

English Language Learning Anxiety Among Foreign Language

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Abstract. Language learners usually express anxiety, apprehension and nervousness when learning a new language. Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity.

[Language Stress And Anxiety Among The English Language](#)

English language learning. Early studies learning found a strong relationship between language anxiety and language learning and achievement (Horwitz et. al., 1986). If a student he or she feels anxious in the classroom, the possibility of having a frustrating and bad experience with the foreign language increases (Gregersen & Horwitz, 2002).

[Anxiety in English Language Learning- A Case Study of](#)

English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English Language and claim to have, as mentioned above, a „ mental block „ against learning English. “ Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a

[Language Stress And Anxiety Among The English Language](#)

nervousness may impede their language learning and performance abilities. Many a researcher believes that anxiety is the major hurdle to be overcome while learning English or any other foreign language. Anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals.

[An Investigation into the Causes of English Language](#)

According to Horwitz et al. (1986), language anxiety comprises three componental sources, especially in relation to various kinds of L2 activities that the learners perform in the classroom: 1) communication apprehension 2) test anxiety 3) fear of negative evaluation.

[ANXIETY IN LEARNING ENGLISH AS A SECOND LANGUAGE AT A](#)

English Language Learning Anxiety among Foreign Language Learners in the Philippines

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Learners usually encounter difficulties in the mastery of listening speaking, reading and writing in English language which resulted English language anxiety among them. Various researchers...

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language learning anxiety is “ a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process ” (ibid, p128). Students report that even if they have prepared answers in their mind, they become stutter and forget what to say in class.

[Listening Anxiety in English Learning Among International](#)

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Anxiety is generally considered to impede the process of learning (Arnold & Brown, 1999). Horwitz, Horwitz, and Cope (1986) even claimed that in learning a language, second language anxiety is a major obstacle. Self-efficacy, individuals' beliefs that they can overcome challenging tasks, is a dominant factor in

[Relations Among L2 Learning Motivation, Language Learning](#)

Language anxiety has a prominent influence on language learning. Brown (1994) asserted that learning a second language can be a complex process and causing these learners to have anxiety. Horwitz...

[Investigating English Language Speaking Anxiety among](#)

Learning English as a foreign/second language is never a straightforward process. Several constraints may come along the way that tend to hinder students' learning. Studies have shown that the successes and failures of L2 learners in an English language classroom are dependent upon various psychological and social factors including anxiety.

[WHAT IS SO SCARY ABOUT LEARNING ENGLISH? INVESTIGATING](#)

Analyses of the data revealed that (1) the respondents generally did not feel anxious in English and were moderately motivated to learn English, (2) foreign language anxiety and English learning motivation were significantly negatively correlated with each other, and (3) both foreign language anxiety and English learning motivation were significantly correlated with students' performance in English.

[An Exploration of Foreign Language Anxiety and English](#)

In addition, the ought-to L2 self contributed to a higher level of anxiety while the ideal L2 self and L2 learning experience both lowered the level of English learning anxiety. Descriptors: Learning Motivation , Anxiety , Self Efficacy , Family Influence , Structural Equation Models , Foreign Countries , Second Language Learning , High School Students , English (Second Language) , Predictor Variables

[Relations among L2 Learning Motivation, Language Learning](#)

English Language Learning Anxiety among Foreign Language Learners in the Philippines Rochelle Irene Lucas Edna Miraflores Dianne Go De La Salle University, Manila Abstract Several researches have revealed that anxiety can hinder success in second or foreign language learning (Bailey, 1983; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1994; Young, 1991; Ohata, 2005; Pappamihiel, 2002 ...

[English Language Learning Anxiety among Foreign Language](#)

The negative effect speaking anxiety on English as a foreign language (EFL) learners' performance and attainment has been acknowledged by language scholars and researchers in different contexts, but in Jordan, little research has been undertaken to investigate this phenomenon.

[Speaking Anxiety among English as a Foreign Language](#)

Liu and Jackson (2008)'s study of the unwillingness to communicate and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms revealed that (a) most of the students were willing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class; (b) more than one third of the students felt anxious in their English language classrooms, and they feared being negatively evaluated and were apprehensive

[ANXIETY OF SPEAKING ENGLISH IN CLASS AMONG INTERNATIONAL](#)

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