

Contents

Contributors	vii
1 Introduction <i>Mark Daubney, Jean-Marc Dewaele and Christina Gkonou</i>	1
Part 1: Theoretical Insights	
2 An Overview of Language Anxiety Research and Trends in its Development <i>Peter D. MacIntyre</i>	11
3 On the Misreading of Horwitz, Horwitz and Cope (1986) and the Need to Balance Anxiety Research and the Experiences of Anxious Language Learners <i>Elaine K. Horwitz</i>	31
Part 2: Empirical Investigations	
4 Anxiety and L2 Self-Images: The 'Anxious Self' <i>Erdi Şimşek and Zoltán Dörnyei</i>	51
5 Are Perfectionists More Anxious Foreign Language Learners and Users? <i>Jean-Marc Dewaele</i>	70
6 Social Anxiety and Silence in Japan's Tertiary Foreign Language Classrooms <i>Jim King and Lesley Smith</i>	91

7 Do You See What I Feel? An Idiodynamic Assessment of Expert and Peer's Reading of Nonverbal Language Anxiety Cues 110
Tammy Gregersen, Peter D. MacIntyre and Tucker Olson

8 Towards an Ecological Understanding of Language Anxiety 135
Christina Gkonou

9 Exploring the Relationship between Anxiety and Advanced Hungarian EFL Learners' Communication Experiences in the Target Language: A Study of High- vs Low-Anxious Learners 156
Zsuzsa Tóth

Part 3: Implications for Practice

10 Anxious Language Learners Can Change Their Minds: Ideas and Strategies from Traditional Psychology and Positive Psychology 177
Rebecca L. Oxford

11 The Links Between Self-Esteem and Language Anxiety and Implications for the Classroom 198
Fernando D. Rubio-Alcalá

12 Conclusion 217
Christina Gkonou, Jean-Marc Dewaele and Mark Daubney

Index 224