

How Language Anxiety Affects English Language Learning

Ana María Pérez-Cabello¹, Aida López-Benítez²

University of Seville, Spain

Abstract

The main objective of this paper is to find out how language anxiety affects the learning of English, especially in Primary School. To this end, a review of the concept and its etymology is carried out, the terms related to language anxiety are studied (key competences), both individual factors (motivation, self-esteem, self-concept, diversity and multiple intelligences and emotions) and relational factors (empathy). The causes of this anxiety are also addressed, with communication and evaluation apprehension and fear of failure as the main causes. This qualitative study is accompanied by a survey to Primary teachers regarding students' behaviour in learning English. Considering the results, the implementation of an educational intervention is proposed. This will help foreign language learners as well as teachers of foreign languages.

Keywords: Linguistic anxiety, Primary Education, self-esteem, social skills, communication