

Research Timeline

Foreign and second language anxiety

Elaine K. Horwitz University of Texas at Austin, USA
horwitz@mail.utexas.edu

The possibility that anxiety interferes with language learning has long interested scholars, language teachers, and language learners themselves. It is intuitive that anxiety would inhibit the learning and/or production of a second language (L2). The important term in the last sentence is ‘anxiety’. The concept of anxiety is itself multi-faceted, and psychologists have differentiated a number of types of anxiety including trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety. With such a wide variety of anxiety-types, it is not surprising that early studies on the relationship between ‘anxiety’ and achievement provided mixed and confusing results, and Scovel (1978 – this timeline) rightly noted that anxiety is ‘not a simple, unitary construct that can be comfortably quantified into ‘high’ or ‘low’ amounts’ (p. 137). Scovel did not, however, anticipate the identification in the mid-1980s of a unique form of anxiety that some people experience in response to learning and/or using an L2. Typically referred to as language anxiety or foreign language anxiety (FLA), this anxiety is categorized as a situation-specific anxiety, similar in type to other familiar manifestations of anxiety such as stage fright or test anxiety.

This timeline includes 44 milestones in the development of the language teaching profession’s understanding of anxiety reactions in response to L2 learning and use. Many of the early articles address the nature of FLA as contrasted with or related to other anxiety-types (marked by N in the rightmost column of the timeline table below) and the effects of FLA especially on language achievement (E), with later articles more concerned with sources of FLA and its stability or variation under different instructional or socio-cultural conditions (S), the relationship of FLA with other learner factors (LF), anxieties in response to specific aspects of language learning such as listening, reading, or writing (LRW), and instructional strategies to reduce FLA (IS). Since the alleviation of FLA has important implications for language teaching, a number of the citations address more than one theme and are categorized accordingly. I must admit that the selection of articles was more difficult than I expected. Although I did consider citation frequencies, ultimately the list that appears here is heavily influenced by my own judgments of importance, impact, and prominence. Unfortunately, space limitations did not allow me to include many very interesting first-time examinations of FLA in specific learner populations.

ELAINE K. HORWITZ is Professor of Curriculum & Instruction and Director of the Graduate Program in Foreign Language Education at the University of Texas at Austin, USA. Her publications focus on individual differences in language learning, particularly on foreign language anxiety and learner beliefs about language learning. She has lectured extensively worldwide and is the co-editor (with Dolly Young) of *Language anxiety: From research and theory to classroom implications* (Pearson, 1991). Her latest book is *Becoming a language teacher: A practical guide to second language learning and teaching* (Allyn & Bacon, 2008).

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
1972	Guiora, A. Z., B. Beit-Hallahmi, R. C. Brannon, C. Y. Dull & T. Scovel (1972). The effects of experimentally induced changes in ego states on pronunciation ability in a second language: An exploratory study. <i>Comprehensive Psychiatry</i> 13.5, 421–428.	This early study that found its way into the popular press reported that students who ingested moderate amounts of alcohol achieved better pronunciation scores than students who ingested higher amounts of alcohol or no alcohol at all. Although the authors use the ingestion of alcohol as a proxy for a hypothesized change in ego state and increased empathy, it is more likely that moderate alcohol consumption relaxed the participants and thereby contributed to better pronunciation.	E S
1975	Chastain, K. (1975). Affective and ability factors in second language acquisition. <i>Language Learning</i> 25.1, 153–161.	This study is often cited as an example of the puzzling state of the scholarly understanding of the relationship between anxiety and L2 achievement before SCOVEL's (1978) call for consistency and precision in the measurement of anxiety. Chastain finds positive, negative, as well as non-significant correlations between anxiety and L2 achievement in French, German, and Spanish in this study, a set of findings that is clearly difficult to interpret.	E S
1977	Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. <i>Language Learning</i> 27.1, 93–107.	This paper uses the facilitating-debilitating anxiety framework (see introduction to this timeline) and found that although Spanish and Arabic learners of English tended to avoid English structures consistent with contrastive analysis predictions, learners with more facilitating anxiety had a lower tendency toward this avoidance. Kleinmann concludes that in addition to relative linguistic contrasts, affective factors play a role in L2 acquisition. Unfortunately (in my opinion) this study is sometimes interpreted to mean that language students must be made a little anxious so that they will work harder.	E

1977	Dulay, H. & M. Burt (1977). Remarks on creativity in language acquisition. In M. Burt, H. Dulay & M. Finnochiaro (eds.), <i>Viewpoints on English as a second language</i> . New York: Regents, 95–126.	In <i>Second language acquisition and second language learning</i> ¹ Stephen Krashen notes this chapter as the source of the idea that affective factors including anxiety may impede the absorption of target language input. The construct that Dulay & Burt call the ‘socio-affective filter’ evolves to the well-known ‘affective filter’ and offers a possible explanation as to why anxious language learners would not achieve high levels of language proficiency.	E
1978	Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. <i>Language Learning</i> 28.1, 129–142.	Generally recognized as a turning point in the study of anxiety and language learning, Scovel concludes that the inconsistent results found in early anxiety studies stem from imprecision in the conceptualization and measurement of anxiety. After this article, anxiety researchers have generally been careful to define the type of anxiety under consideration. Scovel cites KLEINMANN (1977) as an example of an early study that adequately defined anxiety and chose an appropriate anxiety construct.	N E
1983	Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (eds.), <i>Classroom oriented research in second language acquisition</i> . Rowley, MA: Newbury House, 67–102.	Bailey ’s early diary study of 11 language learners was probably the first to explore language anxiety from the learner’s perspective. The study found that students’ negative self-comparisons with others were an important source of anxiety and that anxiety decreased as the learners perceived themselves as becoming more proficient and better able to ‘compete’ with their peers. Anxiety was also associated with tests, learners’ perceptions of their relationships with their teachers, and their need for their teacher’s approval.	E S LF IS
1985	Gardner, R. C. (1985). <i>Social psychology and second language learning: The role of attitudes and motivation</i> . London: Edward Arnold.	The pioneer in studying affective variables in second language acquisition, Gardner hypothesized ‘a construct of anxiety which is not general but instead is specific to the language acquisition context is related to L2 achievement’ (p. 34).	N

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
1986	Horwitz, E. K., M. B. Horwitz & J. Cope (1986). Foreign language classroom anxiety. <i>The Modern Language Journal</i> 70.2, 125–132.	Often credited with introducing the construct of FLA (foreign language anxiety) as a situation-specific anxiety, Horwitz et al. discusses the ego-threatening nature of language learning and includes the Foreign Language Classroom Anxiety Scale (FLCAS), which has become the standard measure of language anxiety. The authors identify three related situation-specific anxieties – communication apprehension (CA), fear of negative evaluation (FNE), and test anxiety (TA) – to help language teachers and scholars understand the anxiety-provoking potential of language learning. This article has sometimes been misinterpreted to mean that FLA is composed of CA, FNE, and TA rather than as simply being related to them.	N E S IS
1986	Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. <i>TESOL Quarterly</i> 20.3, 559–562.	This paper reports on the development and validation of the FLCAS (HORWITZ ET AL. 1986). The study found non-significant relationships between FLA and communication apprehension, fear of negative evaluation, and trait anxiety. Only the relationship between test-anxiety and FLA was moderate and significant. The findings offer strong evidence that language anxiety is an independent situation-specific anxiety, a conclusion shared by most researchers since GARDNER (1985) and HORWITZ ET AL. (1986).	N E
1986	Steinberg, F. S. & E. K. Horwitz (1986). The effect of induced anxiety on the denotative and interpretative content of second language speech. <i>TESOL Quarterly</i> 20.1, 131–136.	Hypothesizing that final grades and achievement tests are insufficiently sensitive to reflect the effects of anxiety, this study found that the content of L2 speech differed when Spanish-speaking learners in an intensive English program described pictures under anxiety-inducing or relaxed conditions. Participants in the anxiety condition produced	E IS

		significantly less personal and interpretive speech. Steinberg & Horwitz conclude that students may be less likely to communicate genuinely in stressful, non-supportive classroom environments. They also suggest that anxiety studies employ a range of outcome measures.	
1989	Cohen, Y. & M. J. Norst (1989). Fear, dependence and loss of self-esteem: Affective barriers in second language learning among adults. <i>RELC Journal</i> 20.2, 61–77.	Another early diary study, this paper reports the distressing experiences of some language learners. Cohen & Norst conclude (p. 76) that ‘there is something fundamentally different about the performance aspect of language learning, and the fear it engenders, compared to other knowledge + skill-based subjects. We hypothesise that language and self/identify are so closely bound, . . . that a perceived attack on one is an attack on the other.’	N E S IS
1990	Young, D. J. (1990). An investigation of students’ perspectives on anxiety and speaking. <i>Foreign Language Annals</i> 23.6, 539–553.	This survey of over 200 university and high school Spanish students found that they generally preferred small group to whole class oral activities. Positive teacher factors were also associated with lower anxiety. There is much interesting detailed data in this article, and I recommend a second look.	S IS
1991	Horwitz, E. K. & D. J. Young (eds.) (1991). <i>Language anxiety: From theory and research to classroom implications</i> . Upper Saddle River, NJ: Prentice Hall.	This edited volume includes reprints of classic papers (Scovel 1978, HORWITZ ET AL. 1986, and Macintyre & Gardner 1989) ² as well as original papers (KOCH & TERRELL 1991 and PRICE 1991). It offers theoretical and empirical perspectives on language anxiety and practical advice for decreasing the amount of anxiety in language instruction.	N E S LF IS
1991	Koch, A. S. & T. D. Terrell (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. In Horwitz & Young (eds.), 108–126.	This survey of student reactions to the Natural Approach found that although some activities such as peer-work and personal discussions were generally regarded to be less anxiety-provoking than others, there was great variability in the responses, and none of the activities were judged ‘comfortable’ by all students. Koch & Terrell conclude that	S IS

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
		there is ‘no simple remedy for student anxiety’ (p. 124). (I believe this was the last article by Terrell, the co-originator of the Natural Approach, a language teaching approach explicitly concerned with reducing FLA.)	
1991	Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In Horwitz & Young (eds.), 101–108.	Price interviewed 10 language learners who self-identified as extremely anxious. Their compelling accounts of negative language learning experiences highlight the suffering and vulnerability that some language learners endure. Sadly, some of them only became anxious after a particularly egregious interaction with a language teacher. Most anxious language learners have more moderate levels of anxiety, and the reactions of extremely anxious learners like these should not be taken as representative of all anxiety reactions.	S LF IS
1991	Sparks, R. J. & L. Ganschow (1991). Foreign language learning differences: Affective or native language aptitude? <i>The Modern Language Journal</i> 17.1, 2–16.	Sparks & Ganschow contend that difficulties in L2 learning are based on L1 learning disabilities particularly in phonetic encoding. This is the first of several articles by these authors and their colleagues that question the existence of FLA in favor of viewing anxiety as a natural result of difficulty and poor achievement in language learning. From their experience with dyslexia and learning disabilities, the authors conclude that language learning difficulties should be explored by examining students’ native language strengths and weaknesses as demonstrated by performance on language aptitude tests.	N E LF
1991	Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the anxiety research suggest? <i>The Modern Language Journal</i> 75.4, 426–439.	From her review of the literature, Young offers an influential framework for categorizing and researching causes of FLA: ‘1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) instructor beliefs about language teaching, 4) instructor-learner interactions, 5) classroom procedures; and 6) language testing’ (p. 427).	S LF IS

1992	Oh, J. (1992). The effects of L2 reading assessment methods on anxiety level. <i>TESOL Quarterly</i> 26.1, 172–176.	Oh found that anxiety levels as assessed by the Cognitive Interference Questionnaire (Sarason 1978) ³ differed by reading assessment task and speculated that task familiarity, text difficulty, and/or student perceptions of task validity influenced anxiety levels.	S IS
1993	Gardner, R. C. & P. D. MacIntyre (1993). On the measurement of affective variables in second language learning. <i>Language Learning</i> 43.2, 157–194.	This study found significant negative correlations between English-speaking students' classroom and language use anxiety and several outcome measures (cloze and composition tasks and an objective test). Since the correlations between anxiety and French performance were lower than the correlations between students' anxiety levels and their self-ratings, it appears that anxious language learners may underestimate their actual language proficiency.	N E
1994	Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. <i>The Modern Language Journal</i> 78.2, 155–168.	Aida replicated HORWITZ ET AL.'s (1986) study with a non-western language. A factor analysis found four FLCAS factors: Speech Anxiety and Fear of Negative Evaluation, Fear of Failing, Comfortableness in Speaking with Native Japanese, and Negative Attitudes toward Japanese Class.	N E
1994	MacIntyre, P. D. & R. C. Gardner (1994). The subtle effects of language anxiety on cognitive processing in the second language. <i>Language Learning</i> 44.2, 283–305.	Using scales developed for the three stages, this study found anxiety to be associated with poorer performance at the input, processing, and output stages of language learning with the strongest relationships at the processing and output stages. Thus, anxiety would seem to interfere with both the development of language proficiency and students' ability to produce the language they have learned.	N E
1995	MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. <i>The Modern Language Journal</i> 79.1, 90–99. Sparks, R. L. & L. Ganschow (1995). A strong inference approach to causal factors in foreign language learning: A response to MacIntyre. <i>The Modern Language Journal</i> 79.2, 235–244.	These papers comprise MacIntyre's response to Sparks, Ganschow, and colleagues' research, the authors' reply, and MacIntyre's rebuttal. Sparks & Ganschow continue to maintain that anxious language learners have cognitive disadvantages in language learning and that their responses to FLCAS items reflect realistic assessments of their actual	N E LF

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
	MacIntyre, P. D. (1995). On seeing the forest and the trees: A rejoinder to Sparks and Ganschow. <i>The Modern Language Journal</i> 79.2, 245–248.	language learning skills rather than anxiety. According to MacIntyre, Sparks & Ganschow ignore non-linguistic aspects of language learning as well as the fact anxiety is a well-established impediment to learning of all types. See also SPARKS, GANSCHOW & JAVORSKY (2000) and HORWITZ (2000) for a continuation of this debate.	
1996	Saito, Y. & K. Samimy (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. <i>Foreign Language Annals</i> 29.2, 239–251.	Since early FLA research generally considered beginning language learners, a question remained as to whether FLA differed according to level of instruction. Saito & Samimy examined FLA in three levels of Japanese instruction and found that the advanced students had the highest anxiety levels, and the intermediate students the lowest.	E LF IS
1996	Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. <i>Foreign Language Annals</i> 29.3, 365–372.	Horwitz suggests that non-native language teachers may suffer from FLA with negative consequences for classroom instruction. The paper also suggests that anxious language teachers may choose teaching approaches that decrease communication opportunities and that may actually lead to increased student anxiety. It includes the Teacher Foreign Language Anxiety Scale.	E LF IS
1996	Hilleson, M. (1996). 'I want to talk with them, but I don't want them to hear': An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (eds.), <i>Voices from the language classroom</i> . Cambridge: Cambridge University Press, 248–277.	Until this point, scholars had generally associated FLA with speaking and listening, but Hilleson's qualitative study also reports anxieties connected to reading and writing, anticipating research on anxieties related to specific language skills such SAITO, HORWITZ & GARZA (1999).	E LF LRW IS

1998	MacIntyre, P. D., Z. Dörnyei, R. Clément & K. A. Noels (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. <i>The Modern Language Journal</i> 82.4, 545–562.	MacIntyre et al. ask why some language learners with high levels of language competence do not choose to use the language when they have the opportunity and offers a model to explain Willingness to Communicate (WTC) in an L2. WTC can be seen as an alternative framework to FLA in explaining the impact of anxiety on L2 production.	N E S
1999	Young, D. J. (ed.) (1999). <i>Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere</i> . Boston, MA: McGraw-Hill College.	In 2001, HORWITZ wrote that this volume ‘is particularly useful in that it addresses all aspects of language learning-listening, speaking, reading, writing, and culture – and offers specific suggestions for reducing anxiety during many common language class activities’ (p. 123). For me, it remains the most comprehensive guide to reducing anxiety in language teaching.	LRW IS
1999	Arnold, J. (ed.) (1999). <i>Affect in language learning</i> . Cambridge: Cambridge University Press.	Arnold’s anthology complements YOUNG’s (1999) volume by taking a humanistic perspective on language teaching. This volume brought the concept of FLA to a wider European audience and included some very interesting classroom-based research on anxiety reduction.	LRW IS
1999	Saito, Y., E. K. Horwitz & T. J. Garza (1999). Foreign language reading anxiety. <i>The Modern Language Journal</i> 83.2, 202–218.	This study hypothesized the existence of L2 reading anxiety (FLRA) and offered a scale for its assessment (Foreign Language Reading Anxiety Scale, FLRAS). FLA and FLRA were found to be distinguishable in American university students of French, Russian, and Japanese. There were no significant differences in FLA among the groups, but the Japanese and French learners had significantly higher levels of FLRA than the Russian students.	N E S LRW IS

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
1999	Onwuegbuzie, A. J., P. Bailey & C. E. Daley (1999). Factors associated with foreign language anxiety. <i>Applied Psycholinguistics</i> 20.2, 217–239.	University language students with the highest levels of FLA tended to have at least one of these characteristics: older, high academic achievers, had never visited a foreign country, had not taken high school language courses, had low expectations of their overall average for their current language course, had a negative perception of their scholastic competence, or had a negative perception of their self-worth.	LF E
2000	Sparks, R. L., L. Ganschow & J. Javorsky (2000). Déjà vu all over again: A response to Saito, Horwitz, and Garza. <i>The Modern Language Journal</i> 84.2, 251–255. Horwitz, E. K. (2000). It ain't over 'til it's over: On foreign language anxiety, first language deficits, and the confounding of variables. <i>The Modern Language Journal</i> 84.2, 256–259.	This exchange is a reprise of the 1995 debate as to whether anxiety is a cause or effect of poor language learning. In response to Saito et al.'s (1999) introduction of FLRA, Sparks, Ganschow & Javorsky maintained that students with poor first language skills are naturally anxious when reading in an L2 and that the FLRAS elicits students' assessments of their actual reading skills. Horwitz conceded that poor L1 skills could lead to anxiety in some language learners but contended that the percentage of anxious language learners exceeds the percentage of students with first language disabilities, that successful language learners experience FLA, and that L2 reading entails much more than decoding skills.	N E LF
2000	Spitalli, E. J. (2000). The relationship between foreign language anxiety and attitudes toward multiculturalism in high-school students. Master's thesis, Benedictine University, Lisle, IL.	Spitalli's study of American high school students found a significant negative relationship between FLCAS scores and attitudes toward people from different cultures. It raises concerns that required language study might increase rather than decrease ethnocentrism.	E
2001	Horwitz, E. K. (2001). Language anxiety and achievement. <i>Annual Review of Applied Linguistics</i> 21, 112–126.	This review examines the literature on FLA and achievement, compares anxiety levels in different groups, and discusses anxieties in response to specific language skills such as reading	N E S

		and writing. Horwitz concludes that beyond documenting the relationship between anxiety and achievement, understanding language anxiety increases our understanding of ‘how students approach language learning, their expectations for success . . . and why they continue or discontinue study’ (p. 121).	LRW
2002	Gregersen, T. S. & E. K. Horwitz (2002). Language learning and perfectionism: Anxious and non-anxious language learners’ reactions to their own oral performance. <i>The Modern Language Journal</i> 86.4, 562–570.	Anxious and non-anxious pre-service English teachers in Chile were audio-recorded as they watched themselves perform in a videotaped oral interview. Similarities between perfectionist characteristics and FLA were found in the anxious teachers’ comments. The anxious and non-anxious learners seemed to perceive the goal of the oral interview differently with the anxious learners trying to avoid mistakes and the non-anxious valuing continuing to talk even if they made mistakes.	LF S IS
2004	Matsuda, S. & P. Gobel (2004). Anxiety and predictors of performance in the foreign language classroom. <i>System</i> 32.1, 21–36.	Matsuda & Gobel examined the relationships among FLA, FLRA, individual factors, and achievement in Japanese university level English students. Students with overseas experience were less anxious speaking English, and the profile for successful students differed by level and type of class. For example, gender was strongly related to success for first year students only.	E LRW LF
2005	Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. <i>The Modern Language Journal</i> 89.2, 206–220.	An examination of FLA and listening anxiety in a critical language, Elkhafaifi found FLA and Foreign Language Listening Anxiety (FLLA) to be distinguishable. He also found higher than typical negative correlations between both FLA and FLLA with final grades and listening comprehension scores possibly stemming from Arabic diglossia.	E LRW
2007	MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. <i>The Modern Language Journal</i> 91.4, 564–576.	This thought-provoking article defies a few sentences of summary. MacIntyre suggests that FLA and WTC should be viewed as state, situation-specific, and trait characteristics.	N E S

YEAR	REFERENCES	ANNOTATION	THEME/ CONCEPT
		MacIntyre poses this central issue: ‘If we consider the interaction of motivation (approach) and anxiety (avoidance), we arrive at what might be the critical decision for language learning success: Does a learner choose to communicate when the opportunity arises?’ (p. 567).	
2008	Liu, M. & J. Jackson (2008). An exploration of Chinese EFL learners’ unwillingness to communicate and foreign language anxiety. <i>The Modern Language Journal</i> 92.1, 71–86.	Chinese university students’ WTC in English and FLA were significantly correlated suggesting that it is probably helpful to consider FLA and WTC as complementary approaches to understanding students’ emotional reactions to language learning and use.	N E S
2008	Dewaele, J-M., K. V. Petrides & A. Furnham (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. <i>Language Learning</i> 58.4, 911–960.	This large-scale study of multilingual adults around the world found that individuals who were younger when they started learning a second or third language had lower levels of FLA. Knowledge of more languages and higher levels of the Emotional Intelligence trait were also associated with lower anxiety levels. Since very little FLA research has examined language learners who are successful and who use the language outside of classrooms, this study suggests that in addition to individual characteristics, larger social circumstances such as the availability of supportive conversational partners and L2 role models may play a role in helping language learners avoid or overcome FLA. It also suggests that FLA research should pay closer attention to social variables.	N E LF S
2009	R. Sparks & D. J. Young (eds.) (2009). <i>Language learning and disabilities, anxiety and special needs</i> . Special Issue of <i>Foreign Language Annals</i> 42.1.	Although the choice of a learning disabilities specialist (Sparks) and an FLA specialist (Young) as editors of this special issue would seem to imply an effort to find some common ground in the disability/FLA debate, this issue	

actually achieves a perhaps more important and long-neglected goal: it offers real guidance to language teachers who want and need to make language learning more accessible to all learners. These suggestions should go a long way in making language study more appropriate and less stressful for learners with special needs. But now would also seem to be the time to stop denying the real emotional experience of many FLA learners who find the ego-involving nature of language learning to be stressful and anxiety-provoking.

In addition to articles addressing language learning disabilities, the five articles that address FLA in this issue are concerned with differential FLA levels in particular groups of students (Tallon, heritage learners,), or under different instructional conditions (Pichette, distance learning, Kim, reading- and communication-based courses, Marcos-Llinás & Garau, course levels, de Saint Léger, incorporating self-assessments).

2009	Horwitz, E. K., M. Tallon & H. Luo (2009). Foreign language anxiety. In J. C. Cassady (ed.), <i>Anxiety in schools: The causes, consequences, and solutions for academic anxieties</i> . New York: Peter Lang.	This review introduces FLA to a general audience of researchers and teachers who are interested in the field of academic anxieties. In his introduction, Cassady notes that the underlying theory of FLA has much in common with the theory associated with other academic anxieties even though the fields have developed independently.	N E S LRW IS
------	--	---	-------------------------------------

¹S. D. Krashen (1981). *Second language acquisition and second language learning*. New York: Pergamon.

²P. D. MacIntyre & R. C. Gardner (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning* 39.2, 251–275.

³I. G. Sarason (1978). The test anxiety scale: Concept and research. In C. D. Spielberger & I. G. Sarason (eds.), *Stress and anxiety* (vol. 5). Washington, DC: Hemisphere, 193–216.