

## IDENTITY-BASED ANXIETY IN THE LANGUAGE CLASSROOM

Lionel Wee  
<ellweeha@nus.edu.sg>

Lionel Wee is an Associate Professor in the Department of English Language and Literature, National University of Singapore. His research interests include language policy, new Englishes, and metaphorical discourse. His publications include articles in the Journal of Multilingual and Multicultural Development, Journal of Pragmatics, Language in Society, and World Englishes.

While ELT has long recognized the need to address student anxiety in language learning situations, it has all too often assumed that such anxiety is primarily competence-based. Consequently, there has been insufficient recognition of the fact that identity-based anxiety, too, can have significant effects on language learning in the classroom. In this paper, we discuss some examples of identity-based anxiety, and argue that it requires a different approach to language teaching. We propose one such possible approach, which we call 'double-crossing.'

(This paper reflects work done in collaboration with Christopher Stroud.)