

## **THE SITUATED LEARNING STRATEGY TOWARDS EFL LEARNERS' LANGUAGE ANXIETY**

**Chu-hua Hsieh**

Assistant Professor

Department of Applied English/ I-Shou University

**TAIWAN**

Hsieh19443@gmail.com

### **ABSTRACT**

Nowadays, almost all EFL elementary students should learn English in schools because it is thought as an important issue for them. However, Taiwan educational system pays less attention on speaking, so when students encounter the speaking situation in English, they would appear foreign language anxiety, and then decrease their learning motivation on English. Many studies provided the situated learning strategy can reduce language anxiety problem. According to this, the purpose of this study was to investigate the effect of situated learning strategy on students' language anxiety. Qualitative and Quantitative research design were applied in this study. In this study, the participants were 168 sixth-grade EFL elementary students from one of primary schools had used this approach in Kaohsiung City, Taiwan for doing the questionnaire. Besides, 16 students were selected from those 168 students for interview. The major finding of this study indicated situated learning strategy could really reduce students' language anxiety. In addition, there was no any difference in gender about language anxiety after situated learning classes. Implications for educators and schools to effectively apply the situated learning strategy using in the English classrooms will be presented.

**Keywords:** Situated learning strategy, language anxiety, EFL elementary students.