

**Speaking Anxiety among Saudi EFL Students in Online vs  
Classroom Learning**

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**Abstract**

This study examines the impact of different learning environments on the speaking anxiety levels of 32 Saudi university students. Two tools were utilized in the study: the Personal Report of Public Speaking Anxiety Questionnaire (PRPSA) and an interview focusing on the students' Foreign Language Speaking Anxiety (FLSA) in relation to their experience in online vs classroom learning of English as a foreign language (EFL) speaking. The findings of the study revealed that there is a significant difference in speaking anxiety levels between online and classroom learning environments. The students reported experiencing lower levels of speaking anxiety in online learning compared to classroom learning. The use of online learning allowed for more controlled and less intimidating speaking opportunities, which contributed to the reduction of anxiety for the students. Additionally, the students expressed their preference for online learning due to the comfort and convenience it provided, allowing them to practice their speaking skills at their own pace and in the comfort of their own environment. This study highlights the potential advantages of online learning in reducing speaking anxiety among Saudi EFL university students. It suggests that online learning can create a more relaxed and supportive environment for language learners, enabling them to overcome their fears and actively engage in speaking activities. These findings have implications for

educators and curriculum developers, emphasizing the importance of incorporating online learning opportunities to alleviate speaking anxiety and promote effective language learning experiences.

*Keywords:* Speaking anxiety, the Personal Report of Public Speaking Anxiety Questionnaire, Foreign Language Speaking Anxiety, online vs classroom learning

## Introduction

Speaking anxiety is a phenomenon that affects individuals worldwide when it comes to speaking in public. In EFL learning context, students often encounter speaking anxiety, which can hinder their language learning progress and overall communicative competence. Various factors contribute to speaking anxiety among Saudi EFL students in both online and classroom learning environments. One significant factor is cultural differences. According to Al-Hnifat et al. (2020), students from Saudi Arabia have a collectivist cultural background, where speaking in front of others is often seen as a social performance. This cultural context can generate feelings of anxiety and self-consciousness, regardless of the learning environment. Research by Mohammed (2017) further supports this claim, suggesting that cultural factors significantly influence speaking anxiety among Saudi EFL students. Additionally, the fear of negative evaluation, as highlighted by Alrabai (2014a), is another key component of speaking anxiety. Saudi EFL students are often worried about being judged or criticized by their peers or instructors, which can hinder their ability to speak English confidently.

According to research conducted by Örmeci (2013), students in an online learning environment tend to experience higher levels of speaking anxiety compared to those in a traditional classroom setting. The study found that the absence of

### **Speaking Anxiety among Saudi EFL Students**

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face-to-face interaction and the reliance on written communication can contribute to a lack of confidence among students when it comes to speaking English. Likewise, a study by Rafada and Madini (2017) identified that Saudi EFL students in online learning environments exhibited more anxiety and fear of making mistakes during speaking activities compared to their counterparts in face-to-face classes. This suggests that the transition to online learning may negatively impact the speaking anxiety levels of Saudi EFL students. Despite the challenges associated with speaking anxiety in online learning, this mode of instruction presents potential advantages for Saudi EFL students. Research by Martin and Valdivia (2017) suggests that online platforms allow students more time for reflection, as they can type and revise their responses before sharing them. This feature can decrease the pressure and anxiety related to spontaneous speaking, enabling students to express their ideas more effectively. Moreover, Rodrigues and Vethamani (2015) argue that the anonymity and distance provided by online learning create a safe environment for students to experiment with English speaking skills without the fear of negative evaluation, thereby alleviating speaking anxiety to some extent.

With the rise of online learning platforms, it is essential to investigate the potential impact of this mode of instruction on students' speaking anxiety compared to traditional classroom learning. This study utilizes PRPSA and interviews to explore the levels of speaking anxiety experienced by Saudi EFL students in online versus classroom learning environments. PRPSA is a widely used tool used to measure individuals' levels of speaking anxiety (McCroskey, 1970, 1992). This self-report questionnaire includes a series of statements related to public speaking situations, and participants rate their agreement or disagreement on a Likert scale. By utilizing this tool, it becomes possible to obtain quantitative data on the levels of speaking anxiety experienced by Saudi EFL students in both online and offline

learning environments. In addition to the PRPSA, interviews help gain deeper insights into the students' FLSA in relation to their experience in online versus classroom learning. Interviews allow for a more comprehensive understanding of the factors contributing to their speaking anxiety, such as the use of technology, comfort level in different learning environments, and social interaction (Gkonou et al., 2017). The qualitative data gathered from interviews provide a rich source of information that complements the quantitative data from the PRPSA.

### Literature Review

Speaking anxiety is a common issue faced by many students and individuals during interpersonal communication. With the emergence of online learning platforms, the comparison between online and classroom learning in terms of their effectiveness in reducing speaking anxiety has become a topic of interest in educational research. This literature review aims to evaluate the existing academic literature on this topic, providing insights into the comparative effectiveness of online and classroom learning in reducing speaking anxiety.

#### *Factors Influencing Speaking Anxiety in Online and Classroom Learning*

Numerous factors contribute to the development and intensity of speaking anxiety, which can hinder students' oral communication skills and overall language proficiency.

##### Classroom Environment

One factor that significantly impacts speaking anxiety in traditional classroom settings is the classroom environment itself. Factors such as class size, peer judgment, and teacher support have a vital role in shaping students' speaking anxiety levels in face-to-face learning. For instance, studies have shown that larger class sizes can increase anxiety levels among students

### **Speaking Anxiety among Saudi EFL Students**

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(Vitasari et al., 2010). Moreover, students' fear of negative evaluation from their peers and teachers can lead to heightened speaking anxiety (Horwitz, 2001). Conversely, a supportive and encouraging teacher can help alleviate speaking anxiety by fostering a safe learning atmosphere (Böttger & Költzsch, 2020). Asif's study (2017) revealed that a large classroom size and the fear of being evaluated by instructors and peers intensify speaking anxiety among Saudi EFL students. In addition, students may feel self-conscious when speaking in a public setting, which further amplifies their anxiety (MacIntyre & Gardner, 1994). These findings suggest that creating a supportive and non-threatening classroom atmosphere can help reduce students' speaking anxiety, ultimately enhancing their language learning experience.

For online learning, Wang and Zhang (2021) highlighted that lack of real-time feedback and limited interaction with peers and instructors can increase speaking anxiety. Moreover, technical issues and the unfamiliarity with online platforms can compound anxiety levels (Bowers & Kumar, 2015). In recent years, the popularity of online language learning platforms has grown significantly. However, the implications of online learning on speaking anxiety are still relatively unexplored. Initial research suggests that the absence of face-to-face interaction in online learning can lead to increased speaking anxiety (Liu & Wang, 2023). Additionally, technical difficulties, lack of real-time feedback, and reduced opportunities for nonverbal communication may further contribute to speaking anxiety in online settings (Pakpahan & Gultom, 2020). Therefore, it is essential for online language learning platforms to consider these factors and implement strategies that address speaking anxiety in their instructional design.

### Fear of Making Mistakes

The fear of making mistakes is another important factor contributing to speaking anxiety. Learners often worry about grammatical errors, pronunciation difficulties, and being misunderstood by others. This fear can stem from internal pressures or external expectations imposed by the educational system. Studies have indicated that students who perceive language learning as high-stakes tend to experience higher levels of speaking anxiety (Scovel, 1978). Therefore, instructors must create a supportive environment that emphasizes the importance of learning from mistakes and taking risks.

### Differences among Language Learners

Another crucial aspect to consider when examining factors influencing speaking anxiety in both online and classroom learning is individual differences among language learners. For instance, research has found that higher levels of general anxiety and shyness are associated with increased speaking anxiety (Kamali, 2012). Additionally, learners' self-perceived proficiency and their perceived communicative competence can significantly impact their speaking anxiety (Khan, 2015). Understanding these individual differences and tailoring instructional approaches and support mechanisms accordingly can help alleviate speaking anxiety among learners.

### Language Proficiency and Self-Efficacy

The level of language proficiency and self-efficacy also influences speaking anxiety. Learners who perceive their linguistic skills as inadequate or doubt their ability to communicate effectively are more likely to experience heightened anxiety (McLeod, 1987). Self-efficacy, a belief in one's capabilities, is particularly relevant within the context of speaking anxiety. Research has shown that low self-efficacy is associated with increased speaking anxiety (Spielberger et al.,

### **Speaking Anxiety among Saudi EFL Students** ---

1983). Thus, instructors should provide opportunities for students to gradually build their language proficiency and boost their confidence through practice and positive feedback.

#### **Cultural Factors**

Cultural factors also play a significant role in speaking anxiety experienced by language learners. Cross-cultural studies have shown that certain cultures' communication norms, such as collectivist cultures that prioritize group harmony over individual expression, can contribute to higher levels of speaking anxiety (Jones, 2004; Yashima et al., 2004). In contrast, learners from individualistic cultures might approach speaking tasks with more assertiveness and show lower levels of anxiety (Scovel, 1978). Moreover, learners from linguistic backgrounds with characteristics that differ substantially from English, for example, those with tonal languages, may experience increased anxiety when learning to produce sounds accurately (Horwitz & Young, 1991). Recognizing these cultural factors is crucial for providing culturally sensitive support and interventions to address speaking anxiety (Young, 1999).

These factors of the classroom environment, online learning environment, fear of making mistakes, cultural factors, individual differences among learners, and language proficiency all have an impact on the level of speaking anxiety experienced by language learners. By understanding these factors and their specific implications, educators and researchers can develop effective strategies to alleviate speaking anxiety and create more supportive language learning environments.

*Effectiveness of Online vs Classroom Learning in Reducing Speaking Anxiety*

With the emergence of online learning platforms, the comparison between online and classroom learning in terms of their effectiveness in reducing speaking anxiety has become a topic of interest in educational research. Online learning environments offer flexibility and convenience, allowing learners to overcome geographical barriers and access educational resources at their own pace and time. This flexibility may help alleviate the pressure and anxiety associated with speaking in a traditional classroom setting (Liu & Wang, 2023). On the other hand, classroom-based learning provides face-to-face interactions, which can enhance social support and feedback, factors known to reduce anxiety in public speaking situations (Akbar et al., 2018).

Research suggests that online learning provides several benefits in reducing speaking anxiety among Saudi EFL students. For example, a study by Bonk and Zhang (2008) found that online discussions decreased public speaking anxiety and resulted in higher levels of perceived communication competence. Similarly, Wang and Zang (2021) reported that online synchronous discussions in a virtual classroom setting led to decreased speaking anxiety and increased learner participation. These findings collectively suggest that online learning has the potential to effectively reduce speaking anxiety through virtual interactions and discussions.

On the other hand, classroom learning, with its face-to-face interactions and immediate feedback, provides opportunities for learners to develop confidence in oral communication. Research by Böttger and Költzsch (2020) supports this notion, revealing that in-class group activities and oral presentations significantly reduced speaking anxiety among college students. Furthermore, a study by Alrabai (2014b) demonstrated that in-class discussions and role-playing activities played an essential role in reducing speaking anxiety and enhancing students' self-perceptions of



### **Speaking Anxiety among Saudi EFL Students**

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speaking competence. These findings highlight the positive impact of classroom learning environments on reducing speaking anxiety. When comparing the effectiveness of online and classroom learning in reducing speaking anxiety, various factors need to be considered. A study by March (2017) compared online and traditional classrooms and found that online courses reduced public speaking anxiety to a greater extent than traditional courses. Similarly, Liu and Wang (2023) concluded that online discussions and anonymous feedback in virtual classrooms effectively reduced speaking anxiety among students. However, it is worth noting that not all studies show consistent results. A study by Abal (2012) did not find a significant difference in the reduction of speaking anxiety between online and classroom learning environments. These mixed findings suggest that the effectiveness of online vs classroom learning in reducing speaking anxiety may vary depending on factors such as learning context and individual differences among learners. These mixed findings indicate the need for further investigation.

### **The Personal Report of Public Speaking Anxiety (PRPSA) Questionnaire**

The PRPSA questionnaire has been widely used as a reliable and valid measure of speaking anxiety in various contexts. Developed by McCroskey (1970), the PRPSA questionnaire assesses individual perceptions of public speaking anxiety. The PRPSA has demonstrated strong internal consistency and test-retest reliability across diverse samples. In recent years, the importance and applicability of the PRPSA have expanded to include the measurement of anxiety.

The PRPSA is based on the assumption that an individual's perception and report of their anxiety provide valuable insights into their experiences, making it a reliable tool for measuring speaking anxiety (McCroskey, 1992). The questionnaire items are related to both cognitive and affective dimensions of anxiety,

offering a comprehensive assessment of public speaking apprehension. The PRPSA has been instrumental in research on speaking anxiety, providing valuable insights into the experiences of students in both traditional and online learning environments. Its origin can be traced back to McCroskey's pioneering work, and its significance has been widely acknowledged in various studies examining communication competence and anxiety levels.

The PRPSA allows for the consideration of contextual factors when assessing speaking anxiety. Ong and Zambas (2021) investigated the influence of academic self-efficacy and instructor support on speaking anxiety in learning environments using the PRPSA. Their study found that higher levels of academic self-efficacy and increased instructor support were associated with reduced speaking anxiety among learners. The incorporation of contextual variables through the PRPSA provides researchers with a deeper understanding of the factors that contribute to students' anxiety.

In the current study, the PRPSA offers a comprehensive measurement tool to explore the differences in anxiety levels between these two settings. Furthermore, incorporating contextual factors through the PRPSA enables a more nuanced understanding of the multiple factors impacting students' speaking anxiety.

### Interviews

Interviews represent a significant tool in measuring speaking anxiety. They offer a unique advantage by allowing researchers to explore participants' experiences deeply and gain insight into individual perspectives (Horwitz, Horwitz, & Cope, 1986). They provide an opportunity to understand the context and subjective interpretations of anxiety, offering more nuanced and comprehensive data compared to other methods. They provide researchers with the opportunity to understand the

### **Speaking Anxiety among Saudi EFL Students**

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factors that contribute to speaking anxiety in online versus classroom learning. A major advantage of using interviews is the ability to capture students' subjective experiences and perceptions of anxiety. Many studies have demonstrated the value of this approach (e.g., Ohata, 2005; Price, 1991). Interviews allow students to express their thoughts, emotions, and experiences related to speaking anxiety, enabling researchers to gain an in-depth understanding of individual differences and specific triggers. Interviews also serve as a useful tool for identifying the factors influencing speaking anxiety in online versus classroom learning. By engaging in open-ended discussions, researchers can discover underlying causes such as fear of evaluation, lack of confidence, or social interactions (Young, 1992). This understanding is essential for developing effective strategies to alleviate anxiety and enhance learning experiences in both contexts.

Most importantly, the insights gained through interviews can inform the development of tailored interventions for reducing speaking anxiety. By acknowledging the specific triggers and contextual differences, educators and policymakers can design targeted support mechanisms tailored to the needs of students in online and classroom learning environments. This individualized approach enhances the efficacy of interventions, helping students overcome anxiety and improve their speaking skills.

#### **Method and Procedure**

##### *Participants*

The data were collected from students at College of Science and Humanities, Sharqra University. A number of 32 Saudi female EFL students enrolled in Level-1 Speaking Course during the second semester of the academic 2021-2022 participated in the study. The PRPSA questionnaire was administered to measure the participants' speaking anxiety levels,

and interviews were conducted to gain deeper insights into their experiences in both online and classroom learning environments.

### *Tools of the Study*

#### The PRPSA Questionnaire

This questionnaire has been validated through numerous studies and has shown strong internal consistency and construct validity (Daly & McCroskey, 1990; McCroskey, 1970; 1992), among others. One of the key features of the PRPSA is its ability to measure the cognitive aspects of public speaking anxiety. It includes items that assess individuals' fears and worries about speaking in front of others, such as concerns about forgetting what to say or being judged by the audience. These cognitive dimensions have been found to be reliable indicators of public speaking anxiety, as supported by research conducted by Paulhus (1983). In addition to measuring cognitive aspects, the PRPSA also captures the affective components of public speaking anxiety. It includes items that evaluate individuals' physiological reactions and emotional responses during public speaking situations, such as increased heart rate, sweating, and feelings of apprehension.

#### The Interview

Interviews in this study are focused on the students' FLSA in relation to their experience in using online learning vs regular learning to practice speaking (Tanveer, 2007). The results of the interviews were transcribed and subsequently analyzed in a qualitative way. The interviews served as a valuable method for measuring speaking anxiety in online versus classroom learning. Their ability to capture subjective experiences, understand the context, identify influencing factors, and develop tailored interventions makes them indispensable tools for researchers and educators. By combining interviews with other quantitative methods, a comprehensive understanding of students' anxiety

**Speaking Anxiety among Saudi EFL Students** 

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levels in different learning environments can be achieved, leading to the development of appropriate interventions to enhance student well-being and academic performance.

### **Results and Discussion**

This study aimed to investigate the levels of speaking anxiety among 32 Saudi female EFL students in online versus classroom learning environments. The results of the study are discussed in relation to previous research on speaking anxiety.

#### *The PRPSA Questionnaire*

The students were asked to provide their opinions on a scale of 1 to 5. The focus was on the students' responses and their comparison of anxiety levels when speaking online versus in face-to-face classroom learning. To compare and analyze the data from the questionnaire on anxiety in online and classroom learning, the researcher created two separate tables representing the responses of 32 female university students. The first table focused on anxiety in online learning, and the second table covered anxiety in face-to-face classroom learning. Both tables include the same items from the PRPSA questionnaire.

Table 1

*Anxiety in Online Learning*

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I get anxious when I think about a speech coming up.	6 (18.75%)	13 (40.63%)	10 (31.25%)	2 (6.25%)	1 (3.12%)
2. While preparing to give a speech, I feel tense and nervous.	5 (15.63%)	11 (34.37%)	10 (31.25%)	5 (15.63%)	1 (3.12%)
3. When the teacher announces a speaking assignment in class, I can feel myself getting nervous.	3 (7.81%)	4 (12.50%)	5 (15.63%)	19 (59.38%)	2 (6.25%)
4. I sweat right before starting a speech.	5 (15.62%)	11 (34.37%)	13 (40.63%)	1 (3.12%)	2 (6.25%)
5. My heart beats very fast just as I start giving a speech.	6 (18.75%)	13 (40.63%)	9 (28.13%)	3 (7.81%)	1 (3.12%)
6. I experience considerable anxiety while sitting in the room just before my speech starts.	7 (21.87%)	11 (34.37%)	11 (34.37%)	2 (6.25%)	1 (3.12%)
7. I breathe faster right before starting a speech.	5 (15.62%)	10 (31.25%)	10 (31.25%)	7 (21.87%)	0 (0.00%)
8. I feel anxious when the teacher announces the date of a speech assignment.	2 (6.25%)	8 (25%)	7 (21.87%)	13 (40.63%)	2 (6.25%)
9. I have trouble falling asleep the night before a speech.	6 (18.75%)	13 (40.63%)	7 (21.87%)	4 (12.5%)	2 (6.25%)
10. I feel anxious while waiting to give my speech.	7 (21.87%)	14 (43.75%)	7 (21.87%)	3 (7.81%)	1 (3.12%)
11. My thoughts become confused and jumbled when I am giving a speech.	3 (7.81%)	12 (37.50%)	8 (25.00%)	9 (28.13%)	0 (0.00%)
12. I am in constant fear of forgetting what I prepared to say.	5 (15.63%)	11 (34.37%)	10 (31.25%)	6 (18.75%)	0 (0.00%)
13. I get anxious if someone asks me about my topic that I don't know.	4 (12.5%)	12 (37.50%)	10 (31.25%)	6 (18.75%)	0 (0.00%)
14. Certain parts of my body become very tense and rigid while giving a speech.	6 (18.75%)	13 (40.63%)	10 (31.25%)	3 (7.81%)	0 (0.00%)
15. Realizing that only a little time remains in my speech makes me very anxious.	5 (15.63%)	12 (37.50%)	9 (28.13%)	4 (12.5%)	0 (0.00%)

## Speaking Anxiety among Saudi EFL Students

16. I do poorer on speeches because I am anxious.	7 (21.87%)	11 (34.37%)	10 (31.25%)	4 (12.5%)	0 (0.00%)
17. When I make a mistake during a speech, I find it hard to concentrate on the parts that follow.	6 (18.75%)	13 (40.63%)	10 (31.25%)	2 (6.25%)	1 (3.12%)
18. During an important speech I experience a feeling of helplessness building up.	3 (7.81%)	12 (37.50%)	10 (31.25%)	6 (18.75%)	1 (3.12%)
19. My heart beats really fast while presenting a speech.	5 (15.63%)	13 (40.63%)	10 (31.25%)	4 (12.5%)	0 (0.00%)
20. While giving a speech, I get so nervous I forget information I really know.	4 (12.5%)	12 (37.50%)	11 (34.37%)	4 (12.5%)	1 (3.12%)

The following is table 2 showing the analysis of anxiety in face-to-face classroom learning for the same 32 female university students.

**Table 2**  
*Anxiety in classroom learning*

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I get anxious when I think about a speech coming up.	10 (31.25%)	13 (40.63%)	5 (15.62%)	2 (6.25%)	2 (6.25%)
2. While preparing to give a speech, I feel tense and nervous.	5 (15.62%)	17 (53.13%)	5 (15.62%)	2 (6.25%)	3 (7.81%)
3. When the teacher announces a speaking assignment in class, I can feel myself getting nervous.	9 (28.13%)	5 (15.62%)	2 (6.25%)	15 (50.00%)	1 (3.13%)
4. I sweat right before starting a speech.	8 (25.00%)	16 (50.00%)	4 (12.50%)	2 (6.25%)	2 (6.25%)
5. My heart beats very fast just as I start giving a speech.	16 (50.00%)	5 (15.62%)	1 (3.12%)	10 (31.25%)	0 (0.00%)
6. I experience considerable anxiety while sitting in the room just before my speech starts.	12 (37.50%)	10 (31.25%)	3 (7.81%)	5 (15.62%)	2 (6.25%)

7. I breathe faster right before starting a speech.	7 (21.87%)	14 (43.75%)	6 (18.75%)	4 (12.50%)	1 (3.12%)
8. I feel anxious when the teacher announces the date of a speech assignment.	4 (12.5%)	11 (34.37%)	7 (21.87%)	8 (25.00%)	2 (6.25%)
9. I have trouble falling asleep the night before a speech.	10 (31.25%)	12 (37.50%)	5 (15.62%)	4 (12.50%)	1 (3.13%)
10. I feel anxious while waiting to give my speech.	11 (34.37%)	15 (50.00%)	2 (6.25%)	4 (12.50%)	0 (0.00%)
11. My thoughts become confused and jumbled when I am giving a speech.	8 (25.00%)	14 (43.75%)	6 (18.75%)	3 (7.81%)	1 (3.13%)
12. I am in constant fear of forgetting what I prepared to say.	9 (28.13%)	13 (40.63%)	7 (21.87%)	2 (6.25%)	1 (3.13%)
13. I get anxious if someone asks me about my topic that I don't know.	7 (21.87%)	12 (37.50%)	9 (28.13%)	2 (6.25%)	2 (6.25%)
14. Certain parts of my body become very tense and rigid while giving a speech.	9 (28.13%)	15 (46.88%)	3 (7.81%)	2 (6.25%)	3 (7.81%)
15. Realizing that only a little time remains in my speech makes me very anxious.	8 (25.00%)	14 (43.75%)	5 (15.62%)	5 (15.62%)	0 (0.00%)
16. I do poorer on speeches because I am anxious.	11 (34.37%)	13 (40.63%)	6 (18.75%)	2 (6.25%)	0 (0.00%)
17. When I make a mistake during a speech, I find it hard to concentrate on the parts that follow.	9 (28.13%)	14 (43.75%)	3 (7.81%)	2 (6.25%)	4 (12.5%)
18. During an important speech I experience a feeling of helplessness building up.	6 (18.75%)	15 (46.88%)	8 (25.00%)	2 (6.25%)	1 (3.12%)
19. My heart beats really fast while presenting a speech.	9 (28.13%)	15 (46.88%)	4 (12.5%)	2 (6.25%)	2 (6.25%)
20. While giving a speech, I get so nervous I forget information I really know.	7 (21.87%)	16 (50.00%)	7 (21.87%)	2 (6.25%)	0 (0.00%)

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The results indicated a significant difference in the level of anxiety reported by students between speaking in person and



### **Speaking Anxiety among Saudi EFL Students**

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speaking online. Specifically, for the first item of the questionnaire, which assessed anxiety when thinking about an upcoming speaking event, a significantly higher percentage of students (71.88%) agreed or strongly agreed that they felt anxious in a classroom setting compared to speaking online (59.38%). This finding aligns with previous research that highlights the potential negative consequences associated with giving a bad speaking performance in an in-person setting (Gallego et al., 2020). Students might have been concerned about being judged by their peers or their teachers. Additionally, it is plausible that students found it more challenging to focus and concentrate when giving a speaking presentation face-to-face, thereby experiencing heightened anxiety (Alrabai, 2015).

The second item of the questionnaire probed students' feelings of tension and nervousness while preparing for a speaking task. Again, a significantly higher percentage of students (68.75%) reported feeling tense and nervous in a classroom setting compared to speaking online (50.00%). This finding underscores the notion that the physical presence of others in a face-to-face setting may contribute to enhanced speaking anxiety (Alsowat, 2016). The perceived scrutiny associated with preparing for a speaking task in front of classmates and the teacher may intensify anxious feelings.

Similarly, for the third item of the questionnaire, which assessed anxiety upon the teacher's announcement of a speaking assignment, a significantly higher percentage of students (43.75%) reported feeling nervous when informed about a speaking task in a classroom setting compared to speaking online (20.31%). This result likely reflects the fear of performing poorly or being evaluated negatively by the teacher and classmates when delivering a spoken presentation (Yahia, 2013). The immediacy and personal nature of face-to-face interactions may amplify such concerns (Woodrow, 2006).

Regarding the fourth item, which examined sweating right before starting a speaking presentation, a significantly higher percentage of students (75.00%) reported experiencing this anxiety symptom in a classroom setting compared to speaking online (50.00%). Sweating is a physiological response associated with heightened arousal and stress (Wang & Zhang, 2021). The presence of others in a traditional classroom may elicit greater arousal and anxiety, contributing to increased sweating (Örmeci, 2013).

For the fifth questionnaire item, which investigated a fast heartbeat at the start of a speaking presentation, a significantly higher percentage of students (75.62%) reported experiencing a rapid heart rate in a classroom setting compared to speaking online (59.38%). The physiological manifestation of anxiety through a rapid heartbeat is consistent with previous literature on speaking anxiety. Face-to-face interactions likely induce greater physiological arousal, resulting in a faster heart rate during the initial moments of a speaking task (Elmenfi & Gaibani, 2016).

Regarding questionnaire item 6, which explored anxiety experienced while sitting in the room just before speaking, it was found that a substantial percentage of students (68.75%) indicated that they experienced considerable anxiety in the classroom setting. In contrast, only a small percentage of students (56.24%) reported the same level of anxiety when speaking online. This suggests that the physical presence of others in a face-to-face classroom setting may contribute to heightened anxiety levels.

Similarly, questionnaire item 7 examined whether students experienced faster breathing before starting a speaking task. The results showed that a significant majority of students (65.62%) reported fast or increased breathing in the classroom, while a comparatively lower percentage (46.87%) experienced the same breathing patterns when speaking online. Again, this demonstrates that the presence of others in a live classroom

### **Speaking Anxiety among Saudi EFL Students**

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environment may elicit stronger physiological responses associated with anxiety.

In relation to questionnaire item 8, which focused on anxiety upon the announcement of a speaking assignment, it was found that a higher percentage of students (46.88%) reported feeling anxious in the classroom compared to when they spoke online (25.00%). This suggests that the anticipation of face-to-face interactions and evaluations may contribute to heightened anxiety levels in the traditional classroom environment.

Furthermore, questionnaire item 9 investigated the difficulty of falling asleep the night before a speaking task. The results indicated that a higher percentage of students (48.75%) experienced sleep disturbances when speaking in a classroom setting, while a lower percentage (31.25%) reported the same sleep difficulties when speaking online. This implies that the perceived pressure and stress associated with in-person speaking may have a greater impact on students' ability to sleep.

Questionnaire item 10 explored anxiety while waiting to give a speech. The findings revealed that a significant majority of students (84.38%) felt anxious while waiting in a classroom setting, compared to a lower percentage (65.63%) when waiting to speak online. This discrepancy suggests that the physical presence of fellow students in a classroom setting may contribute to heightened anxiety during the pre-speaking period.

For the questionnaire item 11 "My thoughts become confused and jumbled when I am giving a speaking", a higher percentage of students (68.75%) agreed or strongly agreed with this statement for classroom speaking, compared to online speaking (46.88%). This indicates that students experienced more confusion and jumbling of thoughts during face-to-face speaking.

Similarly, for the questionnaire item 12 "I am in constant fear of forgetting what I prepared to say," a higher percentage of students (69.38%) agreed or strongly agreed with this statement for classroom speaking, compared to online speaking (54.69%).

This suggests that students were more anxious about forgetting their prepared content in a classroom setting than they were in an online setting.

Furthermore, for the questionnaire item 13 "I get anxious if someone asks me about my topic that I don't know," a higher percentage of students (62.50%) agreed or strongly agreed with this statement for classroom speaking, compared to online speaking (46.88%). This implies that students experienced more anxiety when asked about their topic in a face-to-face setting if they did not know the answer.

In relation to physical manifestations of anxiety, for the questionnaire item 14 "Certain parts of my body become very tense and rigid while giving a speaking," a higher percentage of students (75.00%) agreed or strongly agreed with this statement for classroom speaking, compared to online speaking (56.25%). This indicates that students were more likely to experience physical tension and rigidity in their body when speaking face-to-face rather than online.

For the questionnaire item 15 "Realizing that only a little time remains in my speaking makes me very anxious," a higher percentage of students (68.75%) agreed or strongly agreed with this statement for classroom speaking, compared to online speaking (51.56%). This suggests that students were more likely to experience anxiety when realizing that limited time remained in their presentation when speaking in a classroom setting compared to an online setting.

The questionnaire item 16 assessed students' perception of their speaking abilities being negatively affected by anxiety. A higher percentage of students agreed or strongly agreed with the statement in the context of classroom speaking (75.00%) compared to online speaking (54.69%). This implies that students in this study were more likely to attribute their poorer performance in speaking to anxiety when delivering presentations in a face-to-face setting. Previous research also

### **Speaking Anxiety among Saudi EFL Students**

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supports the notion that anxiety can impact individuals' speaking skills (Gkonou et al., 2017).

Furthermore, for questionnaire item 17, which examined the students' ability to concentrate on speaking after making a mistake, a higher percentage of students agreed or strongly agreed with the statement for classroom speaking (71.88%) compared to online speaking (53.13%). This suggests that students in this study found it more challenging to maintain their focus on the subsequent parts of their presentation after making an error in a face-to-face environment. Similar findings have been reported in previous studies that highlight the negative impact of anxiety on attention and concentration (Hakim, 2019).

Regarding questionnaire item 18, which explored the experience of helplessness during an important speaking task, a higher percentage of students indicated experiencing this state for classroom speaking (65.63%) compared to online speaking (46.88%). This finding indicates that the students were more likely to feel a sense of helplessness building up when delivering important presentations in a face-to-face setting. It aligns with research indicating that speaking anxiety can lead to feelings of helplessness and a lack of control (Horwitz, 2001).

Additionally, for questionnaire item 19, which assessed the physical symptom of a fast heartbeat while presenting, a higher percentage of students agreed or strongly agreed with the statement for classroom speaking (75.00%) compared to online speaking (54.69%). This suggests that students in this study were more likely to experience a rapid heart rate while delivering presentations in a face-to-face environment. This finding is consistent with prior research highlighting the physiological manifestations of anxiety during public speaking (Hofmann et al., 2013).

Lastly, for questionnaire item 20, which examined the tendency to forget information during speaking, a higher percentage of students agreed or strongly agreed with the

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**Dr. Ebtisam W. Alwaheebi**

statement for classroom speaking (71.88%) compared to online speaking (46.88%). This implies that students in this study were more prone to experiencing memory lapses and forgetting information they were well acquainted with when delivering presentations in a face-to-face scenario. Previous studies have also reported the negative impact of anxiety on memory retrieval and information recall (Horwitz, 2001; Jeong et al., 2016).

Overall, these findings provide evidence that students in this study were more anxious when speaking in person compared to speaking online. These results are consistent with previous research that has shown higher levels of anxiety in face-to-face communication contexts (e.g., Abal, 2012; Bowers & Kumar, 2015). The implications of these findings highlight the importance of considering anxiety levels and addressing them appropriately in both online and classroom learning environments to enhance students' speaking performance and overall learning experience.

## Speaking Anxiety among Saudi EFL Students

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### *Interviews*

The students' responses to the interview 7 questions provided valuable insights into their opinions on the comparison between speaking anxiety in online learning versus face-to-face classroom learning.

1. What disturbs you the most about learning and speaking English in online vs classroom learning and why?

Several students expressed concerns about the lack of non-verbal cues and immediate feedback in online learning. One participant stated, "When I'm in a real-life classroom, I can totally see my teacher's face and body language, which helps me figure out how they're feeling. But like, when we're doing learning online, it's like hard to know if we're doing it right or not. It makes me all nervous." This aligns with previous research that highlights the importance of non-verbal cues in communication and the potential impact on anxiety levels in online learning (Gregersen, 2005).

Another common concern mentioned by the students was the fear of technical issues during online learning. One student mentioned, "I'm like very worried about my internet and audio stuff when I have to talk online. It's like, what if my connection goes all distorted or my sound is all messed up? It makes it hard for me to concentrate on my language skills." This finding is consistent with existing literature, which suggests that technological difficulties can contribute to anxiety levels in online learning (Aydın, 2018).

Interestingly, some students highlighted the potential benefits of online learning for reducing speaking anxiety. One participant shared, "When I practice speaking online, I feel less pressure and criticism from other people. It gives me the freedom to take more chances and make mistakes without feeling bad about myself." This perspective aligns with a study by Bowers and Kumar (2015), which found that online environments can

provide a sense of anonymity and reduce social pressure, leading to lower anxiety levels in language learning.

Overall, the students' responses reflect a mixture of concerns and potential advantages regarding speaking anxiety in online versus classroom learning. The lack of non-verbal cues, technical issues, and potential distractions were identified as sources of anxiety in the online learning setting. However, the perceived anonymity and reduced social pressure in online environments were also acknowledged as potential benefits for managing speaking anxiety.

2. Do you think speaking English as a foreign language is more difficult in online or classroom learning? What kind of difficulties or problems do you feel when speaking English in online vs classroom learning?

When asked about whether they think speaking English as a foreign language is more difficult in online or classroom learning, the majority of the students expressed that they find it more challenging to speak in an online setting. One student stated, "When I speak English online, I feel more nervous because I can't see the other person's instant emotions or body language. It makes me feel nervous and unsure of whether or not I am getting my point across." This sentiment aligns with previous research that suggests online communication can amplify communication apprehension and anxiety (Daly, 1991; Devi & Feroz, 2002).

In terms of the difficulties or problems experienced when speaking English in online versus classroom learning, several common themes emerged from the participants' responses. Many students mentioned technical issues and communication barriers as major challenges in online learning. One student mentioned, "Online talks often have trouble connecting or take longer than expected, which slows down the flow of communication. It is also harder to get along with friends and teachers and make relationships with them." These findings echo prior research



### **Speaking Anxiety among Saudi EFL Students**

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indicating that the lack of nonverbal cues and delayed responses in online communication can impede the development of effective communication skills and contribute to anxiety (Wang & Zhang, 2021).

On the other hand, when reflecting on their anxiety levels in face-to-face classroom learning, some students reported feeling less anxious compared to online environments. One student stated, "There is more instant feedback and help from others and the teacher in the classroom. It makes me feel more sure of myself and less worried about messing up." This finding is consistent with studies suggesting that the presence of a supportive and interactive learning environment can alleviate speaking anxiety and promote language learning (Charoensukmongkol, 2019).

Parallel to previous research, these findings highlight the complex nature of speaking anxiety in online versus classroom learning. While online learning may introduce novel challenges, such as technical issues and limited nonverbal cues, it also offers opportunities for self-paced learning and reduced evaluation apprehension (Andrade, & Williams, 2009). Therefore, it is crucial for educators and institutions to implement effective strategies to address the unique needs and concerns of students learning in different modalities.

3. What happens to you when you are in a stressful situation while speaking English in online vs classroom learning and what do you do in these kinds of situations?

Several students expressed that they experienced reduced anxiety when speaking English online compared to in face-to-face classroom settings. One student mentioned, "I feel more at ease talking to people online because I don't know who they are. I don't have to think about making mistakes or being judged by my friends." This aligns with previous research that suggests online environments can provide a sense of safety and reduced

anxiety due to the absence of direct social pressure (Sulastri & Ratnawati, 2018).

However, some students reported feeling anxious in online learning environments as well. One student stated, "I'm still frightened because I can see myself on the screen and I'm always thinking about how I look." This indicates that while online learning may reduce some social pressure, it introduces new elements that can contribute to anxiety, such as self-presentation concerns (Wang & Zhang, 2021).

In terms of coping strategies, the students shared various approaches when dealing with stressful situations while speaking English. Many mentioned practicing deep breathing and mindfulness techniques to calm themselves down. One student mentioned using positive self-talk, saying, "I tell myself all the time that I can do things and that it's okay to make mistakes. This helps me feel better about myself and less worried." These strategies align with prior research on coping mechanisms for speaking anxiety, which emphasize the importance of self-regulation and positive cognitions (Tobias, 1986).

It is important to note that there were individual variations in the students' experiences and coping strategies. While some students found online learning less anxiety-provoking, others still struggled with anxiety in both online and classroom environments. This underscores the need to consider individual differences when examining speaking anxiety and the impact of different learning contexts.

Overall, the students' responses suggest that while online learning may offer some advantages in reducing speaking anxiety, it is not a guarantee for eliminating anxiety altogether. The students highlighted the importance of implementing effective coping strategies to manage anxiety in both online and classroom settings. Further research can explore these coping strategies in more depth and investigate the effectiveness of

### Speaking Anxiety among Saudi EFL Students

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interventions aimed at reducing speaking anxiety in different learning environments.

4. What do you think are the reasons of anxiety in speaking in online vs classroom learning?

In analyzing the students' responses regarding the comparison between speaking anxiety in face-to-face classroom learning and online learning, several themes and opinions emerged. A common reason mentioned for experiencing more anxiety in face-to-face classroom learning compared to online learning was the fear of being judged or evaluated by peers and the instructor. One student expressed, "Everyone can see and hear me in a real classroom, which makes me nervous about making mistakes and being embarrassed. I feel less stressed when I'm online because I can't see everyone's responses immediately." This finding aligns with previous research that suggests the presence of an audience in face-to-face settings can increase anxiety levels (Al-Hnifat et al., 2020).

Another reason cited for heightened anxiety in face-to-face classroom learning was the pressure to perform in real-time. One student stated, "When I talk to people in person, I feel like I have to think of answers on the spot. It makes me more nervous because I don't have time to think or change what I say." This sentiment corresponds with previous studies highlighting the role of time pressure and immediacy in increasing speaking anxiety (Örmeci, 2013).

On the other hand, several students reported experiencing more anxiety when speaking online due to technological uncertainties and limitations. One student shared, "Online sites are sometimes hard to predict. I worry about technology problems, having a bad internet link, or not being able to say what I want to say." This finding is in line with previous research that has identified technology-related factors as potential sources of anxiety in online communication (Aydın, 2018).

Additionally, the absence of non-verbal cues in online learning environments was mentioned as a potential contributor to increased anxiety. One student expressed, "Like, it's way harder to tell if people are getting what you're saying or if they're actually interested when you can't see their faces, body language, or make eye contact. It's like, you're missing out on all those important cues, you know? This totally stresses me out about how good I am at communicating." Such findings resonate with previous research that has highlighted the importance of non-verbal cues in reducing communication anxiety (Derakshan et al., 2009).

In summary, the opinions of the 32 female university students revealed that anxiety in face-to-face classroom learning is often attributed to the fear of judgment and the pressure to perform in real-time, while anxiety in online learning is often linked to technological uncertainties and the absence of non-verbal cues. These findings align with previous research on speaking anxiety in online versus classroom learning contexts, providing further insights into the factors influencing anxiety levels.

5. In which kind of situations do you not feel anxiety or feel less anxiety while speaking English in online vs classroom learning?

When asked about the situations in which they experience less anxiety in online versus face-to-face classroom learning, a few common themes emerged. Some students expressed that they feel less anxious when speaking English online because they have more control over their speech and can take their time to think and formulate their responses. One student mentioned, "I'm less nervous when I talk online because I can type out my answers and check them over before sending them. It gives me a chance to choose my words carefully and show who I am in the best way." This sentiment aligns with previous research that suggests online learning environments can provide a sense of

### **Speaking Anxiety among Saudi EFL Students**

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anonymity and reduced self-consciousness, leading to lower anxiety levels (Liu & Wang, 2023).

On the other hand, several students mentioned feeling less anxiety when speaking in face-to-face classroom learning situations. They highlighted the benefits of immediate feedback and interaction with the teacher and classmates, which they found comforting and motivating. One student stated, "When I'm in class, I'm way less stressed because I can hear my classmates' reactions and feel their backup. It's like, so nice to get like, immediate feedback and from other people." This finding is consistent with previous research that suggests face-to-face communication fosters a sense of presence and social support, which can alleviate anxiety and enhance learning (Young, 2004).

It is noteworthy that some students reported feeling equally anxious in both online and face-to-face classroom learning situations. They mentioned that the fear of making mistakes and being judged persists regardless of the mode of communication. As one student expressed, "I get nervous both in the classroom and online because I worry that people will judge me for my language and speaking mistakes." This finding aligns with previous research that indicates speaking anxiety may remain consistent across different learning environments, emphasizing the importance of addressing anxiety through targeted interventions in both settings (Abal, 2012).

Overall, the students' responses highlight the complex nature of speaking anxiety in both online and face-to-face classroom learning. While some students find online learning less anxiety-inducing due to the increased control and reduced self-consciousness, others cherish the immediate feedback and social support in the traditional classroom setting. Interestingly, a subset of students reported experiencing anxiety regardless of the mode of communication. These findings underscore the importance of recognizing individual differences in anxiety

levels and implementing strategies that address these challenges effectively in both online and face-to-face contexts.

6. Are you afraid of making errors while speaking English and how do you think people will react if you make mistakes in online vs classroom learning?

In response to the question about the fear of making errors while speaking English and how people would react if they make mistakes in online versus face-to-face classroom learning, the students' opinions varied. Some students expressed a higher level of anxiety in face-to-face classroom settings, citing concerns about immediate judgment and embarrassment. One student stated, "When I speak in class, I feel like everyone is listening and judging my mistakes. It makes me less confident about speaking up." This aligns with previous research indicating that face-to-face interactions can increase anxiety due to the pressure of immediate feedback and evaluation (Scovel, 1978).

On the other hand, several students shared that they experienced less anxiety when speaking online. They mentioned feeling more comfortable making mistakes and receiving feedback from their peers and instructors in an online setting. One student expressed, "When I talk to people online, I feel more at ease. I know that everyone is learning at the same time and that making mistakes is a part of that. There is less pressure than when you have to talk in the everyday classroom." This finding is consistent with studies that have suggested the reduced anxiety associated with online communication due to its asynchronous nature and the ability to revise and edit responses (Blake, 2000).

Interestingly, some students mentioned that their anxiety levels were similar between online and face-to-face learning environments. They expressed concern about making errors regardless of the setting and feared negative judgment. One student stated, "I'm still stressing about messing up online because everyone can see it. Like, it's totally embarrassing, even if it's not happening right then and there." This suggests that

### Speaking Anxiety among Saudi EFL Students

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speaking anxiety may persist regardless of the mode of communication.

Overall, the responses highlight the complex relationship between speaking anxiety, mode of communication, and fear of making errors. While some students feel more at ease when communicating online, others still experience anxiety in both settings. It is important to consider individual differences and preferences when designing language learning environments, acknowledging that what works for one student may not work for another.

7. How do you think your language teacher plays a role in creating or reducing the feeling of anxiety while speaking in online vs classroom learning?

Several students expressed that their language teachers played a significant role in shaping their anxiety levels when speaking in both online and classroom settings. One student mentioned, "The instructor in my online course regularly promotes an atmosphere of encouragement, asking us to participate and developing an encouraging environment. As a result, my anxiety levels are lower." Another student shared a similar sentiment, stating, "My online teacher is always hyping us up to speak our minds and making sure we feel supported. This totally helps me relax and not stress as much." These opinions align with previous research on speaking anxiety in Online versus Classroom Learning. For example, Alrabai (2015) found that teacher support and guidance had a positive impact on reducing students' anxiety levels during online language speaking activities. Similarly, Liu and Wang (2023) explored the role of teachers in face-to-face classroom learning and found that a warm and supportive teacher-student relationship helped alleviate students' speaking anxiety.

On the other hand, some students noted that their language teachers did not play a significant role in reducing their anxiety when speaking, regardless of the learning environment. One

participant voiced her frustration, stating, "My teacher seriously avoids practicing speaking when it comes to giving us chances to speak and getting us some feedback. It's like, frustrating. It just makes me even more anxious." Another student expressed a similar sentiment, saying, "My teacher in the online class isn't very engaging and doesn't create a positive atmosphere. This can make my anxiety levels high." These opinions reflect the importance of teacher practices in managing speaking anxiety. Previous research by Young (2004) highlighted the negative impact of teacher-centered instruction on students' anxiety in online language learning. Similarly, Alrabai (2015) found that insufficient teacher feedback and interaction contributed to higher levels of speaking anxiety in face-to-face classroom settings.

In conclusion, these opinions highlight the role of language teachers in creating or reducing anxiety when speaking in online and classroom settings. While some students appreciated the supportive and encouraging approach of their teachers, others expressed dissatisfaction with the lack of opportunities and feedback provided. These perspectives are consistent with previous research that emphasizes the importance of teacher support, guidance, and positive classroom environments in mitigating speaking anxiety. It is crucial for language teachers to be mindful of their instructional practices and create an inclusive and supportive learning environment to reduce anxiety levels in language speaking activities.

### Conclusions

The findings of this study indicate that students experience higher levels of speaking anxiety in face-to-face classroom learning compared to online learning. The heightened anxiety in face-to-face learning contexts may be attributed to concerns about negative evaluation, increased difficulty in concentration, and heightened physiological arousal associated with speaking in



### **Speaking Anxiety among Saudi EFL Students**

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the presence of others. This is evident in their perceptions of poorer speaking performance, difficulty in concentration, feelings of helplessness, increased heart rate, and memory lapses during face-to-face presentations. The presence of others, the anticipation of evaluations, and the physical environment in a live classroom setting also seemed to contribute to feelings of heightened anxiety. These findings align with previous research indicating that online learning platforms may provide a more comfortable and less anxiety-provoking environment for students to engage in speaking tasks (e.g., Feldman & Zucker, 2002; Liu & Wang, 2023; Wang & Zhang, 2021). These findings contribute to the existing body of knowledge regarding the impact of anxiety on public speaking and support the growing popularity of online learning as a potentially less anxiety-inducing platform for developing speaking skills.

The results of this study suggest that students may be more likely to experience anxiety in classroom learning than when giving speeches online. This is an important finding for educators, as it suggests that they may need to take steps to help students feel more comfortable and less anxious about giving speeches in person. Some possible strategies that educators could use include: 1. Providing students with opportunities to practice giving speeches in a low-pressure environment; 2. Teaching students relaxation techniques that they can use to manage their anxiety; 3. Providing students with feedback on their speeches in a constructive way; and 4. Creating a supportive classroom environment where students feel comfortable taking risks and giving speeches. By taking these steps, educators can help students overcome their speaking anxiety and develop important communication skills.

The implications of this study for dealing with speaking anxiety in EFL classroom are significant. The study provides valuable insights into the impact of different learning environments on speaking anxiety among Saudi EFL students. It

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**Dr. Ebtisam W. Alwaheebi**

highlights the unique contribution of comparing online and classroom learning in understanding the experiences of students in terms of anxiety during speaking tasks. In addition, the findings suggest that educators should consider the potential anxiety-inducing factors present in face-to-face classroom settings and take measures to create a supportive and low-pressure environment for students to practice speaking skills.

The study supports the growing popularity of online learning platforms as potentially less anxiety-provoking environments for developing speaking skills. This finding can inform educational institutions and policymakers in their decision-making regarding the integration of online platforms in language learning programs. Educators can utilize effective strategies, such as providing low-pressure practice opportunities, teaching relaxation techniques, giving constructive feedback, and fostering a supportive classroom environment, to help students manage and overcome their speaking anxiety.

It is important to note that this study was conducted with a small sample of female university students. Future studies should replicate the findings with a larger and more diverse sample. Therefore, the study emphasizes the need for further research with a larger and more diverse sample to obtain a broader understanding of speaking anxiety among Saudi EFL students. This could include examining the potential influence of cultural factors, gender differences, and different proficiency levels on speaking anxiety in online and classroom learning contexts. Researchers and educators can use the study as a foundation for future investigations into the effectiveness of specific interventions or instructional approaches in reducing speaking anxiety among Saudi EFL students in both online and classroom learning environments.

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قلق التحدث بين طلاب اللغة الإنجليزية كلغة أجنبية سعوديين في التعلم عبر الإنترنت مقابل التعلم في الفصل الدراسي

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الملخص

تتناول هذه الدراسة تأثير بيئات التعلم المختلفة على مستويات قلق التحدث لدى ٣٢ طالبة جامعية سعودية. تم استخدام أداتين في الدراسة: التقرير الشخصي لاستبيان قلق التحدث أمام الجمهور (PRPSA) ومقابلة تركز على قلق الطالبات من التحدث باللغة الأجنبية (FLSA) فيما يتعلق بتجربتهم في تعلم اللغة الإنجليزية كلغة أجنبية عبر الإنترنت مقابل التعلم في الفصول الدراسية. وأظهرت نتائج الدراسة أن هناك فرقا كبيرا في مستويات قلق التحدث بين بيئات التعلم عبر الإنترنت وبيئات التعلم في الفصول الدراسية. أفادت الطالبات بأنهن يعانين من مستويات أقل من قلق التحدث في التعلم عبر الإنترنت مقارنة بالتعلم في الفصول الدراسية. أتاح استخدام التعلم عبر الإنترنت فرص التحدث بشكل أكثر تحكما وأقل ترهيبا، مما ساهم في تقليل القلق لدى الطالبات. بالإضافة إلى ذلك، أعربت الطالبات عن تفضيلهن للتعلم عبر الإنترنت نظرا لما يوفره من راحة وسهولة، مما يسمح لهن بممارسة مهارات التحدث بالسرعة التي تناسبهن وفي راحة بيئتهن الخاصة. تسلط هذه الدراسة الضوء على مزايا التعلم عبر الإنترنت في تقليل قلق التحدث بين طالبات الجامعات، وتشير إلى أن التعلم عبر الإنترنت يمكن أن يخلق بيئة أكثر استرخاءً ودعمًا لمتعلمي اللغة، مما يمكنهم من التغلب على مخاوفهم والمشاركة بنشاط في أنشطة التحدث. هذه النتائج لها آثار على المعلمين ومطوري المناهج، مع التركيز على أهمية دمج فرص التعلم عبر الإنترنت للتخفيف من قلق التحدث وتعزيز تجارب تعلم اللغة الفعالة.

**الكلمات المفتاحية:** قلق التحدث، التقرير الشخصي عن استبيان قلق التحدث أمام الجمهور، قلق التحدث باللغة الأجنبية، التعلم عبر الإنترنت مقابل التعلم في الفصول الدراسية.