overly rely on GAI generated solutions but instead critically assess each solution Students should furthermore not use GAI tools to avoid investing relevant mental effort to create mental models or more broadly build up competencies

Decoding **Anxiety In The Foreign Language Classroom Rapid Intellect**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Anxiety In The Foreign Language Classroom Rapid Intellect**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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