

International Journal of Learning, Teaching and Educational Research

Vol. 23, No. 8, pp. 57-75, August 2024

<https://doi.org/10.26803/ijlter.23.8.4>

Received Mar 14, 2024; Revised May 16, 2024; Accepted Aug 12, 2024

Saudi Students' Reluctance to Engage in English Communication: Critical Issues and Considerations

Sami Ali Nasr Al-Wossabi* 

Department of Foreign Languages, Faculty of Arts and Humanities
Jazan University, Jazan, Kingdom of Saudi Arabia

Abstract. Teaching English as a foreign language is an important aspect of global education. Yet, a common pedagogical hurdle for EFL instructors is fostering students' confidence in spoken English, an essential skill for cross-cultural communication and collaboration in today's interconnected world. Therefore, the paper aims to examine why Saudi EFL students may experience comparable challenges in speaking English, akin to those faced by students in other EFL settings. A comprehensive literature review was carried out, exploring speaking reluctance across diverse contexts, including the Saudi EFL setting. The paper adopted an alternative approach to address students' reservations about speaking. Diverging from the conventional emphasis on motivations and anxiety as primary contributors to speaking reluctance, this study delved deeper, highlighting the underlying conditions that lead to reduced motivation and heightened anxiety. The review's findings revealed that conditions including, students' unreadiness, lack of relevance, artificial and limited learning environments, fear, lack of self-confidence, and low proficiency level are critical sources of anxiety, lack of motivation, and interest. The paper concluded with a thorough discussion of potential implications for language instructors, educational administrators, teaching methodologies, theoretical frameworks, and future research directions, all directed toward overcoming speaking reluctance among Saudi EFL students.

Keywords: critical issues and considerations; language readiness; supportive learning environment; speaking reluctance

* Corresponding author: *Sami Ali Nasr Al-wossabi, ???*

1. Introduction

In Saudi Arabia, there has been a strong drive toward changing the way English is taught in educational contexts. The Ministry of Education has issued various policies to promote effective teaching of English (Al-Seghayer, 2023; Barnawi & Al-Hawsawi, 2017). As a result, more integrated communicative alternatives are replacing traditional grammar textbooks. Various Saudi universities are now providing English courses that are built around communicative integrated content. Both English majors and newly enrolled students in diverse disciplines are taught using communicative language teaching methods to enhance their English language proficiency (Alfallaj & Al Ahdal, 2017; Almegren, 2022; Alqahtani, 2019). This teaching and learning shift also aims to promote learner autonomy and diminish any associated apprehension about language usage. Further, teachers are anticipated to play a reduced role, primarily acting as facilitators for the communication processes (Al-wossabi, 2016a, 2024).

However, despite years of studying English in school, many Saudi EFL students are still hesitant and anxious when it comes to speaking English. This problem persists across all levels of proficiency, ranging from beginner to advanced (Alqahtani, 2019; Alrabai, 2015; Alshammari, 2021). Those students retreat from engaging in speaking activities while showing more inclination toward listening, reading, and writing skills. Many L2 studies have been carried out to uncover the underlying causes behind such hesitancy. Al Hosni (2014) identified anxiety and unwillingness to participate in speaking skills classes as the main barriers to effective English-speaking skills learning. Alhmadi (2014) and Ali et al. (2019) pointed out that poor environments, lack of interest, and motivation are the primary factors behind learners' reluctance to speak English.

This study takes a different approach to addressing the challenge of Saudi EFL students' reluctance in speaking classes by exploring the underlying factors contributing to anxiety, lack of motivation, and interest in Saudi EFL contexts. The main objective is to facilitate real-time interaction among students and inform teachers of the underlying sources of their students' anxiety and demotivation. Further, the study offers new insights that can enrich language learning environments. Through the presentation of a set of instructional practices, this study seeks to equip EFL teachers with efficacious strategies to assist students in addressing the impediment of reluctance to speak in their language classes. This contribution holds particular importance in fostering a more encompassing and encouraging language learning environment, ultimately advancing students' comprehensive proficiency and self-confidence in oral communication. Therefore, this review of literature is framed by the overarching question:

- Why do EFL Saudi students experience a lack of interest and motivation and encounter anxiety in speaking classes?

2. Review of Literature

Numerous second language studies consistently stressed the fact that speaking consistently emerges as the skill eliciting the highest levels of anxiety (Ahmed et al., 2017; Cristobal & Lasaten, 2018; Daly, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Taylor, 1987). The prevalence of communication hesitation significantly contributes to the overall anxiety in language learning. When students exhibit reluctance to engage in verbal communication within dyads or groups, this challenge is further heightened in EFL settings. Within these environments, students not only perceive a reduced sense of control over communicative interactions but also may experience an elevated sense of being continually scrutinized regarding their oral proficiency (Horwitz et al., 1986). This apprehension is interpreted in terms of the learner's negative self-perceptions, arising from challenges in comprehending others and effectively expressing oneself (MacIntyre & Gardner, 1989).

Other research has found a connection between low-level language proficiency and low participation in communicative class discussions (Başöz & Erten, 2019; Dwyer & Heller-Murphy, 1996; Gaudart, 1992; Ghalley & Rai, 2019; Zhang & Head, 2010). Other research found that the level of motivation correlates significantly with the success or failure of second language acquisition (Almulla & Alamri, 2021; Hamouda, 2013; Jiao, et al., 2022; Qin & Wen, 2002; Usher, 2012; Wang & Rao, 2022). In the Saudi EFL context, students have limited opportunities to apply their language skills inside the class. This is due to the confines of language use observed in classroom settings and the limited prevalence of English in Saudi Arabia (Alhmadi, 2014; Al-wossabi, 2024). Further, the classroom is the only avenue, with few opportunities for speaking, for students to refine and develop their linguistic and interactional competencies (Fareh, 2010).

Most research has mainly discussed factors such as anxiety, motivation, and a lack of interest as the leading causes that hamper Saudi EFL students' efforts to converse and express themselves in English (Ahmed et al., 2017; Alhmadi, 2014; Al Hosni, 2014; Almulla & Alamri, 2021; Hamouda, 2013). This phenomenon is also evident in many EFL contexts (Ahmetović et al., 2020; Campbell & Ortiz, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1994; Qin & Wen, 2002; Russell, 2020; Usher, 2012). However, there appears to be a gap in recognizing the underlying factors that cause students' anxiety, low motivation, and disinterest in speaking classes. Therefore, this study aims to address this gap by exploring the underlying factors contributing to students' reluctance to speak, offering insights that can inform the design of more effective teaching strategies.

3. Methodology

3.1 Research Design

This study employed a general review research design to investigate the underlying factors contributing to students' anxiety, lack of motivation, and interest in speaking classes. Thematic and content analyses were used to demonstrate the complexities of students' reluctance and behaviors toward speaking classes.

3.2 Scope and Process of Data Collection

An extensive literature review of second language research **was** conducted to identify relevant databases and journals, including SLA studies by Saudi scholars and researchers from other regions. This review served as the foundation for understanding the existing knowledge domain and guiding subsequent data collection.

3.3 Data Analysis

Initially, data extraction focused on key findings, methodologies, and limitations from the literature review. The thematic analysis identified recurring patterns and themes related to students' anxiety, motivation, and interest in speaking classes. It examined variations and inconsistencies within the data while identifying gaps in the existing literature. Findings were rigorously interpreted to provide a clear understanding of the factors influencing students' experiences in speaking classes. The final stage of analysis involved drawing pedagogical implications from the findings and integrating insights from the researcher's teaching experiences and relevant second language studies. This process ensured that the study contributes actionable recommendations for improving the teaching and learning of speaking skills in Saudi EFL environments.

4. Results and Discussion

Key themes, such as students' unpreparedness, lack of relevance, artificial and limited learning environment, fear, lack of self-confidence, and Low proficiency level have been identified as potential sources of anxiety and lack of motivation and interest in various EFL contexts. These themes were used in this paper to explain *why students experience a lack of interest and motivation and encounter anxiety in speaking classes*.

The following detailed description provides an elaborate account of these factors that are more likely to instigate anxiety, demotivation, and a lack of interest, impeding Saudi EFL learners from active involvement in speaking activities, meaningful participation in classroom discussions, or casual conversations with their instructors and peers in English. This description is informed by various perspectives derived from SLA studies and the researcher's extensive observations. The researcher's experience spans diverse academic settings, including both Yemen and Saudi Arabia and extends over a period exceeding 25 years.

4.1 Students' Unreadiness

Teaching speaking is a challenging task for both teachers and students (Adem & Berkessa, 2022; Musliadi, 2016). Unlike the structured rules presented in teaching grammar or writing, there is a lack of fixed guidelines for teaching speaking. Further, this task is demanding for learners because it necessitates real-time application of relevant knowledge. As MacIntyre et al. (1998) put it, the willingness to communicate indicates a student's readiness to participate in a discussion with their peers using a second language at a particular time. This means that students need to be

linguistically and psychologically prepared to fulfill the given task. When students are not well prepared before speaking assessments, they experience stress and anxiety. This stress often arises from their inability to express themselves in the target language (Turner, 2007). This continual lack of readiness negatively impacts students' motivation for language learning (Jiang et al., 2021; Turner, 2007). The researcher has observed that within specific Saudi EFL programs, the evaluation of speaking skills often occurs at the beginning of the speaking course. This practice leads to a recurring cycle of language unreadiness and time-bound assessments that are operationalized through formative assessments rather than authentic communicative assessments.

In a comprehensive three-year quantitative study conducted by Alrabai (2014), which involved 1,389 Saudi university students, the investigation of the causes of anxiety utilized the Foreign Language Classroom Anxiety Scale (FLCAS), which is a self-report questionnaire comprising 33 items used to evaluate concerns related to communication apprehension, test anxiety, and fear of negative evaluation in language classrooms. The research findings revealed that comprehension apprehension is a leading factor that causes anxiety among participants. This anxiety arises from students' unpreparedness before English-speaking classes which hinders their capacity to understand and follow up with teachers due to the feeling of unease and fear during speaking sessions (Cristobal & Lasaten, 2018).

These findings suggested a significant connection between learners' emotional well-being and their language readiness in language learning environments. Therefore, there is a need for designing and incorporating effective speaking activities accompanied by proper assessment tools. This allows students to have sufficient time and appropriate resources necessary for their speaking skills at a pace that is in alignment with their language readiness and abilities.

4.2 Lack of Relevance

Students often exhibit reluctance to participate in speaking activities presented in their textbooks, often requiring external prompts to engage (Biber & Reppen, 2002; Cullen & Kuo, 2007). This reluctance stems from the fact that ESL textbooks often fail to reflect real everyday English. The clarity and achievability of textbooks' objectives and intentions are not consistently evident. For instance, it has been observed by much research, particularly those of corpus-based nature, that ESL textbooks do not exhibit naturally occurring speech in everyday English (Al-wossabi, 2014; Barbieri & Eckhardt, 2007; Kozhevnikova, 2014). Walsh (2012) argued that ESL textbooks often fall short of enhancing students' verbal discourse despite their claims of incorporating task-based activities into teaching and learning. Instead, the emphasis tends to be solely on producing accurate, appropriate, and fluent utterances.

When EFL students cannot relate the instructional context of their textbooks to real-world language practices, they will ultimately fail to communicate in the target language (Kozhevnikova, 2014). This misalignment can be detrimental to their developmental processes of communication skills. A clear indication of this

misalignment is the absence and neglect of the type of grammar used in spoken discourse that is often mistakenly equated with the grammar used for written purposes. Carter and McCarthy (2006) pointed out that the terms and structures mostly employed in oral communication tasks in ESL/EFL textbooks fail to differentiate between written and spoken language.

Al-wossabi (2014), Biber and Reppen (2002), and Cullen and Kuo (2007) pointed out that the difference between spoken English and the linguistic structures presented in EFL/ESL textbooks confuses students and creates misunderstandings that could arise from these linguistic differences. Without proper linguistic guidance to differentiate between written and spoken grammar, students will struggle and as such will lose interest and motivation and may potentially experience anxiety.

Over the years, the researcher has observed that this mismatch is particularly evident among Saudi EFL students in speaking classes. Saudi students are digitally oriented and can recognize the contrast between the language structures found in ESL/EFL textbooks and the linguistic styles used in various media sources such as movies, YouTube, and other social media platforms. The varied linguistic input from these sources considerably deviates from the linguistic norms presented in EFL/ESL textbooks (Gilmore, 2007).

4.3 Artificial and Limited Learning Environment

EFL classrooms often manifest limited and artificial learning environments that affect natural language acquisition (Jaén & Basanta, 2009; Yates & Zielinski, 2009). The use of audio-lingual, grammar drills and textbook-based approaches often fall short of providing EFL learners with opportunities for real-life language use (Richards & Rodgers, 2014). Therefore, EFL students experience a disconnection between what is taught in class and how it should be applied and used for communication. Thus, students may not be able to perceive the relevance of real-world practices to that of the content knowledge they learn in class, leading to a lack of motivation and interest.

In these language environments, there is an absence of essential speaking and listening exercises in authentic contexts which further hampers students' language acquisition of such language skills (Yates & Zielinski, 2009). Artificial language environment often fails to adequately prepare students for genuine language use in real-life contexts. These unauthentic environments adversely affect students and contribute to feelings of anxiety, boredom, and lack of motivation when faced with classroom communication settings (Xia & Xu, 2018).

Jaén and Basanta (2009) argued that ESL textbooks lack relevance for EFL students as they are artificial and do not reflect authentic language use. They claimed that language teaching materials such as dialogues have been based on intuition about language and language learning have been rarely influenced by theory, or empirical research, and are not considered to be of pedagogical value. Texts of spoken

dialogues and conversations portrayed in ESL/EFL texts are static and can potentially affect students' perception of the dynamic nature of real communication. Therefore, it is vital for EFL students to recognize that conversation is a social process governed by specific historical rules that dictate who can engage in dialogue, who can listen, and the acceptable content of the discourse (Kincheloe, 2005).

Ashraf (2015) pointed out that learners in Saudi Arabia have limited exposure to English in their daily lives. As a result, in such contexts, teacher-centered instruction is typical, where the teacher imparts knowledge, leaving little room for student participation and interactions. Students are frequently required to memorize information without understanding the underlying conceptual frameworks. Brown (2015) claimed that it is important to create a classroom atmosphere that fosters students' acceptance of learning rather than resistance. According to Appatova and Prats (2007), a conducive learning environment is an open system encompassing various elements that can impact the effectiveness of student learning, as perceived by learners, administrators, faculty members, and professional staff. How students perceive their learning environment can have implications for how they navigate and adapt to it (Gijbels et al., 2006).

A fundamental shift in the educational philosophy, allocation of resources, and continuous professional development of EFL programs require a transformation of the unauthenticity of the learning environment into a more dynamic, engaging, and student-centered. This transformation can be achieved, for instance, through the promotion of autonomous learning, utilizing technological tools such as language learning apps and multimedia resources to add diversity to the learning content (Sevy-Biloon & Chroman, 2019). Another approach can involve connecting students with the outside world by engaging them in language exchange virtual programs and online language communities (Yilmaz, 2016).

4.4 Students' Fear

Fear in the context of EFL language learning is identified, among other sources, as a leading cause of anxiety and complete withdrawal from class participation (Alrabai, 2014; Horwitz et al., 1986; Wasiq & Helmand, 2021). EFL students become concerned and worried about participating in language tasks particularly those of an oral nature. This type of apprehension unfortunately causes a pervasive unease for learners. Sparks and Ganschow (1993a, 1993b) asserted that this fear stems from psychological factors such as worries resulting from competitiveness with peers, fear of making mistakes, and a general apprehension toward language tasks. They considered that affective variables like anxiety lead to continuous unease and thus diminish students' confidence in language participation. Young (1992) claimed that past failures or experiences may be linked to causing students' fear in language classes, leading to a heightened state of anxiety. Concerns about peer perception add a social dimension to this fear, intensifying anxiety, particularly in situations requiring verbal expression (Ansari, 2015). Cox (2011) demonstrated how fear can lead to misunderstandings,

negatively impacting interactions between students and teachers and hindering academic progress.

Other causes of fear are being misunderstood and not understanding instructions whether those of the language task at hand or those given by their teachers (Allwright & Bailey, 1991; Donald, 2010). Further, the interplay between fear, anxiety, and language task instructions is a common determinant of reluctance in speaking classes (Burden, 2004), especially among university students which can have a negative impact on their overall academic success (Campbell & Ortiz, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1994). Other research has also demonstrated that various psychological, social, and cultural factors contribute to language anxiety. For instance, speaking anxiety among students at Bond University's English Language Institute in Australia was linked to fear of failing in front of others (Kayaoğlu, & Sağlamlı, 2013).

In the context of Saudi EFL, traditional teaching methods, students' passive approach to learning, an unsupportive environment, and large classes have been reported as other factors that contribute to anxiety (Alrabai, 2015; Alresheed, 2012; Al-Shehri, 2004). Ansari (2015) conducted a case study on students' perceptions, behaviors, and primary reasons for speaking anxiety. The findings revealed that fear of peers' negative perceptions is a significant factor. However, when students take responsibility for their learning, the gap between them and their teacher closes, reducing negative feelings and making the learner more open to learning and acquiring lifelong skills (Hargreaves, 2000; Walton et al., 2012).

Hence, students' fear acts as a persistent trait that can impact students' overall confidence, motivation, and willingness to communicate in the target language (Rahmat, 2020; Zain et al., 2023). By creating a supportive environment, focusing on practical language skills, offering emotional support, and building trust, teachers can recognize and address this fear and initiate immediate remedial solutions (Walton et al., 2012). Students' concerns while helping them build confidence and resilience need to be acknowledged and validated throughout their language-learning journey.

4.5 Lack of Self-Confidence

Students' lack of confidence in speaking classes can significantly impact students' emotional state and worsen their reluctance to speak in L2 (Zhang & Head, 2010). This hesitancy is often rooted in a lack of self-confidence and is driven by the desire to avoid making mistakes or receiving feedback or criticism even if it is constructive (Sparks & Ganschow, 1993a, 1993b). It acts as a self-defense mechanism that students may use intentionally so they can avoid embarrassment and prevent themselves from the loss of face in front of their peers (Williams & Andrade, 2008; Zhang & Zhong, 2012).

EFL students, in speaking classes, often experience a deep-seated fear of making errors and receiving negative feedback. This fear is closely linked to a lack of self-

confidence (Sparks & Ganschow, 1993a, 1993b). Further, when students develop excessive fear of making errors, their self-confidence decreases and their interest in engaging in language-speaking tasks almost diminishes (Leo, 2013; Liu, 2007). As a result, EFL students start to believe that errors are harmful to their self-esteem, creating a mindset that perceives mistakes as failures rather than valuable learning opportunities (Jackson, 2011). However, students need to understand that making mistakes is a natural and necessary part of their language learning because it plays a critical role in understanding and internalizing various language concepts.

Liu (2007) outlined two salient factors contributing to heightened anxiety that is encountered by students in their listening and speaking classes. First, the fear of “losing face” manifests as the apprehension about appearing incompetent or committing errors in the presence of others. Secondly, the fear of articulating thoughts is primarily rooted in a deficiency of self-confidence. Dörnyei (2001) further explained that a pessimistic attitude towards a foreign language correlates with diminished self-confidence. This proposition received support from many researchers, including, Arai (2004), Falout and Maruyama (2004), and Kojima (2004). These researchers designated that lack of confidence is a substantial source of demotivation and anxiety within the context of second-language L2 students. As Dörnyei pointed out, a deficiency in confidence in language proficiency creates a psychological inclination towards a negative perspective of the foreign language under study. This negativity, in turn, results in diminished motivation and enthusiasm for the language acquisition process, thereby impeding overall academic advancement.

The researcher is of the view that adjusting the curriculum is a necessity to provide students with opportunities for the utilization of diverse communication, interaction, and problem-solving proficiencies within the classroom setting. The encouragement of student engagement with both instructors and language tasks instills a genuine enthusiasm for learning, thereby fostering increased self-confidence and motivation (Lamb, 2017). Conversely, the absence of such encouragement may cause manifestations of anxiety, disengagement, demotivation, and a reluctance to partake in academic discourse. Consequently, the learning environment could be viewed as difficult and inhospitable. Consequently, certain students may opt for reticence or prefer written modalities, such as in examination scenarios, rather than interactive verbal participation (Al-wossabi, 2024).

4.6 Low Proficiency Level

Language proficiency levels emerge as key indicators of motivation and success in language learning, exhibiting substantial variations (Kim, 2009; Tsuchiya, 2006a, 2006b). The level of proficiency achieved by language learners is not only a measure of their linguistic aptitude but also an active determinant of students’ intrinsic motivation to pursue their learning processes and achieve academic success. The variability of L2 proficiency levels emphasized the nature of such a relationship, demonstrating that individual learners’ proficiency levels can significantly shape

their levels of motivation, involvement, and total commitment to language learning (Falout & Maruyama, 2004; Kim, 2009; Tsuchiya, 2006a, 2006b).

Sparks and Ganschow (1991) explained that language anxiety can result from an inadequate command of the target language. According to Horwitz et al. (1986), anxiety often leads students to refrain from active participation in speaking classes. Those with lower proficiency levels frequently distance themselves from classroom activities, particularly during speaking activities, and may intentionally avoid scheduled assessments involving performance evaluations. Additionally, as observed by the researcher, those students may not provide explanations for not attending makeup speaking tests in an attempt to avoid taking the oral test altogether. Further, individuals with low-level proficiency may exhibit a diminished tendency to listen attentively, pose questions, or accept corrective feedback (Maher & King, 2023).

Rudnai (1996) employed an interview approach to investigate the underlying causes of lack of interest in English language acquisition among her subjects. Her structured interview protocols systematically probed three distinct demotivation stages: linguistic aspects, learner-related factors, and features of the learning environment. The salient determinants that surfaced from this inquiry were the nature of the learning situation and the proficiency levels exhibited by her learners.

Kojima (2004) found that student reluctance to speak in English in high school resulted mainly from demotivation. The findings exhibited that demotivation was the result of different sources such as language proficiency, language difficulties, and issues with the classroom environment. Using structural equation modeling and surveying 2198 students, Kojima's study shed light on how learners' proficiency levels impact their oral communication engagement. It also highlighted those low levels of learner language proficiency as the primary force of demotivation among her students.

Al-Khairy (2013), Khan (2011), Al-Johani (2009), Alqahtani (2019), and Rajab (2013) documented that low proficiency levels in the English language among Saudi EFL learners are strongly associated with speaking reluctance in class. They found that unsatisfactory proficiency levels are identified as a significant factor triggering anxiety during the learning and teaching processes of English. These studies made it clear that low proficiency levels have a significant impact on the psychological well-being of Saudi learners. Further, they emphasized the direct correlation between language proficiency and the emotional reactions and challenges encountered by learners in the language learning endeavor.

5. Implications

While delving into the pedagogical implications derived from the discourse in this study, it is crucial to recognize that a significant number of language experts, teachers, and students assume that hesitation in English oral expression is grounded in deficiencies related to grammar and a limited lexicon. In contrast, the researcher

argues that the issue does not solely originate from a deficiency in vocabulary and grammatical linguistic items. Rather, it stems from the lack of specific lexicon and grammatical structures found in authentic spoken discourse used by native speakers. These linguistic elements are frequently omitted from second-language instructional textbooks, thereby leaving students unfamiliar with the norms inherent in genuine conversational exchanges. ESL textbooks often overlook this genre of vocabulary and spoken grammar rules because they may not fit the formal tone of commercial textbook content. Moreover, spoken grammar rules are more flexible compared to their written counterparts, which are fixed and easier to teach or learn (Al-wossabi, 2014; Biber & Reppen, 2002).

Given these challenges in English language communication, administrators and policymakers might consider allowing local teachers to address these issues by introducing specific spoken registers to students through materials developed independently of textbooks. For Saudi EFL students, incorporating straightforward everyday vocabulary and unconventional spoken grammar rules into their speech may prove more practical than strictly adhering to formal vocabulary and grammar intended for written conventions. This is because the primary goal is simply mutual understanding. This perspective can help students feel more comfortable expressing themselves in English and reduce anxiety about using “correct” language. Further, Saudi students are becoming more accustomed to everyday language use through mediums like video games and social media platforms. Incorporating these familiar language styles into the classroom can increase student engagement and motivation by making the learning experience more relatable and enjoyable.

Hence, for further enhancement of speaking class instruction, it is vital to meticulously assign EFL teachers endowed with the capability to function as action researchers. Through the execution of action research and the establishment of a correlation between classroom methodologies and the practical use of spoken English in real-world scenarios, there lies the potential for refinement in the prevailing pedagogical situation. Educators assuming the role of action researchers will significantly contribute to the development of the comprehensive curriculum. Furthermore, the practice of action research operates as a catalyst for advancing educators’ professional development and enriching teacher training initiatives, while also supplying institutions with empirical evidence to strengthen the necessity for instructional modifications (Elyildirim & Ashton, 2006).

Furthermore, enhancing awareness of conversational mechanisms of naturally occurring speech within EFL English settings could effectively alleviate deficiencies in the instruction of oral skills. These essential mechanisms are frequently absent in EFL classrooms, even when employing the Communicative Language Teaching (CLT) approach. Learners are commonly subjected to inflexible language structures that fail to capture the linguistic and socio-cultural norms inherent in everyday English conversations (Al-wossabi, 2016b).

A linguistic guide can be developed to categorize various learning elements within second language teaching materials. This initiative will reduce learners' confusion regarding the appropriate language for oral communication or written expression. Students will be more able to understand that written forms primarily serve writing purposes, while spoken forms are employed for verbal communication. EFL Saudi learners can enhance their speaking proficiency by getting familiar with various conversational informal structures found in naturally occurring speech. Using such a linguistic guide holds considerable promise for Saudi EFL learners as it can adjust their mindset and perspective regarding the practical application of the second language in authentic, real-world contexts. In addition, familiarity with conversational structures in natural speech can decrease anxiety associated with communication, stimulate students' interest and motivation, and enhance their sense of achievement, resulting in a more engaging and rewarding learning experience. Additionally, language instructors can actively promote autonomy and self-direction among students (Wang, 2020). Self-directed learners can seek out more learning opportunities which helps enhance their oral performance in various speaking situations (Morris, 2019). This approach does not imply teachers should withdraw their support. Teachers should facilitate and guide students' learning development. Moreover, students' intrinsic motivation is an integral aspect of autonomous learning that needs to be cultivated, monitored, and sustained as lifelong skills. Motivated students are more likely to be engaged in the learning process. Furthermore, increased motivation leads to more comprehensive and effective language acquisition (Little, 1991; Spratt et al., 2002).

Furthermore, EFL teachers should aim to build trust and create a sense of belonging among their students. These types of interpersonal connections can contribute significantly to enhancing students' motivation, learning efforts, and self-confidence (Walton et al., 2012). The reduction of fear and anxiety is an additional benefit derived from the establishment of rapport and trust with students. Moreover, the efficacy of cognitive reappraisal interventions, particularly impactful for first-year college students, has been documented (Brady et al., 2018). Teachers can further provide additional support by encouraging their students to regularly visit them during office hours. In addition, teachers can design additional materials that show their commitment to the students' success (Wilson et al., 2010). Further, building trust with students entails demonstrating competence, integrity, and a dedicated commitment to facilitating their learning and success in speaking the target language (Chew et al., 2018). These qualities should be evident throughout all facets of teaching, encompassing the course syllabus, policies, lessons, assignments, grading, and interactions with students. The limitation of this study is its focus primarily on the responsibility of language teachers and administrators in enhancing effective English communication in Saudi EFL classrooms. Future research could delve into the role and impact of virtual learning and the metaverse on students' anxiety and motivation levels, providing a broader understanding of modern educational dynamics.

6. Conclusion

This study explored the underlying root sources of anxiety and lack of motivation that are experienced in various EFL speaking classes including the Saudi EFL context. The review of the literature identified various sources that can cause these affective impediments among learners including students' unpreparedness, lack of relevance, artificial and limited learning environment, fear, lack of self-confidence, and Low proficiency level.

Hence, the responsibility for enhancing effective English communication in Saudi EFL classrooms lies squarely with language teachers and administrators. Developing interactive and participatory materials that emphasize a student-centered learning approach while integrating naturally occurring speech from diverse registers is their utmost responsibility. The pedagogical implications mentioned above are expected to help students increase progressive and opportunistic dimensions for speaking practice and as such reduce anxiety and encourage strong levels of confidence, motivation, and interest. Additionally, it can facilitate students' active engagement in spoken classes, while relieved from rigid grammar rules or predetermined vocabulary sets, thereby liberating them from the fear of committing errors or encountering criticism from teachers or peers.

Teachers should also assume roles as action researchers, emotional supporters, encouragers, and facilitators to assist students in achieving their language learning objectives. Simultaneously, teachers can reflect on and analyze their teaching in authentic situations, deriving significant benefits from student feedback and gaining insights into students' responses and behavior in terms of language learnability. Saudi EFL classrooms may encounter diverse difficulties. However, recognizing the factors that induce students' anxiety, motivation, and lack of interest requires collective actions from researchers, teachers, and administrators. Considering these issues, it becomes possible for teachers to design well-planned strategies in order to establish a supportive environment for learning, promote successful learning outcomes, and reinforce communication skills among Saudi EFL students. These measures will also ensure students' well-being, enrich their language learning experiences, and validate their participation in class activities.

7. References

- Adem, H., & Berkessa, M. (2022). EFL teachers' cognitions about teaching speaking skills. *GIST - Education and Learning Research Journal*, 24, 65-94. <https://doi.org/10.26817/16925777.1308>
- Ahmed, N., Pathan, Z., & Khan, F. (2017). Exploring the causes of English language speaking anxiety among postgraduate students of University of Balochistan, Pakistan. *International Journal of English Linguistics*, 7(2). <https://doi.org/10.5539/ijel.v7n2p99>
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271-289. <https://doi.org/10.13187/ejced.2020.2.271>
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.

- https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners
- Alfallaj, F., & Al Ahdal, A. (2017). Authentic assessment: Evaluating the Saudi EFL tertiary examination system. *Theory and Practice in Language Studies*, 7(8), 597–607. <http://dx.doi.org/10.17507/tpls.0708.01>
- Alhmadi, N. S. (2014). English speaking learning barriers in Saudi Arabia: A case study of Tibaah University. *Arab World English Journal*, 5(2) 38–53. <https://awej.org/saudi-efl-learners-speaking-skills-status-challenges-and-solutions/>
- Ali, J. K. M., Shamsan, M.A., Guduru, R., & Yemmela, N. (2019). Attitudes of Saudi EFL learners towards speaking skills. *Arab World English Journal*, 10(2) 253–364. <https://dx.doi.org/10.24093/awej/vol10no2.27>
- Al-Johani, H. M. (2009). *Finding a way forward: The impact of teachers' strategies, beliefs, and knowledge on teaching English as a foreign language in Saudi Arabia* [Doctoral dissertation]. University of Strathclyde. <https://file:///C:/Users/HP/Downloads/Documents/T12489.pdf>
- Al-Khairi, M. (2013). English as a foreign language learning demotivational factors as perceived by Saudi undergraduates. *European Scientific Journal*, 9, 365–382.
- Allwright, R., & Bailey, K. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge University Press. <https://doi.org/10.1017/S0261444800006856>
- Almegren, R. (2022). Politics and foreign language learning: A study of Saudis' motivations to learn English following the announcement of Saudi Vision 2030. *Journal of Language and Linguistic Studies*, 18(1), 135–158. <https://doi.org/10.52462/jlls.171>
- Almulla, M. A., & Alamri, M. M. (2021). Using conceptual mapping for learning to affect students' motivation and academic achievement. *Sustainability*, 13(7), Article 4029. <https://doi.org/10.3390/su13074029>
- Alqahtani, M. (2019). Saudi student and teacher perceptions of poor high school results and overall proficiency in English. *Journal of Asian Research*, 3(3), 251–263. <http://dx.doi.org/10.22158/jar.v3n3p251>
- Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. *English Language Teaching*, 7(7), 82–101. <https://dx.doi.org/10.5539/elt.v7n7p82>
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning & Teaching*, 9(2), 163–190. <https://dx.doi.org/10.1080/17501229.2014.890203>
- Alresheed, S. (2012). *Exploring the nature of the Saudi English teachers' beliefs and attitudes toward EFL and its effect on their teaching practice* [Conference session]. The Saudi Scientific International Conference. https://www.researchgate.net/publication/260831672_Exploring_the_nature_of_the_Saudi_English_teachers%27_beliefs_and_attitudes_toward_EFL_and_its_effect_on_their_teaching_practice
- Al-Seghayer, K. (2023). The newfound status of English in 21st-century Saudi Arabia. *International Journal of Linguistics*, 15(4), 82–103. <https://doi.org/10.5296/ijl.v15i4.21262>
- Alshammari, H. A. (2021). Challenges in pronouncing onset clusters in pseudo-words: A quasi-experiment of Saudi EFL Learners. *Journal of Positive Psychology & Wellbeing*, 5(4), 129–144. <https://dx.doi.org/10.24093/awej/vol13no1.9>
- Al-Shehri A. (2004). *The development of reusable online learning resources for instructional design students based on the principles of learning objects* [Doctoral dissertation]. Kansas State University. CORE. <https://core.ac.uk/download/pdf/5164188.pdf>

- Al-wossabi, S. (2014). Spoken grammar: An urgent necessity in the EFL context. *English Language Teaching*, 7(6), 19–25. <http://dx.doi.org/10.5539/elt.v7n6p19>.
- Al-wossabi, S. (2016a). A conversational analysis model for promoting practices of interactional competence in the EFL context. *International Journal of English Linguistics*, 6(6), 44–32. <http://dx.doi.org/10.5539/ijel.v6n6p32>
- Al-wossabi, S. (2016b). Speaking in the target language: Issues and considerations. *Journal of Language Teaching and Research*, 7(5), 886–893. <http://dx.doi.org/10.17507/jltr.0705.08>
- Al-wossabi, S. (2024). College English teaching in Saudi Arabia: Challenges and solutions. *World Journal of English Language*, 14(1), 535–543. <https://doi.org/10.5430/wjel.v14n1p535>
- Ansari, M. S. (2015). Speaking anxiety in ESL/EFL classrooms: A holistic approach and practical study. *International Journal of Educational Investigations*, 2, 38–46. https://file:///C:/Users/HP/Downloads/Documents/IJEIonline_Vol.2_No.4_2015-4-04.pdf
- Appatova, V., & Prats, H. (2007). *Effective academic environment for under-prepared college/university learners: Listen to student voices* [Paper presentation]. 16th EAN Annual Conference Access to Success: The Student Experience from Pre-Entry to Employment. Galway: National University of Ireland. https://ean-edu.org/about/victoria_appatova.ppt/
- Arai, K. (2004). What demotivates language learners? Qualitative study on demotivational factors and learners' reactions. *Bulletin of Toyo Gakuen University*, 12(3), 39–47. <https://file:///C:/Users/HP/Downloads/Documents/4335-9365-1-SM.pdf>
- Ashraf, T. A. (2015). Blended learning communication problems confronting Saudi learners of English. *International Journal of English and Education*, 4(3), 438–447. <http://dx.doi.org/10.13140/RG.2.2.14014.95048>
- Barbieri, F., & Eckhardt, S. (2007). Applying corpus-based findings to form-focused instruction. *Language Teaching Research*, 11(3), 319–346. <http://dx.doi.org/10.1177/1362168807077563>
- Barnawi, O., & Al-Hawsawi, S. (2017). English education policy in Saudi Arabia: English language education policy in the Kingdom of Saudi Arabia: Current trends, issues and challenges. In R. Kirkpatrick (Ed.), *English language education policy in the Middle East and North Africa* (pp. 199–222). Springer. https://doi.org/10.1007/978-3-319-46778-8_12
- Başöz, T., & Erten, I. H. (2019). A qualitative inquiry into the factors influencing EFL learners' in class willingness to communicate in English. *Novitas-ROYAL (Research on Youth and Language)*, 13(1), 1–18. <https://files.eric.ed.gov/fulltext/EJ1214141.pdf>
- Biber, D., & Reppen, R. (2002). What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition*, 24(2), 199–208. <http://dx.doi.org/10.1017/S0272263102002048>
- Brady, S. T., Hard, B. M., & Gross, J. J. (2018). Reappraising test anxiety increases academic performance of first-year college students. *Journal of Educational Psychology*, 110(3), 395–406. <https://doi-org.ezproxy.samford.edu/10.1037/edu0000219.supp>
- Brown, H. D. (2015). *Teaching by principles: An approach to language pedagogy*. Pearson Longman.
- Burden, P. (2004). The teacher as facilitator: Reducing anxiety in the EFL university classroom. *JALT Hokkaido Journal*, 8, 3–18. https://www.researchgate.net/publication/288268199_The_teacher_as_facilitator_Reducing_anxiety_in_the_EFL_university_classroom
- Campbell, C., & Ortiz, J. (1991). Helping students overcome foreign language anxiety: A foreign language anxiety workshop In E. K. Horwitz, & D. J. Young (Eds.), *Language*

- anxiety: From theory and research to classroom implications* (pp. 153–168). Englewood Cliffs, NJ: Prentice Hall.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English. A comprehensive guide*. Cambridge University Press.
- Chew, S. L., Beck, H. B., Houk, E. K., McLung, E. M., Wertenberger, A. N., Haine, E. A., & Schneider, E. C. (2018). *Trust in and rapport with the teacher as separate components of a successful student mindset* [Paper presentation]. Annual Conference on Teaching.
- Cox, R. D. (2011). *The college fear factor. How students and professors misunderstand one another*. Harvard University Press.
- Cristobal, J. A., & Lasaten, R. C. S. (2018). Oral communication apprehensions and academic performance of Grade 7 students. *Asia Pacific Journal of Multidisciplinary Research*, 6(3), 5–16.
<https://www.apjmr.com/wp-content/uploads/2018/07/APJMR-2018.6.3.02a.pdf>
- Cullen, R., & Kuo, I. C. (2007). Spoken grammar and ELT course materials: A missing link? *TESOL Quarterly*, 41(2), 361–386.
- Daly, J. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 3–14). Prentice Hall.
- Donald, S. (2010). Learning how to speak: Reticence in the ESL classroom. *The Annual Review of Education Communication, and Language Sciences*, 7, 41–58.
https://file:///C:/Users/HP/Downloads/Documents/donald_vol7.pdf
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Pearson Education Limited.
- Dwyer, E., & Heller-Murphy, A. (1996). Japanese learners in speaking classes. *Edinburgh Working Papers in Applied Linguistics*, 7, 46–55.
<https://file:///C:/Users/HP/Downloads/Documents/ED395511.pdf>
- Elyildirim, S., & Ashton, S. (2006). Creating positive attitudes towards English as a foreign language. *English Teaching Forum*, 44(4), 2–11.
<https://eprints.qut.edu.au/12256/1/12256.pdf>
- Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. *The Language Teacher*, 28(8), 3–9.
<https://file:///C:/Users/HP/Downloads/Documents/tlt38.1-art1.pdf>
- Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia - Social and Behavioral Sciences*, 2(2), 3600–3604.
<https://doi.org/10.1016/j.sbspro.2010.03.559>
- Gaudart, H. (1992). Persuading students to speak in English. In B. Wijasuria, & H. Gaudart (Eds), *Teaching and learning English in challenging situations* [Conference session]. Proceedings for the first Malaysian English Language Teaching Association International Conference.
- Ghalley, L. R., & Rai, B. M. (2019). Factors influencing classroom participation: A case study of Bhutanese higher secondary student. *Asian Journal of Education and Social Studies*, 4, 1–14. <https://doi.org/10.9734/ajess/2019/v4i330118>
- Gijbels, D., van de Watering, G., Dochy, F., & van den Bossche, P. (2006). New learning environments and constructivism: The students' perspective. *Instructional Science*, 34, 213–226. <https://doi.org/10.1007/s11251-005-3347-z>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
- Jackson, R. R. (2011). *How to motivate reluctant learners*. ASCD.

- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), 17-34. <https://doi.org/10.5296/ijele.v1i1.2652>
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811-826. [https://doi.org/10.1016/S0742-051X\(00\)00028-7](https://doi.org/10.1016/S0742-051X(00)00028-7)
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.2307/327317>
- Jaén, M. M., & Basanta, C. P. (2009). Developing conversational competence through language awareness and multimodality: The use of DVDs. *ReCALL*, 21(3), 283-301. <https://doi.org/doi:10.1017/S0958344009990036>
- Jiang, L., Meng, H., & Zhou, N. (2021). English learners' readiness for online flipped learning: Interrelationships with motivation and engagement, attitude, and support. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/136216882111027459>
- Jiao, S., Wang, J., Ma, X., You, Z., & Jiang, D. (2022). Motivation and its impact on language achievement: Sustainable development of ethnic minority students' second language learning. *Sustainability*, 14(13), Article 7898. <https://doi.org/10.3390/su14137898>
- Kayaoğlu, M. N., & Sağlamel, H. (2013). Students' perceptions of language anxiety in speaking classes. *Tarih Kültür ve Sanat Araştırmaları Dergisi*, 2(2), 142-160. <https://doi.org/10.7596/taksad.v2i2.245>
- Khan, I. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257. <https://doi.org/10.4197/Art.29-4.27>
- Kim, K. J. (2009). Demotivating factors in secondary English education. *English Teaching*, 64(4), 249-267. <https://doi.org/10.15858/engtea.64.4.200912.249>
- Kincheloe, J. (2005). *Critical constructivism*. Peter Lang Publishing.
- Kojima, S. (2004). *English learning demotivation in Japanese EFL students: Research in demotivational patterns from the qualitative research results of three different types of high schools* [Master's thesis]. Kwansei Gakuin University.
- Kozhevnikova, E. (2014). Exposing students to authentic materials as a way to increase students' language proficiency and cultural awareness. *Procedia – Social and Behavioral Sciences*, 116, 4462-4466. <https://doi.org/10.1016/j.sbspro.2014.01.967>
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301-346. <https://doi.org/10.1017/S0261444817000088>
- Leo, S. (2013). *A challenging book to practice teaching in English*. Andi.
- Little, D. (1991). *Learner autonomy 1: Definitions, issues, and problems*. Authentik. <https://file:///C:/Users/HP/Downloads/Documents/LearnerautonomyLittle2003.pdf>
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*, 3, 119-137. <https://doi.org/10.25170/ijelt.v3i1.132>
- MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal*, 75(3), 296-304. <https://doi.org/10.1111/j.1540-4781.1991.tb05358.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb011103>
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Towards a theoretical clarification. *Language Learning*, 39, 251-275. <https://doi.org/10.1111/j.1467-1770.1989.tb00423.x>

- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82, 545–562.
<https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Maher, K., & King, J. (2023). Language anxiety and learner silence in the classroom from a cognitive-behavioral perspective. *Annual Review of Applied Linguistics*, 43, 105–111.
<https://doi.org/10.1017/S0267190523000077>
- Morris, T.H. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, 65, 633 - 653. <http://dx.doi.org/10.1007/s11159-019-09793-2>
- Musliadi, U. (2016). The problems of teaching speaking with respect to the teaching methodology: Task-based language teaching. *Ethical Lingua*, 3(1), 74–88.
<https://oaji.net/articles/2016/4019-1476890181.pdf>
- Qin, X., & Wen, Q. (2002). Internal structure of EFL motivation at the tertiary level in China. *Foreign Language Teaching and Research*, 34, 51–58.
<https://www.scirp.org/reference/ReferencesPapers?ReferenceID=1811876>
- Rahmat, N. H. (2020). Investigating the cycle of fear in a foreign language. *European Journal of Foreign Language Teaching*, 5(1) 117–127. <http://dx.doi.org/10.46827/ejfl.v5i1.3245>
- Rajab, H. (2013). Developing speaking and writing skills of L1 Arabic EFL learners through teaching of IPA phonetic codes. *Theory and Practice in Language Studies*, 3, 653–659.
<http://dx.doi.org/10.4304/tpls.3.4.653-659>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*: Cambridge University Press. <https://doi.org/10.1017/9781009024532>
- Rudnai, Z. (1996). *Demotivation in learning English among secondary school students in Budapest* [Master's thesis]. University of Jyväskylä, Finland.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, 53(2), 338–352. <https://doi.org/10.1111/flan.12461>
- Sevy-Biloon, J., & Chroman, T. (2019). Authentic use of technology to improve EFL communication and motivation through international language exchange video chat. *Teaching English with Technology*, 19(2), 44–58.
<https://files.eric.ed.gov/fulltext/EJ1215376.pdf>
- Sparks, R. L., & Ganschow, L. (1991). Foreign language learning differences: Affective or native language aptitude differences? *Modern Language Journal*, 75(1), 3–16. <https://doi.org/10.2307/329830>
- Sparks, R., & Ganschow, L. (1993a). The impact of native language learning problems on foreign language learning: Case study illustrations of the linguistic coding deficit hypothesis. *Modern Language Journal*, 77, 58–74. <https://doi.org/10.2307/329559>
- Sparks, R., & Ganschow, L. (1993b). Searching for the cognitive locus of foreign language learning difficulties: Linking first and second language learning. *Modern Language Journal*, 77(3), 289–302. <https://doi.org/10.2307/329098>
- Spratt, M., Humphreys, G., & Chan, V. (2002). Autonomy and motivation: Which comes first? *Language Teaching Research*, 6, 245–266. <http://dx.doi.org/10.1191/1362168802lr1060a>
- Taylor, H. H. (1987). *Communication apprehension: The quiet student in your classroom*. ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL.
- Tsuchiya, M. (2006a). Factors in demotivation of lower proficiency English learners at college. *The Kyushu Academy Society of English Language Education*, 34, 87–96.
- Tsuchiya, M. (2006b). Profiling of lower achievement English learners at college in terms of demotivating factors. *Annual Review of English Language Education*, 17, 171–180.
https://doi.org/10.20581/arele.17.0_171

- Turner, J. E. (2007). *Readiness for self-directed learning: Comparison of college-prep and vocational education public high school seniors* [Doctoral thesis]. University of Missouri, St. Louis.
- Usher, A. (2012). *What nontraditional approaches can motivate unenthusiastic students?* Center on Education Policy.
<https://file:///C:/Users/HP/Downloads/Documents/ED532672.pdf>
- Walsh, S. (2012). Conceptualizing classroom interactional competence. *Novitas - ROYAL (Research on Youth and Language)*, 6(1), 1-14.
http://www.novitasroyal.org/Vol_6_1/Walsh.pdf
- Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*, 102, 513-532.
<https://doi-org.ezproxy.samford.edu/10.1037/a0025731>
- Wang, G. Q. (2020). On the strategies to cultivate college students' autonomous English learning ability in the new era. *English Language Teaching*, 13, 94-99.
<https://doi.org/10.5539/elt.v13n11p94>
- Wang, J., & Rao, N. (2022). What do Chinese students say about their academic motivational goals: Reasons underlying academic strivings? *Asia Pacific Journal of Education*, 42(2), 245-259. <https://doi.org/10.1080/02188791.2020.1812513>
- Wasiq, A. A., & Helmand, A. (2021). Language speaking anxiety in EFL classes at English department, Kandahar University. *International Journal of Scientific and Research Publications (IJSRP)*, 11(2), 730-741. <https://doi.org/10.29322/ijserp.11.02.2021.p11091>
- Williams, K., & Andrade, M. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Electronic Journal of Foreign Language Teaching*, 5, 181-191.
<https://file:///C:/Users/HP/Downloads/Documents/williams.pdf>
- Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor-student rapport scale predicts student outcomes. *Teaching of Psychology*, 37, 246-251.
<https://doi.org/10.1080/00986283.2010.510976>
- Xia, Y., & Xu, Y. (2018). On the influence of classroom environment on negative academic emotions of English majors. *Foreign Languages and Their Teaching*, 3, 65-76 + 144-145.
<https://doi.org/10.1177/13621688221111>
- Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Macquarie University.
https://www.academia.edu/87980183/Give_it_a_go_teaching_pronunciation_to_adults
- Yilmaz, R. (2016). Knowledge sharing behaviors in e-learning community: Exploring the role of academic self-efficacy and sense of community. *Computers in Human Behavior*, 63, 373-382. <https://doi.org/10.1016/j.chb.2016.05.055>
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172. <https://doi.org/10.1111/j.1944-9720.1992.tb00524.x>
- Zain, Z. M., Ibrahim, M. R., Bakar, A. A., & Rahmat, N. H. (2023). The influence of motivation and fear in the learning of a foreign language. *International Journal of Academic Research in Business and Social Sciences*, 13(6), 1583-1598.
<http://dx.doi.org/10.6007/IJARBS/v13-i6/17040>
- Zhang, R., & Zhong, J. (2012). The hindrance of doubt: Causes of language anxiety. *International Journal of English Linguistics*, 2, 27-33. <https://doi.org/10.5539/ijel.v2n3p27>
- Zhang, X., & Head, K. (2010). Dealing with learner reticence in the speaking class. *ELTJournal*, 64, 1-9. <https://doi.org/10.1093/elt/ccp018>