

Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL classrooms

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Abstract

Foreign language anxiety plays an essential role in language learning and negatively impacts on the whole learning process. This research aims to explore the Saudi learners' perceptions of speaking anxiety in language classrooms and provide some effective and helpful solutions for reducing it. The sample of this study involved 10 Saudi female students, studying their foundation year at the English Language Institute (ELI), King Abdulaziz University. Their ages range between 18 to 20 years old. To reach a richer insight and better understanding of the research phenomenon, a qualitative approach was conducted. For gathering data, ten semi-structured interviews with ten Saudi female students from levels 102, 103, and 104 were used and then thematically analyzed using Nvivo 10 software. The qualitative data found that Saudi female students do feel worried and anxious in foreign language classrooms when speaking the foreign language. However, they showed a positive attitude and a willingness to improve their English speaking proficiency level as a way of reducing anxiety by watching English movies, using English internet sites, traveling abroad and talking to native speakers, doing more presentations, practice reading English books and joining English institutes during summer vacation.

Keywords: foreign language anxiety, reducing speaking anxiety, Saudi EFL learners, speaking anxiety

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