Foreign Language Anxiety in Oral Performance across two learning environments: Online and in-Person English Foreign Language Classes

Tesina para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera

Carola Villegas

Universidad Andrés Bello

Educación y Ciencias Sociales

Programa de Magíster en la Enseñanza de Inglés como Lengua Extranjera

Profesor Guía: Dr. Mauricio Véliz

March, 2023



Dedication

First and foremost, I dedicate this work to my son Damián, for being the driving force who enlightens the path with a smile; my parents, who are the best in the world, without their support this inquiry would not have been possible, and last but not least, Anton, who sailed with me along all this journey.

Carola

Acknowledgements

I would like to thank my thesis advisor, Dr. Mauricio Véliz, who kindly guided me during the development of this thesis. I express my gratitude to Universidad Andrés Bello and my professors of the master's program for their encouragement and granted wisdom. Furthermore, I would like to thank the university where this investigation was carried out, my colleague Pamela Irarrázaval for her constant support and the students who without hesitation accepted to participate in this research.

Table of Contents

Dedication 1

Acknowledgements 2

Table of Contents 3

Abstract 7

Resumen 8

Chapter I: Introduction 9

1.1 Background of the study 11

1.2 Statement of the problem 12

1.3 Significance of study 14

1.4 Purpose of the study 15

1.5 Research questions 16

1.6 Overview of the study 16

Chapter 2: Literature Review 18

2.1 Overview 18

2.2 Foreign language anxiety: A unique type of anxiety 18

2.2.2 Foreign language speaking anxiety and oral performance 21

2.2.3 The Foreign Language Classroom Anxiety Scale (FLCAS) 22

2.3 Online teaching and learning 25

2.3.1 Online learning 25

2.3.2 Emergency remote teaching (ERT) 26

2.3.3 Empirical studies and The Media Naturalness Theory 28

Chapter 3: Methodology 31

3.1 Introduction 31

3.2 Methodological Design 31

3.3 Sampling and sample 33

3.4 Instruments 34

3.4.1 The Foreign Language Classroom Anxiety Scale (FLCAS) 34

3.4.2 Human Rights case oral presentation 35

3.4.3 Semi-structured interviews 36

3.5 Procedures 36

3.5.1 Validity and reliability 36

3.5.2 Piloting 38

3.5.3 Data analysis 39

3.6 Ethical Issues 42

Chapter 4: Quantitative Findings and Discussion 43

4.1 Introduction 43

4.2 Descriptive statistics 43

4.3 Inferential statistics 52

4.3.1 Measures 54

4.4 Quantitative discussion 54

Chapter 5: Qualitative Findings and Discussion 59

5.1 Introduction 59

5.2 Themes and Subthemes 59

5.2.1 Foreign language anxiety 61

5.2.2 Preferences according to learning environment 69

5.2.3 Anxiety as a positive factor 74

5.2.4 Facial expressions, body language and sounds 75

5.3 Research question 1: To what extent does the learning environment, namely, in-person, online, relate to adult EFL learners' anxiety levels? 78

5.4 Research question 2: To what extent is adult English language learners' oral performance related to their anxiety levels? 80

Chapter 6: Conclusions 83

6.1 Conclusions 83

6.2 Limitations of the study 85

6.3 Further research 85

References 86

Appendix A: English version of Foreign Language Classroom Anxiety Scale (FLCAS) 98

Appendix B: Samples of the Spanish digital version of FLCAS for the online learning environment 101

Appendix C: Samples of the Spanish digital version of FLCAS for the in-person learning environment 104

Appendix D: Human Rights case presentation instructions 107

Appendix E: Human Rights case presentation rubric 108

Appendix F: Semi structured Interview Protocol 109

Appendix G: Written validation procedure of survey-items clarity 111

Appendix H: Backward translation by three experts 113

APPENDIX I: Carta de Intención 120

Appendix J: Acta de Autorización del Responsable Institucional 121

Appendix K: Comunicado de Presentación 122

Appendix L: Consentimiento Informado 123

Appendix M: Sample of Interview Transcript 124

Abstract

Foreign language anxiety is a specific type of anxiety that plays a critical role in language acquisition. Seminal work and empirical evidence have shown it can be a strong predictor of performance when learning a foreign language. The aim of the present study was to measure students' anxiety levels and establish where there were correlations between foreign language anxiety and oral performance among Chilean undergraduate learners studying in two learning environments, viz. in-person vs online. The study was conducted using a mixed methods research methodology that included an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) survey, an oral task and interviews. Triangulation of quantitative and qualitative results revealed that there were moderate differences in anxiety levels where in-person students presented higher anxiety levels. In addition, negative correlations were found between oral performance and foreign language anxiety, which were mainly significant in FL learning situations and processes. Findings of this study add to the limited number of studies on foreign language anxiety across different learning environments and can contribute to enhance future pedagogical practices.

Key words: *Foreign language anxiety, oral performance, in-person and online learning environments.*

Resumen

La ansiedad en el aprendizaje de una lengua extranjera es un tipo específico de ansiedad que juega un rol crítico en la adquisición de un idioma. Trabajo seminal y evidencia empírica han demostrado que puede ser un fuerte pronosticador de desempeño al aprender una lengua extranjera. El objetivo del presente estudio fue medir los niveles de ansiedad de los estudiantes y establecer si existían correlaciones entre ansiedad en el aprendizaje de una lengua extranjera y desempeño oral de estudiantes universitarios chilenos que estudian en dos modalidades de aprendizaje, concretamente presencial vs online. El estudio se condujo mediante una metodología de investigación mixta que empleó una versión adaptada de la encuesta Escala para medir la Ansiedad en las Clases de Lengua Extranjera (FLCAS), una actividad oral y entrevistas.

La triangulación de los resultados cuantitativos y cualitativos reveló que hubo diferencias moderadas en niveles de ansiedad, en donde los alumnos presenciales presentaron mayores niveles. Además, se encontró correlaciones negativas entre desempeño oral y ansiedad en el aprendizaje de la lengua extranjera, las cuales fueron principalmente significativas en los procesos y situaciones de aprendizaje de la lengua extranjera. Los hallazgos de esta investigación se suman a la cantidad limitada de estudios sobre ansiedad en el aprendizaje de una lengua extranjera en diferentes modalidades de enseñanza y pueden contribuir en la mejora de futuras prácticas pedagógicas.

Palabras clave: *Ansiedad en el aprendizaje de una lengua extranjera, desempeño oral, modalidades de aprendizaje online y presencial.*

Chapter I: Introduction

Language anxiety has been the subject of a great body of research over the last fifty years and has been identified as one of the major obstacles in the acquisition of a foreign language by researchers, who have suggested it correlates negatively with academic achievement (Dewaele, Petrides, & Furnham, 2008; Zhao, Guo, & Dynia, 2013; Xiao & Wong, 2014; Chou, 2018). Although students may be good and strongly motivated learners in specific situations, some of them have reported to have a mental block when learning a foreign language (Horwitz et al., 1986). This specific type of anxiety has been conceptualized within the context of theoretical and empirical work, as Foreign Language Anxiety (FLA). It is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). Moreover, seminal research conducted by Krashen indicates that anxiety can cause a devastating impact on language learning since it creates a mental block that prevents students from receiving linguistic input; this is known as the affective filter hypothesis (Krashen, 1982, 2013). In addition, research has suggested that anxiety has a debilitating effect which can influence student's achievement and willingness to participate actively in learning activities (Zhou, 2016).

Research that examines the construct of FLA has also investigated anxiety in the context of different learning environments. Traditional learning classes, where students learn on a face-to-face basis may differ in terms of anxiety levels from the online learning environment, in which students learn on virtual platforms using the internet. At the same time, these anxiety levels might vary in emergency remote teaching (ERT) that takes place also online, but occurs temporarily due to crisis circumstances as was the case of the global pandemic. While online and remote learning

may both occur through the use of technology and online platforms, online courses have the benefit of being designed in advance whereas emergency remote learning with little or without anticipation (Russell, 2020).

Nowadays, research continues to find anxiety associated with students' performance in English as a Foreign Language (EFL) classes, and it is suggested that it also interferes with learners' performance in specific cognitive tasks. Therefore, researchers that distinguish general FLA from specific types of anxiety have investigated FLA based on other variables such as gender, age, motivation, strategy use and on the four language skills; foreign language reading anxiety (Zhao et al., 2013), foreign language listening anxiety (Zhang, 2013), foreign language writing anxiety (Salikin, 2019) and foreign language speaking anxiety (Bárkányi, 2021). Consequently, despite the fact that any of these skills might trigger FLA, research has found that reading is the least anxiety-provoking skill while speaking is the most anxiety-provoking activity among anxious language students. According to Awan et al. (2010), speaking in front of others in the second language is considered to be the greatest cause of anxiety. In addition, Woodrow (2006) identified foreign language anxiety as a significant predictor of inadequate oral performance.

Speaking has been cited as a vital and highly complex skill since it comprises knowledge of language and discourse, core speaking skills, and communication strategies (Goh & Burns, 2012). Therefore, as speaking is considered by many teachers and learners to be the most important skill in the acquisition of languages and as well as essential in the EFL learning process and anxiety could be a predictor of oral performance which might vary depending on the learning environment, great importance should be given to the previously mentioned findings.

1.1 Background of the study

In the globalization area, knowledge of English has become an essential component of the 21st century skills necessary for global citizenship. In the Chilean context, demand for EFL became stronger, since awareness of the benefits of speaking the language in the globalized economy is greater in the population. According to a well-advertised study by Addeco, a job recruitment and employment agency of UK, people who knew English earned approximately 30% more than the ones who did not speak English. Furthermore, the British Council provided data which showed how English knowledge in Chile correlated to income (ICEF, 2016).

For these economic reasons, the Ministry of Education (MINEDUC) launched *Programa Inglés Abre Puertas*, or the English Opens Doors Programme in 2003, aiming to grant all young people a certain level of proficiency in English and to integrate the country in the global economy where bilingualism is a priority. In addition, government policies increased scholarship support to study abroad. However, not only face-to-face EFL classes have been increasing in Chile in the past years, but also online EFL classes. Interest in learning English has provided choices of learning environments, where factors such as time and money have been crucial for some people to believe that the online option is the most suitable alternative to learn English.

In addition, a threat to world public health that also affected the Chilean education system at the beginning of 2020, was COVID-19. The virus rapidly spread across the world representing a global health risk. As a result, many countries had to take dramatic measures to fight the virus such as the closure of public places, lockdowns and the mandatory use of face masks, among others. Notwithstanding, schools in Chile started their regular classes in February 2020; the situation changed dramatically when the Minister of Education officially cancelled face-to-face classes; in spite of that, schools and higher education institutions were asked not to

interrupt the learning process and adapt, meaning learners and educators had to adjust quickly to the ERT system (Cortes, 2021).

In terms of achievement, many factors related to individual differences could affect students' performance in face-to-face or online EFL classes such as anxiety. According to international investigation during ERT, depression and anxiety levels of college students increased during the pandemic, suggesting significant impact on mental health (Huckins et al., 2020). Therefore, it is expected that anxiety is influenced by the type of learning.

This study seeks to compare differences of anxiety levels associated with oral performance in two types of learning environments, namely online and in-person EFL classes and to gain an understanding of the impact foreign language speaking anxiety can cause among Chilean undergraduate students.

1.2 Statement of the problem

EFL enrollment in higher education institutions in Chile has increased in the past few years, and more students are taking English classes than ever before. At the same time, the number of students taking online classes has equally risen and with the arrival of COVID-19, ERT started to take place, increasing online EFL classes as a result. Therefore, considering the expansion of EFL learning, educators should be aware of new challenges faced by EFL learners.

Regardless of the learning environment, whether it is face-to-face or online classes, different factors have been considered to be predictors of students' achievement in the foreign language classroom. Foreign language anxiety has been identified as a problem for foreign language students and teachers and has been a focus of research since the 1970s (Horwitz, 2012).

In addition, based on my personal teaching experience and according to some of my students' impressionistic testimonies, learners seem more willing to participate in speaking activities now that they are back to face-to-face classes this year than in online classes before. Some have casually revealed that on certain occasions they feel more relaxed in classes because they know their peers are sitting next to them. Moreover, I have perceived lower anxiety levels when students share their contributions orally in in-person classes. The idea of socialization might influence the learners' levels of anxiety is not surprising. Dewaele (2007) found that private speech with friends was felt to be significantly less anxiety-provoking than interaction with strangers. Therefore, these rather casual observations make me speculate that levels of anxiety could vary in these two types of learning environments and could also be related to students' oral performance.

Most studies on foreign language anxiety have concentrated on face-to-face foreign language classes. With the growing number of learning language classes, due to globalization and to emergency remote teaching associated with the pandemic arrival, the examination of online language learning has become critical.

According to Hurd (2007), online foreign language classes offer additional anxiety-provoking elements such as lack of instant feedback, isolation, lack of opportunities for oral practice, and lack of confidence during the learning process. Moreover, in online settings many students decide not to turn their cameras on, because of different reasons such as connectivity issues or a certain feeling of shame, this lack of visual feedback may create stronger levels of anxiety since learners are forced to put extra attention to the context of the speech (Dewaele et al., 2008). Therefore, learning a foreign language in online settings may be more difficult than learning other subjects. However, very few studies have focused their research on foreign

language anxiety experienced in online settings (Russell, 2020). Consequently, a major gap in the literature remains in relation to the comparison of students' affective experiences in face-to-face foreign language classes with their affective experiences in online foreign language classes (Pichette, 2009; White, 2014).

Furthermore, study during the COVID-19 pandemic related to the learning process and influences on mental health, in the transition from face-to-face classes to ERT has revealed support for college students is necessary, due to the lingering impact of such a long pandemic over time (El-Sakran et al., 2020). Taking this into account, it is of great importance to assess anxiety in post pandemic contexts as well.

1.3 Significance of study

Considerable attention has been given to foreign language anxiety in the educational research over the last fifty years; however, researchers have stated that examination of foreign language anxiety in online foreign language education is needed. White (2014), indicated in her research related to distance learning foreign language education that one of the research tasks for her agenda was to compare the affective domain of traditional foreign language learners and distance learning foreign language students. Furthermore, given the large number of students who are currently engaged in online or remote language learning due to COVID-19 and globalization, it is important to consider how affective factors, such as anxiety, can impede learning outcomes specifically in the oral performance that is considered the most important skill by many and the most anxiety provoking element.

Theoretically, this study contributes to reinforce the theoretical bridge between foreign language acquisition theories and distance learning theories which suggest students face

additional challenges and difficulties in the online learning environment. This study is significant since it is of great importance to ensure that online English foreign language classes provide the same quality of language instruction as in in-person foreign language classes. Additionally, current research in foreign language education is deficient in exploration of the differences between face-to-face and in-person foreign language learning classrooms (Pichette, 2009, White, 2014), and there appears to be a lack of research that compares anxiety levels of both learning environments.

Furthermore, it is especially useful to examine foreign language anxiety while students are learning online, since instructors could increase their own awareness of their learners' needs and anxiety levels which might contribute in the future to exploring what steps instructors could take to reduce the anxiety that students may feel as a result of learning a foreign language online. In addition, educators could be informed about the impact that anxiety produces on oral performance among Chilean university level students, which could help instructors to improve their future practices, especially in the post pandemic context.

1.4 Purpose of the study

Considering the new challenges of 2022 due to the reasons explained previously, the purpose of this study is to establish the relationship between higher education adult EFL learners' anxiety levels of a public university of Santiago and two learning environments, in-person and online, and examine the extent to which these levels are related to the students' oral performance. In addition, educators could be informed about the impact that anxiety produces on oral performance among Chilean undergraduate students, which could help instructors to improve their future practices, especially in the post pandemic context.

1.5 Research questions

Based on the considerations of all the related areas mentioned above, the research questions for this investigation are the following:

1. To what extent does the learning environment, namely, in-person, online, relate to adult EFL learners' anxiety levels?
2. To what extent is adult English language learners' oral performance related to their anxiety levels?

A mixed-methods study will be conducted for the purpose of providing answer to the posed research questions. Participants will complete a survey, which will consist of two adjusted versions, one for online learning and another for the in-person modality, of the Foreign Language Classroom Anxiety Scale (FLCAS) to measure their anxiety levels in EFL classes, and will have to perform an oral task in both learning environments, online and in-person. Moreover, a control group will participate in individual interviews, and results will be analyzed by means of qualitative and quantitative data.

1.6 Overview of the study

This thesis is comprised of six chapters where Chapter I provides the context in which the investigation is conducted, including the importance of English, nationally and internationally, as an essential component of the 21st century skills in the context of globalization. In addition, it conceptualizes the role of anxiety in EFL teaching and learning and focuses on the importance of analyzing post pandemic data in this regard. Furthermore, the significance of the study, objectives, research questions, purpose for the analysis and relevant literature is presented.

Chapter II tackles the existent theory and empirical evidence with regards to foreign language anxiety in association with oral performance and learning environments. Chapter III describes the methodology utilized to carry out this investigation and to answer the research questions. It presents the type of study, participants, context, instruments, procedures and ethical issues. Chapter IV presents quantitative results and discussions, while qualitative results and discussion are detailed in Chapter V. Conclusions and limitations of the study are addressed in Chapter VI.

Chapter 2: Literature Review

2.1 Overview

The objective of this section is to discuss some of the major theoretical constructs of this study related to learning environments, and present a theoretical framework that discusses the construct of foreign language anxiety based on Horwitz et al's (1986) seminal work, the affective filter hypothesis by Krashen (1982), along with the impact of the Media Naturalness Theory by Kock (2004) with regards to the online and in-person learning environments. Furthermore, recent empirical research related to this study is discussed.

2.2 Foreign language anxiety: A unique type of anxiety

Foreign language anxiety has been investigated for decades. It was first defined as a unique type of anxiety in the eighties and conceptualized as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128), the authors stated that when anxiety takes place in the language learning situation, specific anxiety reactions occur, and claimed that it is important to "recognize, cope with, and eventually overcome, debilitating foreign language anxiety as a factor shaping students' experiences in foreign language learning" (Horwitz et al., 1986, p. 132). Hence, they identified three elements related to foreign language anxiety: communication apprehension, test anxiety and fear of negative evaluation.

First, communication apprehension is classified as a type of shyness produced by fear of communicating with people. Second, test anxiety refers to a fear of failure when assessment takes place. Finally, fear of negative evaluation is "apprehension about others' evaluations,

avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, as cited in Horwitz et al., 1986, p. 128). This third component is broader than test anxiety since it is not limited to test situations only and might happen in other social evaluations such as a job interview. In 1994, MacIntyre and Gardner conceptualized similarly anxiety as "the feeling of tension and apprehension specifically associated with second language (L2) contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994b, p. 284). Furthermore, the authors stated that anxiety is a prevalent phenomenon in second language learning while conducting another study to investigate the effects of anxiety upon vocabulary learning, which resulted in negative correlations (MacIntyre & Gardner, 1994a).

Moreover, seminal research conducted by Krashen indicated that anxiety can cause a devastating impact on language learning, explaining that when language students become anxious, an affective filter raises in their minds producing a "mental block" which prevents students from receiving linguistic input; this is known as the affective filter hypothesis (Krashen, 1982, 2013). According to the author, these affective variables can be anxiety, low self-esteem, boredom, stress and anger. In more recent study, Tahmouresi and Papi (2021) suggested that language anxiety includes the strong negative feeling as part of a mental state associated with emotions experienced when learning a language which is not a native language.

Over time, personality traits such as extraversion, self-esteem, and anxiety have been recognized by researchers as significant predictors of success when mastering a foreign language (Dörney, 2005); therefore, anxiety has been investigated in relation to different second language variables such as motivation. Papi (2010) found that while the learning experience and the ideal L2 self, which deals with the person we would like to become, decreased students' English

anxiety, the ought-to L2 self, which are attributes that individuals believe they ought to possess, significantly made students more anxious. Moreover, in another study, anxiety was found to be negatively associated with motivation (Cheng, 2002). Students' beliefs about FL learning have been investigated in relation to anxiety, founding that the greater confidence and self-efficacy the learners had, the less anxious they were (Zhang (2013), which goes in line with results found in a study conducted by Subasi (2010), which reported more anxiety among students who believed that had lesser speaking ability than their peers; this connects to the possible source of anxiety previously mentioned, fear of negative evaluation, as part of social evaluation apprehension (Horwitz et al., 1986). As language requires social interaction, social anxiety in foreign language learning that produces fear of public speaking and communication apprehension has been examined, results have shown that learners who suffer from this specific type of anxiety are less successful in the second language learning and develop weaker collaborative learning (Zhou, 2016).

In addition, researchers that distinguish general FLA from specific types of anxiety have investigated FLA based on the four language skills; a study to measure the reading anxiety levels was conducted among learners studying Chinese as a foreign language in United States, revealing that worry about comprehension and unfamiliar topics were main factors that triggered foreign language reading anxiety (Zhao et al., 2013). Foreign language writing anxiety was examined in research based on gender variables, showing female learners had greater anxiety levels than males when writing compositions in English, while both genders suffered from anxiety because of linguistic competence (Salikin, 2019). Quantitative research to examine the possible relation between English listening performance and foreign language listening anxiety carried out among 300 participants suggested that when FL listening anxiety was combined with

insecurity about one's own, listening ability might deteriorate performance (Zhang, 2013). A great body of research has examined the role of anxiety in speaking performance since speaking is considered the most anxiety-provoking activity among anxious language students. A mixed-methods study was conducted by Bárkányi (2021), who revealed in the results that anxiety and communication apprehension prevented students from participating in oral tasks.

2.2.2 Foreign language speaking anxiety and oral performance

Research has found that among all the skills students need to develop in the learning process of a foreign language, speaking in the target language is the most anxiety-provoking activity among anxious language students (Awan et al., 2010; Öztürk & Gürbüz, 2013) and has been identified by learners as a frightening language skill. Scholars have reported a feeling of stress and even stated students start to "freeze" in speech or role-play activities (Yalçın & İnceçay, 2014). An additional element that may increase learners' anxiety levels, according to Horwitz at al. (1986), is their beliefs, for example remaining silent and reluctant to speak until fluency in the foreign language is established, since FLA has a debilitating effect which often prevents students from participating in oral activities (Liu y Huang, 2011). Consequently, researchers have investigated the correlation between speaking anxiety and oral performance, suggesting that students who perform more poorly on oral evaluations present higher speaking anxiety levels compared to better results exhibited by those with lower anxiety reports (Hewitt, 2011). Hence, it is not surprising that strategies and tools to help learners overcome these barriers and enhance their speaking skills is the focus of many scholars and educators.

Thus far, oral performance has been viewed as a skill to be developed and exhibited in a traditional in-person learning environment; however, over the past decades, a number of researchers have sought to determine the effects of computer-mediated communication (CMC) in

FL learning on oral performance (Lin, 2015; Kock & Garza, 2011). Results have suggested that CMC has a positive effect on students' oral proficiency compared to in-person communication, but impact on accuracy and fluency might be negative (Lin, 2015). In contrast, Lin, Kock & Garza (2011) found that grades were significantly higher in the face-to-face learning environment than online. A primary concern of online foreign language learning is the limited interaction that may result from online settings, "Where there is a lack of interaction, the skill that is likely to suffer most is speaking" (Bárkányi, 2021). Oral performance has been cited as a vital and highly complex skill since it comprises knowledge of language, discourse, core speaking skills and communication strategies (Goh & Burns, 2012). Whilst certain studies have found that FLA levels are lower in the online learning environment due to anonymity effects in oral interaction (Melchor-Couto, 2017) other researchers have revealed that in-person socialization in private speech is significantly less anxiety-provoking (Dewaele, 2007).

2.2.3 The Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz et al. (1986) created the first instrument to measure the level of foreign language anxiety: The Foreign Language Classroom Anxiety Scale (FLCAS) which became a popular construct in applied linguistics research. In the past, some other tools were used to measure anxiety in general such as the Sarason Test Anxiety Scale (Sarason, 1978) and the Achievement Anxiety Scale (Alpert & Haber, 1960), but they were not specific to measure foreign language learning. According to Scovel (1977), there was a lack of proper tools to measure foreign language anxiety resulting in inconsistent results.

Physiological symptoms commonly associated with anxiety such as tenseness, trembling, perspiring, palpitations, and sleep disturbances contributed to the development of FLCAS, which consists of a 33 statements survey scored with a five-point Likert scale (strongly agree to

strongly disagree) (Horwitz et al., 1986). The scale includes the three possible sources of anxiety mentioned earlier, namely: communication apprehension, as in “It frightens me when I don't understand what the teacher is saying in the foreign language”; test anxiety, as in “I worry about the consequences of failing my foreign language class”; and fear of negative evaluation, as in “I keep thinking that the other students are better at languages than I am”. However, this empirical evidence for classification of the 33 items in each component was not presented in the original study (Woodrow, 2006); therefore, one of the biggest challenges of the model has been focused on the dimensions of the scale (De la Morena et al., 2011). Thus, Horwitz (2010) clarified that the FLCAS does not consist of these three dimensions but is related to them, which was misunderstood by researchers (Horwitz, 2010).

Consequently, investigators have come up with different interpretations of the components by conducting factor analytical studies of FLCAS obtaining as result four, five and even eight factors. Aida (1994) agreed with the dimensions’ misunderstanding that were presented as analogies by Horwitz (2010) and carried out a study among learners studying Japanese in which the results produced the four-factor model including speech anxiety, fear of failing, comfortableness in speaking with native Japanese and negative attitudes toward the Japanese class (Aida, 1994). Further factor analytical research with the purpose of replicating Aida’s model in a Spanish version was carried out by Pérez-Paredes & Martínez-Sánchez (2001) in two studies, in the first study the instrument presented internal consistency of 0.89 and an eight-factor model; due to the great number of factors the authors decided to conduct a second factor analysis, resulting in three factors; however, there were six items that did not load on any factor. Another study was conducted whose objective was to replicate the results obtained by Horwitz et al. (1986) with a Spanish sample, namely, with last year learners of Secondary School

(De la Morena et al., 2011). The study reported five dimensions: a) communication apprehension: Indicates anxiety, shyness and physical reactions when speaking a FL which increases among shy students. Students with poor oral performance are less engaged in oral activities than those more advantaged. Common manifestations are difficulty speaking in public or understanding an oral message (Horwitz et al., 1986); b) FL situations and processes anxiety: takes place during evaluations and according to Horwitz et al. (1986) fear of failing in the FL class is the origin. Students with high levels of test anxiety generally set unreachable goals for themselves, perceiving a significant sense of failure; c) FL use confidence in the class: consists of items that show confidence when the student uses the FL in classes, among their peers and with the teacher, when these anxiety levels are high, oral practice is negatively affected; d) FL use confidence outside the class: consists of items that show confidence when the student uses the FL outside the class and the learning context, such as with native speakers; e) negative attitudes towards learning: FL classes are considered by many to be one of the most difficult subjects along their academic life, which have been cause of mental blocks (Horwitz et al., 1986). When there are negative experiences in the FL class, anxiety increases and the students' learning ability decreases (Liu y Huang, 2011; MacIntyre, 1994a).

The studies presented thus far provide evidence that foreign language anxiety has been identified as a specific type of anxiety experienced when learning a foreign language, rather than a trait anxiety which is thought to be an inherent characteristic of one's personality. Recent FL research which employs the FLCAS instrument confirms foreign language anxiety as an important variable in the learning process of a foreign language with differences according to gender (Salikin, 2019), use of technology (Aydın, 2018), and even grit (Sudina & Plonsky, 2021), among others. Moreover, the FLCAS has become an instrument in measuring foreign

language anxiety in a large number of studies in online and in-person learning environments (Chou, 2018; Pichette, 2009; Jiang & Feng, 2020), where has been reported with high internal reliability. Nonetheless, the instrument has been criticized and challenged by some researchers who have claimed it might also measure language learning skills. For example, it was suggested in a study that FLCAS may measure "individual differences in students' language skills and/or self-perceptions about their language learning skills rather than anxiety unique to L2 learning" (Sparks & Patton, 2013). Notwithstanding the criticism, FLCAS continues to be used by many researchers and nowadays is accepted as a valid instrument since it is explicitly related to the foreign language learning experience.

2.3 Online teaching and learning

In-person learning is defined as "any form of instructional interaction that occurs "in person" and in real time between teachers and students or among colleagues and peers" (The Glossary of Education Reform, 2013). The term arose as a retronym in response to technology forms of instruction such as synchronous and asynchronous learning and it is used to describe traditional classroom interaction that occurs when students work face-to-face with their teachers. This type of learning environment is considered to be the most common instructional delivery in education by many.

2.3.1 Online learning

Education has been traditionally thought to be implemented in a traditional learning which refers to a "setting where a teacher communicates with a group of students in a typical brick and mortar classroom set-up. The students attend the class for a fixed time duration and learn about specific topics and subjects" (Joshi, 2022). Traditional learning, also referred to as

face-to-face learning or offline learning "provides opportunity for students to have face-to-face interactions between learners and instructors, which supports rapport among them" (Jia, 2004). However, according to Collins and Halverson (2018) the digital world has hit education; consequently, it was necessary to rethink education in order to cope with the globalized technological culture (Collins & Halverson, 2018). With the advent of technology, it has been possible to implement online learning which has also been termed as blended learning, e-learning, hybrid or mixed learning and distance learning, as Hockly (2015) suggests, making a distinction between blended learning, which consists of face-to-face and online experiences, and fully online learning which does not include the face-to-face element. In addition, the implementation of online education should include the use of technologies such as internet, email, chat and video conferencing among others and be delivered over computers on virtual platforms. It is of great importance to highlight that according to Hodges et al. (2020), effective online learning only occurs through careful instructional design and planning which will impact on the quality of instruction.

2.3.2 Emergency remote teaching (ERT)

According to Hodges et al. (2020), a distinction between online education and what actually happened, or is still happening, in teaching during the pandemic must be made. Recently, the concept of emergency remote teaching has gained relevance as it refers to a temporary change from face-to-face classes to online settings resulting from crisis or emergency situations, which "involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated" (Hodges et al., 2020, pp. 6-7). ERT implies a quick set up; therefore, it involves additional challenges that instructors and

learners have to face, such as lack of online implementation support due to the growing number of faculty members interested in online education, having to improvise quick solutions which might result in stress, or in a negative impact on the quality of instruction. Russell (2020) suggests that while online and remote learning may both occur through the use of technology and online platforms, online courses have the benefit of being carefully designed in advance whereas emergency remote learning with little or without anticipation. However, a positive view is mentioned by the authors who claim instructors could improve their creativity as result of these crisis circumstances, which might equip them for their own benefit in the future when ERT is needed again due to likely public health or safety reasons.

2.3.2.1 The impact of emergency remote teaching (ERT) as an additional demotivator

Educators should be aware of challenges faced by EFL learners. Some studies have been conducted to document the impact of ERT as an additional demotivator, revealing high rates of anxiety, depression, post-traumatic stress disorder (PSTD), psychological distress, and stress among the general population (Hong et al., 2021; Usher et al., 2020). A study was conducted by El-Sakran et al. (2022) at the American University of Sharjah in the United Arab Emirates to evaluate such impact of ERT on college students, during the COVID-19 pandemic. The purpose was to analyze the learning process and influences on mental health in the transition from face-to-face classes to ERT. Findings revealed that support is necessary for university learners during public health emergencies, “especially considering that the psychological impacts of COVID-19 are expected to linger long after the pandemic” (ibid., 2022, p.16). In the study, other variables were suggested to be investigated in the future, such as “having a family member who has been diagnosed as positive for COVID-19 or losing a family member who had suffered from the symptoms of COVID-19” (El-Sakran et al., 2022, p.17), which could trigger additional levels of

anxiety in ERT. Moreover, the results suggested greater distress scores among learners who experienced education risk due to financial problems originated by COVID-19. In conclusion, there could be many variables that increase students' levels of anxiety in general that could be predictors of foreign language anxiety in the ERT context that are worth studying. Furthermore, it was stated that "language educators and their students were required to transition rapidly to the online environment without sufficient time or preparation for it, which is an additional cause of stress for both students and instructors alike" (Russell, 2020, p. 2).

2.3.3 Empirical studies and The Media Naturalness Theory

A theory that may have an impact on language acquisition and links to online EFL classes, is the media naturalness theory (Kock, 2004), which seems to suggest the need of creating a suitable education environment for online foreign language learning that facilitates interactions alike face-to-face communication. Kock (ibid.) states that unlike face-to-face communication that has evolved since our Stone Age, computer-mediated communication is a phenomenon that started to occur recently, and this is the reason why there has not been time enough to shape human cognition and language capabilities (Kock, 2004), claiming face-to-face communication is the most effective way for people to exchange information.

> "Since our biological communication apparatus has been used for co-located and synchronous communication using facial expressions, body language, and sounds over such a long period of time, it stands to reason that it should have been designed for communication interaction modes that present those characteristics" (Kock, 2005, p. 120).

The degree of naturalness can be analyzed by the following five key components: “(a) colocation, which would allow individuals engaged in a communication interaction to share the same context, as well as see and hear each other; (b) synchronicity, which would allow the individuals to quickly exchange communicative stimuli; (c) the ability to convey and observe facial expressions; (d) the ability to convey and observe body language; and (e) the ability to convey and listen to speech.” (Kock, 2004, pp. 333-334). Consequently, when these five elements are present in the learning environment, naturalness occurs (Kock, 2004); when there is no natural learning environment, misinterpretation of information could occur, resulting in communication ambiguity (Kock, 2005). In addition, Kock points out that these five elements of face-to-face communication contribute to the development of physiological arousal which is defined as excitement and pleasure (Kock, 2005).

However, Hantula et al. (2011) proposed a new theory which conflicts with Kock’s media naturalness theory, the media compensation theory. The authors proceeded from two paradoxes and suggested 1) virtual communication, work, collaboration and teams are even more successful than face-to-face communication and 2) "The human species evolved in small groups using communications modalities in constrained areas, yet use electronic communication media to allow large groups to work together effectively across time and space" (Hantula et al., 2011, p. 358). This theory offered a Darwinian framework to resolve the paradoxes and stated that even though the technology continues to advance, humans still need to use it, therefore; the key concept of the media compensation theory is adaptation. The authors declared “if our brains are still those of Pleistocene-era hunter-gatherers as evolutionary psychologists argue, we have adapted well in the past, and show all signs that we will continue to do so in the future” (Hantula et al., 2011, p.358)

Nonetheless, the media naturalness theory continues to be used by many researchers who have supported it (Kock & Garza 2011, Bollinger, 2017) and has been applied in contexts related to human communication outcomes such as education, communication in virtual environments, e-business and online learning among others. In relation to this theory, Hurd (2007) stated that online foreign language learning offers additional anxiety-provoking elements such as lack of instant feedback, isolation, lack of opportunities for oral practice, and lack of confidence during the learning process, therefore, learning a foreign language in online settings may be more difficult than learning others subjects. In addition, in a study conducted by Pichette (2009), it was revealed that some learners experiencing great anxiety levels may prefer choosing to join online courses instead of face-to-face ones in an attempt to remain in anonymity, convinced they will not have to interact with their peers nor participate in speaking activities. However, in practice, interaction between peers and instructors in the target language through audio or video are commonly required to online language learners; thus, they might experience anxiety related to not only foreign language learning, but also associated with communication technology. Moreover, it has been suggested that "Not all students are good candidates for online language learning, especially those who lack the motivation and/or the self-discipline required to take responsibility for their own learning" (Russell, 2020), adding that more research in this area is urgent, taking into account the record number of learners enrolled in online and emergency remote learning in the globe.

Chapter 3: Methodology

3.1 Introduction

This chapter consists of five sections. First, the methodological design that was used in this investigation is discussed. Second, general characteristics of the participants and their educational context are introduced. Third, the instruments that were used to collect the data are presented. Fourth, procedures are detailed (i.e., validity, reliability, piloting and data analysis). Finally, ethical considerations are addressed.

3.2 Methodological Design

The purpose of this study was to measure EFL anxiety levels of adult learners and establish a possible correlation between anxiety and oral performance across two types of learning environments, viz. in-person and online, at a public university in Santiago. In order to answer the research questions, a non-experimental, explanatory sequential mixed-methods, survey-based comparative approach was employed. A survey, semi-structured interviews and an oral presentation were used for this study as it seeks to compare groups of students on qualitative and quantitative measures to examine how both groups compare in terms of what was introduced early on.

Mixed methods research involves a combination of both qualitative and quantitative research and data in a research study, and may also involve certain philosophical assumptions. According to Creswell (Creswell, 2014), mixed methods yield a deeper understanding of the target phenomenon than either approach alone since “all methods have bias and weaknesses, and

the collection of both quantitative and qualitative data neutralizes the weaknesses of each form of data" (Creswell, 2014, p. 43).

Further elaborated, quantitative research explains a theory that researchers locate in literature, predicts the relationship between variables based on hypotheses and tests the relationships with new samples of participants in new places (Creswell, 2012). The hypotheses are analyzed through numerical data collection, on many occasions by employing surveys as in the current investigation. Qualitative research is an attempt to see social phenomena from an insider's perspective. Its main objective is to explore the participant's views, since only participants can disclose meaning; therefore, the interpretations come from subjective opinions, experiences and feelings of individuals, which explains why most qualitative data comes in the form of words (Dörnyei, 2007). Transcribed interview recordings are commonly used in qualitative research, as in the case of the present study. As Richards (2003) stated, "the broad aim of qualitative inquiry is to understand better some aspect(s) of the lived world" (Richards, 2003, p. 10). Consequently, this investigation was conducted by using an explanatory sequential mixed methods design to obtain a deeper understanding of the problem through the analysis of extensive data conducted in two phases. First, by using a survey and the grades of an oral presentation to collect quantitative data; and second, adding a follow-up interview as a qualitative component, in order to refine and elaborate on the findings of quantitative results, since as Creswell (2012) suggests "The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture" (Creswell, 2012, p. 542).

In terms of quantitative research, a survey consisting of an adapted version of the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) was used to measure the anxiety levels of participants (See original version in Appendix A).

In addition, rubric scores and grades of an oral presentation were analyzed and compared numerically to measure their speaking performance. In terms of qualitative research, semi-structured interviews were carried out to interpret individual opinions of participants in order to provide consistency to the study.

3.3 Sampling and sample

The sample for this study is adult learners who are in the 4th English level of a program consisting of five levels, studying law and enrolled in in-person and online EFL classes in a prestigious public university of Santiago. They were recruited from two complete courses available at this university in Santiago, an online group and an in-person group. It is important to bear in mind that educational institutions started to go back to normal class delivery formats in 2022, and many EFL classes are not being taught under ERT anymore. Given this circumstance, convenience sampling was the best alternative for the present study; the participants were selected because they were willing and available to be studied (Creswell, 2012). The sample consisted of 18 university students: 9 enrolled in online EFL classes and 9 enrolled in in-person EFL classes who had to attend 3 pedagogical hours (70 minutes each) of EFL lessons per week, which are given within the legal contexts that law students are related to, using the English language most of the time. Furthermore, according to the program, EFL adult learners from both online and in-person learning environments at the 4th level in this university are expected to reach the B1 CEFR level of English proficiency. In relation to the participant's age, the mean was 19 years old. Regarding gender, nine of them were male students, while nine were female.

In addition, when most of the courses went back to in-person learning in 2022, certain students had to complete their 3rd and 4th English level in an online context, while others in an in-person context. This means that all the participants of this study had the experience of studying English in both modalities during the first and second semester of 2022 and were able to make comparisons between both learning environments in their interviews' testimonies.

3.4 Instruments

In this research, three instruments were used to collect data which are specified below.

3.4.1 The Foreign Language Classroom Anxiety Scale (FLCAS)

First, to measure the learners' anxiety levels in EFL classes, the participants were required to answer via online and using Google forms, two adapted versions translated into Spanish of the Foreign Language Classroom Anxiety Scale (FLCAS), one for online EFL learning (See Appendix B) and another for in-person EFL learning (See Appendix C). In order to adapt FLCAS to the English language context and differentiate the scale from each learning environment, the specification "in online classes" or "in in-person classes" was used at the end of most items; in addition, the term "foreign language" was replaced with "English" as in "It wouldn't bother me at all to have more online English lessons". Moreover, some negatively worded statements of the FLCAS were reversed into positive statements. The translation of the instrument was carried out to assure the participants' complete understanding of the items.

The survey consisted of 33 items on a five-point Likert-type scale with options ranging from 5=strongly disagree to 1=strongly agree related to three potential sources of anxiety suggested by Horwitz (1986): (i) Communication apprehension as in item number 4: "*It frightens me when I don't understand what the teacher is saying in English*"; (ii) test anxiety, as in item

number 10: "*I worry about the consequences of failing the English class*"; and (iii) and fear of negative evaluation, as in item number 7: "I keep thinking that the other students are better at English than I am". The 33 items were classified in the five dimensions proposed in the Spanish study carried out by De la Morena et al. (2011) to measure communication apprehension (3, 20, 9, 31, 33, 24, 27, 13, 19, 4, 12, 2, 28), FL learning situations and processes anxiety (29, 25, 15, 30, 26, 21, 8, 16, 10), FL use confidence in the class (23, 7, 1, 18), FL use confidence outside the class (14, 32, 22) and negative attitudes towards learning (6, 17, 5, 11) (De la Morena et al., 2011). These dimensions were presented in the literature review and were used in the present study considering possible similarities in social context regarding language acquisition, as explained by a Chilean author who stated "in Chile, instruments to measure anxiety are almost nonexistent; many of them are utilized without considering the social contexts or language adaption; therefore, results are questionable" (Riquelme-Mella, 2015, p.172).

As mentioned in chapter two, the FLCAS has become a commonly used instrument when measuring foreign language anxiety. Studies to establish validity of the scale have been conducted and the instrument has demonstrated internal reliability with Cronbach's Alpha ranging from 0.92 to 0.95. In the present study, Cronbach's Alpha was calculated with the final sample due to the bigger number of participants, these results will be presented in chapter number four.

3.4.2 Human Rights case oral presentation

To measure the EFL adult learners' speaking performance, the participants had to complete an oral task at the end of the semester which consisted of an oral presentation about Human Rights, which was a widely covered topic during the semester's lessons. Instructions and

a rubric (See Appendix D and E) were provided two weeks prior to the presentation and grades were used to analyze results of both groups of students from online and in-person modalities.

3.4.3 Semi-structured interviews

Finally, a semi-structured interview protocol via Zoom meeting was used with six participants (See Appendix F), three selected from the online course and three selected from the in-person course, to collect additional data about EFL adult learners' anxiety in relation to their speaking performance in both learning settings. Moreover, each interview lasted approximately forty minutes and the language used was Spanish.

Semi-structured interviews are a set of questions determined before the interview; therefore, they require previous knowledge of the investigation topic (Kallio et al., 2016). A great motivation for researchers to use semi-structured interviews as a data collection method, is that it has been demonstrated to be flexible and versatile (Kallio et al., 2016) and one of its most remarkable advantages is that it facilitates reciprocity between participants and the interviewer (Galletta, 2012). In addition, this instrument offers a type of structure for discussion that should not be strict; instead, it serves as a guidance on what to talk about by allowing the interviewer to ask more non-written spur-of-the-moment questions.

3.5 Procedures

3.5.1 Validity and reliability

Validity and reliability are some of the main factors that play a significant role in research. Validity is commonly referred to as the extent to which the research accurately measures what it sets out to measure while reliability refers to the consistency and replicability over an instrument; therefore, researchers consider them as a requirement for both qualitative and

quantitative measures. There are several types of validity and reliability. In the present study, three types of validity and one type of reliability were pursued and measured to one of the adapted versions of the FLCAS survey, which is the most important instrument in this research. First, a written validation procedure of survey-items clarity (See Appendix G) was carried out in four participants to control for the clarity of the 33 statements of the Spanish online version of the FLCAS survey, in order to eliminate ambiguities or possible difficulties in wording. The validation contained instructions that indicated participants had to express the statements' degree of clarity on a scale of 1 to 5, where in 1= not clear at all and 5= absolutely clear. After the validation was conducted, some of the statements were modified in order to present more accurate items for the investigation. That was the case of item number 1, where the wording was changed from "*I don't feel confident when I speak in my online English class*" to "*I feel insecure when I have to speak in my online English class*". Second, a validation to the FLCAS administration procedure and instructions was carried out by an expert who provided feedback to enhance the reliability of the instrument. This type of validation is particularly important since when instructions are ambiguous or unclear, the results might not reflect the reality of the participants' responses. Third, a validation of the survey's translation was conducted, in which three experts validated the instrument in a process called back translation or reverse translation which consists of translating the content back to the original language to compare it to the source text, the objective is to evaluate the translation's accuracy and search for discrepancies that will ensure the content is complete and the translation has high quality (Lokalise, 2021). In the current study, the researcher translated the survey from English into Spanish, then the three translators who received the Spanish version translated it back into English. Consequently, the three translations in English were compared to the original version, also in English, as Appendix

H shows. The instrument was proven to be accurate and no modifications needed to be implemented. Finally, the internal consistency of the instrument was measured with Cronbach's Alpha which will be presented in the following chapter due to the previously explained reasons.

3.5.2 Piloting

Two instruments utilized in this study were piloted. First, the FLCAS Spanish version for the online group was piloted among 6 adult students, who were in the 5th English level of the same program and university as the participants of this investigation, who responded on an online Google form. In the same way as with the final instrument, the students received a link to the survey by email which contained the purpose of the study and the specific instructions at the beginning of the instrument. According to the participants, items were considered to be understandable to read and straightforward to answer.

Second, the semi-structured interview protocol was piloted once. It was carried out using the meeting platform Zoom via a previously shared link. It lasted around 30 minutes and covered the semi-structured individual interview protocol entirely on one student. The piloting was important for the researcher, since the interviewee showed implicitly the pace the interview required, which was significant to provide the flexibility and versatility a semi-structured interview should have in order to facilitate reciprocity. In addition, as it was time consuming to schedule the piloting zoom meeting at first, a new protocol to schedule the interviews was implemented which consisted to grant the participants multiple options within a four-day time frame, which was vital for the researcher's organization.

3.5.3 Data analysis

In order to carry out the data analysis, descriptive and inferential statistical analysis were used to analyze and report the quantitative data (Stapor, 2020) coming from the FLCAS survey and the oral presentation grades, while the process of thematic analysis was used for the qualitative data analysis, which consists of categorizing according to a variety of themes and codes resulting from the interviews (Creswell, 2012). The different stages involved in the analyses are described below.

For the FLCAS survey that measures EFL learners' anxiety levels and the grades obtained in the oral presentation that measures speaking performance, all the data collected was analyzed using R Statistics software (R Core Team, 2021). For this purpose, the 33 items of FLCAS were answered on a Likert scale from 1 to 5, eight items were reverse coded (2, 5, 8, 11, 18, 22, 28, 32) and the grades ranged from 1.0 to 7.0 in order to run descriptive and inferential statistics.

The first research question referred to the association between learning environment (in-person vs. online) and EFL learners' anxiety levels. As the sample size was low, a non-parametric approach was used to compare participants across learning environment. Specifically, the Wilcoxon rank test was used, treating learning environment as the comparison group and the different measures of anxiety as the outcome. Significant differences (i.e., $p < .05$) in these comparisons would indicate differences across learning environment in the population of interest.

The second research question referred to the association between EFL learners' oral performance and anxiety levels. As the sample size was rather low, a non-parametric approach

was also used. Specifically, Spearman rank correlations were used to determine whether oral performance was associated with the different measures of anxiety. This correlation coefficient is interpreted in the same way than Pearson correlations, such that it ranges from -1 to 1, where 0 indicates absence of association, higher absolute values indicate higher strength of the association, and the sign indicates whether the association is positive or negative. In these analyses, significant differences (i.e., $p < .05$) indicate that the variables are associated in the population of interest.

Focusing on qualitative data, the process suggested by Creswell (2012) was used to conduct thematic analysis which consists of reading through the interviewees responses to obtain initial codes; then, subsequent analyses is conducted to reduce codes into themes in order to eliminate redundancies. According to Creswell, "themes are similar codes aggregated together to form a major idea in the database, they form a core element in qualitative data analysis" (Creswell, 2012, p.248). In this study, excel was used in order to code the data. Thus, once all the information was coded, themes were established and served to analyze and discuss qualitative data.

In summary, the present study aims at examining the relationship between two learning environments, namely, in-person and online, and adult EFL learners' anxiety levels along with examining the relationship between the adult English language learners' oral performance and their anxiety levels. A mixed-method study was conducted to provide a more thorough analysis. Table 1 presents the summary of the study design and methods for data collection and analysis.

Table 1

Summary of research design, methods and analysis.

Research Question	Participants	Data Collection Methods	Method of analysis	Objective
RQ1. To what extent does the learning environment, namely, in person, online, relate to adult EFL learners' anxiety levels?	18 (9 males, 9 females) 4th English level law students, enrolled in in-person (9) and online (9) classes from a public university of Santiago, Chile. 6 (4 males, 2 females) 4th English level law students, enrolled in in-person (3) and online (3) classes from the same university.	Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, 1986) Semi- structured interview protocol.	Quantitative analysis. Descriptive and Inferential Statistics. Qualitative analysis. Thematic analysis.	To examine the relationship between two learning environments, namely, in-person and online, and adult EFL learners' anxiety levels.
RQ2. To what extent is adult English language learners' oral performance related to their anxiety levels?	18 (9 males, 9 females) 4th English level law students, enrolled in in-person (9) and online (9) classes from a public university of Santiago, Chile.	Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, 1986) Human Rights' case oral presentation	Quantitative analysis. Descriptive and Inferential Statistics.	To examine the relationship between the adult English language learners' oral performance and their anxiety levels.

3.6 Ethical Issues

During the process of the current investigation, several ethical considerations were taken into account. Before conducting the study, it was necessary to request permission from the law school Director of the university and from the participants. For this purpose, permission was sought from the director (See Appendix I) in order to explain the purpose of the study, along with an authorization form (See Appendix J) to be signed by him. When the permission was granted, an information sheet (See Appendix K) was sent by email to the participants in order to introduce the researcher and the project, explain the general purpose of the study, what their participation consisted of and provide an acceptable amount of time to obtain further information if wanted. After that, the participants were asked to read and sign an informed consent which reiterated the purpose of the study, asked to access scores and grades of the oral task, explained the survey they were going to respond, the possible interviews they were going to hold as well as the anonymity and confidentiality of their personal information (See Appendix L). This goes in line with Cohen et al's (2007) principle of informed consent, who state that "being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented to, as in research" (Cohen et al, 2007, p. 52). Consequently, the personal information of the participants and all the data gathered remained anonymous; the participants' names were replaced by fake ones created to protect the confidentiality of this study. In addition, it was important to make sure participants agreed to participate in this research voluntarily, since according to Cohen et al "voluntarism entails applying the principle of informed consent and thus ensuring that participants freely choose to take part (or not) in the research" (2007, p. 52).

Chapter 4: Quantitative Findings and Discussion

4.1 Introduction

This chapter intents to provide the presentation of the results coming from two instruments, the FLCAS survey and the oral presentation, that were analyzed quantitatively. It consists of four sections, the introduction, descriptive statistics, inferential statistics and quantitative discussion.

4.2 Descriptive statistics

Table 2 and 3 present the results obtained in the quantitative research instruments used, the oral presentation grades and the Foreign Language Classroom Anxiety Scale (FLCAS) divided into five dimensions (communication apprehension, FL learning situations and processes anxiety, FL use confidence in the class, FL use confidence outside the class and negative attitudes towards learning). As the scale was inverted for statistical purposes, higher means should be interpreted as higher anxiety levels.

In relation to the online learning environment, the grades' mean was 6.72 (SD = 0.34) while in FLCAS the lowest mean was for the dimension communication apprehension which corresponds to 2.71 (SD = 0.56), followed by 2.77 for FL learning situations and processes anxiety (SD = 0.74), 2.81 for negative attitudes towards learning (SD = 0.24), 3.11 for FL use confidence in the class (SD = 0.88) and 3.30 for FL use confidence outside the class (SD = 0.73).

Table 2

Anxiety levels and grades' results of online learning environment

	N	M	SD
Grades	9	6.72	0.34
Communication apprehension	9	2.71	0.56
FL learning situations and processes anxiety	9	2.77	0.74
FL use confidence in the class	9	3.11	0.88
FL use confidence outside the class	9	3.30	0.73
Negative attitudes towards learning	9	2.81	0.24

For the in-person learning environment, the grades' mean was 6.33 (SD = 0.48), while in FLCAS the lowest mean was for the dimension FL use confidence in the class which corresponds to 3.11 (SD = 1.28), followed by 3.14 for negative attitudes towards learning (SD = 0.84), 3.32 for communication apprehension (SD = 1.28), 3.36 for FL learning situations and processes anxiety (SD = 0.95) and 3.70 for FL use confidence outside the class (SD = 0.75).

Table 3

Anxiety levels and grades' results of in-person learning environment

	N	M	SD
Grades	9	6.33	0.48
Communication apprehension	9	3.32	1.28
FL learning situations and processes anxiety	9	3.36	0.95
FL use confidence in the class	9	3.11	1.28
FL use confidence outside the class	9	3.70	0.75
Negative attitudes towards learning	9	3.14	0.84

Moreover, in order to detail participants' levels of anxiety, one item from each dimension of the FLCAS survey of both learning environments were selected, the ones with the highest scores, which implies that in the following items the participants showed the greatest levels of

FLA in the specified modality. The percentages of some of the following pie charts will be added to the discussion section of this chapter, while others will serve to complement qualitative results analysis.

Regarding the communication apprehension dimension of the online FLCAS survey, figure 1 shows the results obtained for the statement: “I feel very self-conscious about speaking English in front of other students”, 22% of the respondents answered that they “strongly agree” about feeling insecure in this situation and 34% responded they “agree”. This was the item with the highest percentages including the perception “agree” and “strongly agree” in the dimension of communication apprehension of the survey. This suggests that more than half of the online participants feel anxious when speaking English in front of their peers.

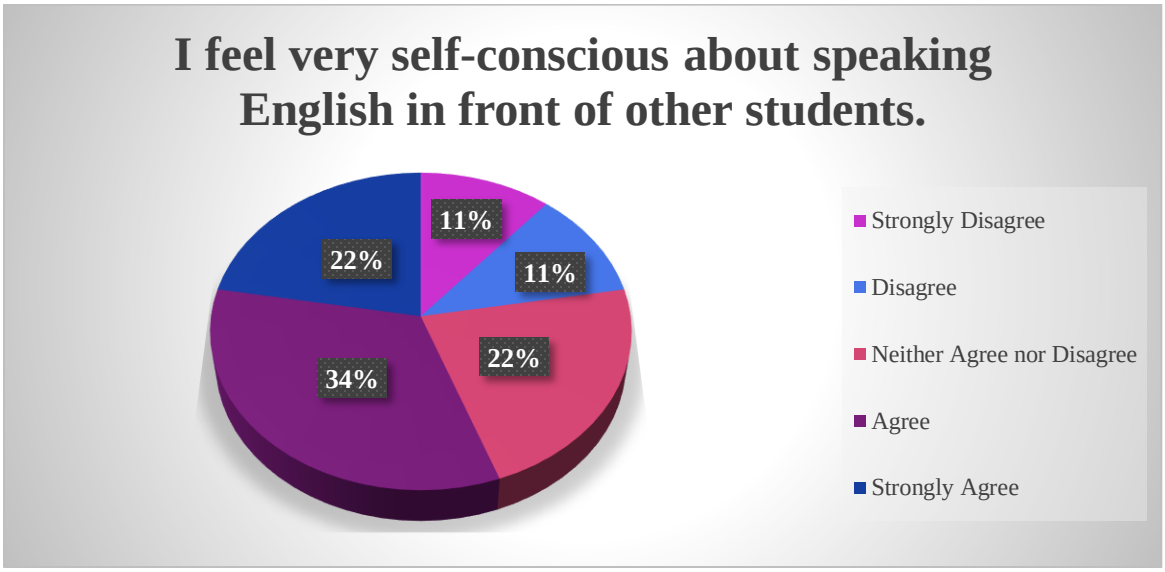


Figure 1. I feel very self-conscious about speaking English in front of the other students.

Concerning the FL learning situations and processes anxiety dimension, figure 2 shows that 32% of the respondents stated that they “strongly agree” and 45% “agree” about being worried about the consequences of failing the online English class. This makes this item the one

with the highest percentages of the survey, suggesting the majority of the students feel anxious in situations and processes of FL learning which are mostly related to test anxiety. This topic will be further discussed in the qualitative chapter.

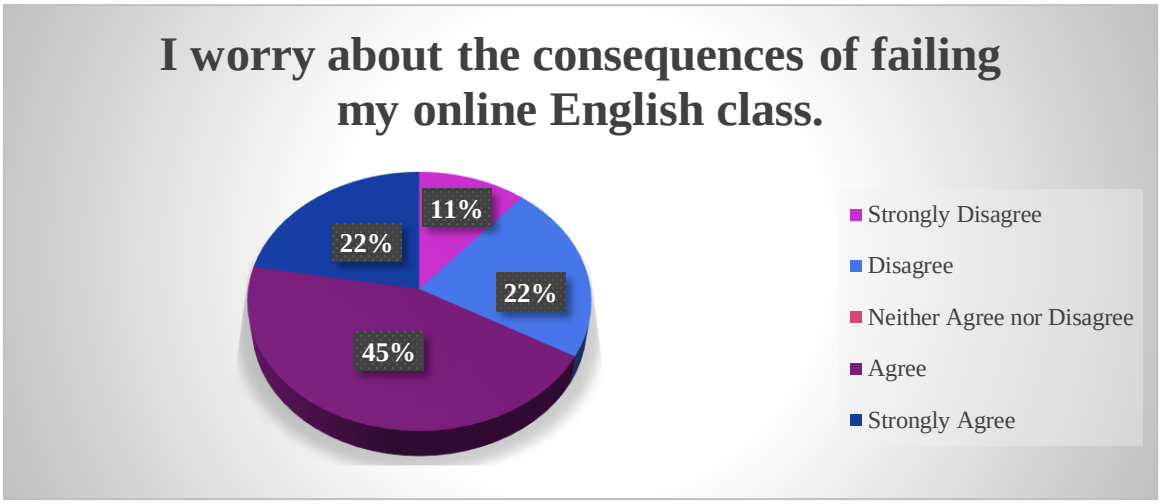


Figure 2. I worry about the consequences of failing my online English class.

In relation to FL use confidence in the class, figure 3 shows that 11% of the participants reported to "strongly agree" and 45% "agree" about feeling their peers speak English better than them. This item was the highest of the dimension in both learning environments and suggests that more than a half of online participants feel anxious and do not feel confident or fully confident in the class when speaking English. This topic will be further discussed in the qualitative chapter.

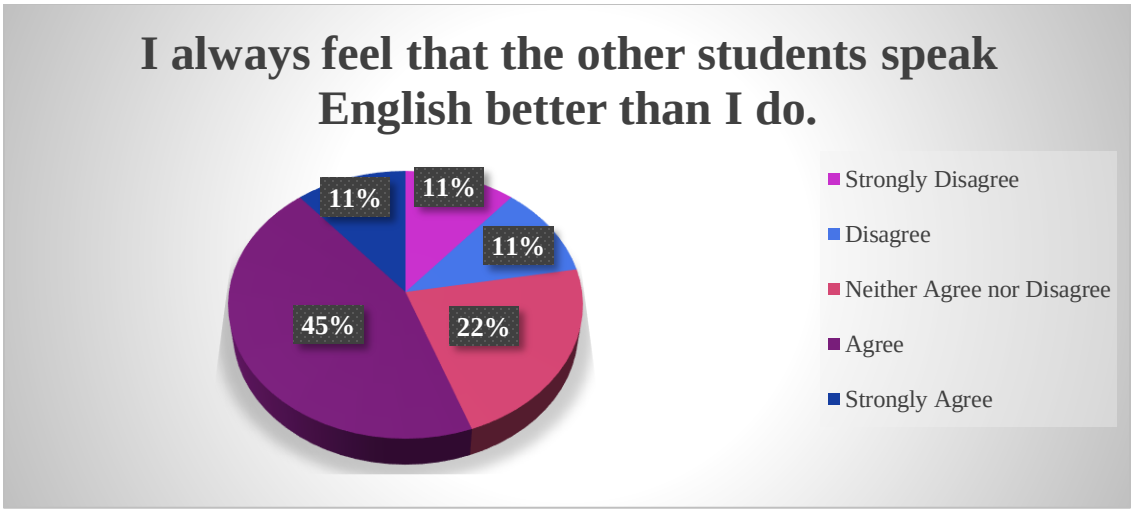


Figure 3. I always feel that the other students speak English better than I do.

In the FL use confidence outside the class dimension, figure 4 shows 33.3 % of the participants reported to "strongly agree" about being nervous when speaking English with natives, and 33.3 % to "agree". This dimension scored the highest levels of anxiety in both learning environments and this item was the highest of the dimension, also in both learning environments which indicates students in general present high levels of anxiety in front of native speakers. This topic will be further discussed in the qualitative chapter.

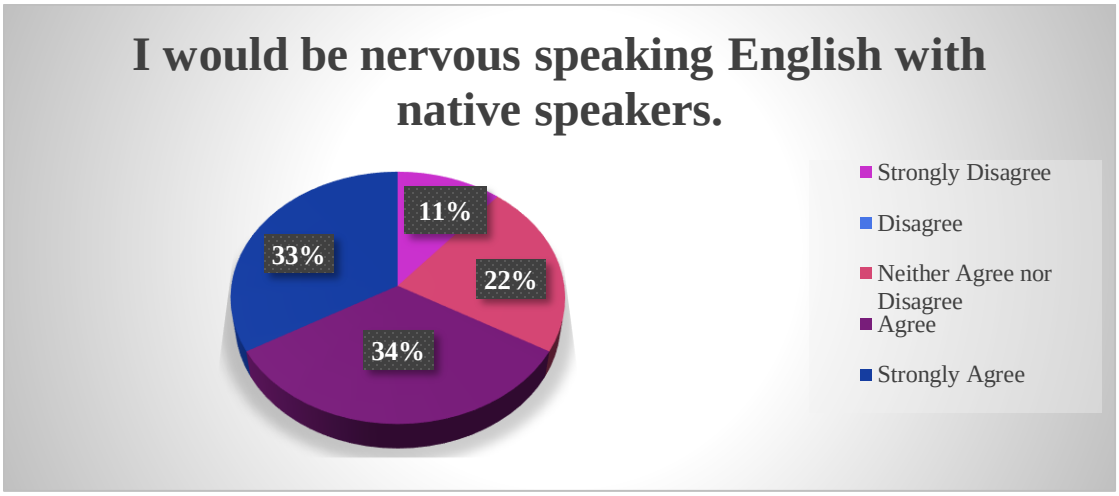


Figure 4. I would be nervous speaking English with native speakers.

In the negative attitudes towards learning dimension, figure 5 shows 11.1% of the participants reported to “strongly agree” about losing concentration during EFL lessons, and 22.2% to “agree”. This item was the highest of the dimension, although this dimension presented the lowest scores in the survey, which demonstrates that in the online context, few students present anxiety levels produced by mental blocks in the FL class.

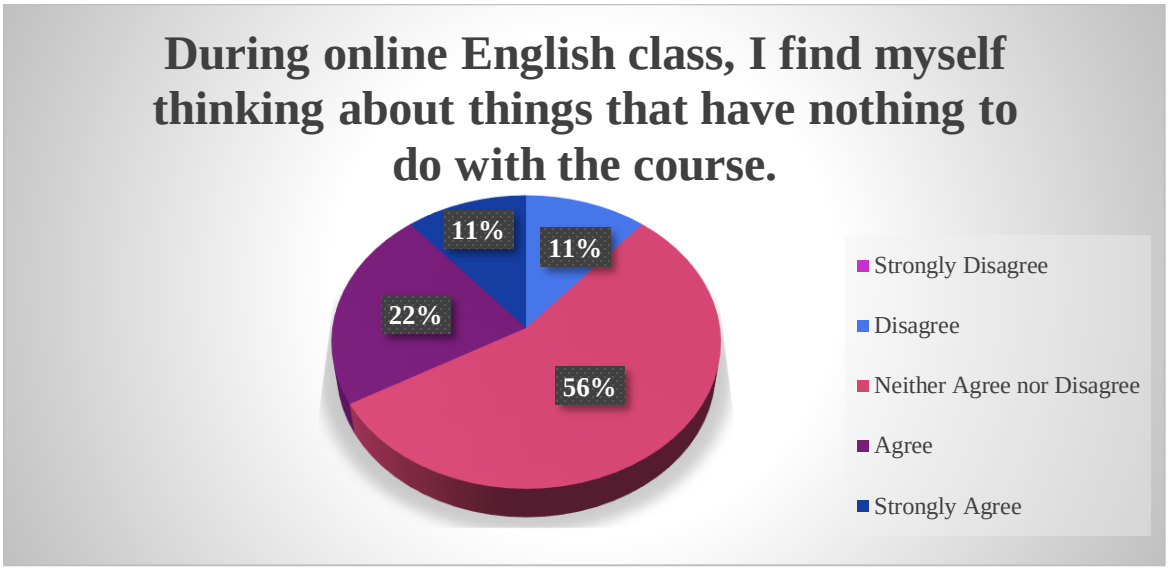


Figure 5. During online English class, I find myself thinking about things that have nothing to do with the course.

Concerning the communication apprehension dimension of the in-person FLCAS survey, figure 6 shows the results obtained for the statement: “I can feel my heart pounding when I’m going to be called on in in-person English class”, 44.4% of the respondents answered that they “strongly agree” about feeling insecure in this situation and 22.2% responded they “agree”. This was the item with the highest percentages including the perception “agree” and “strongly agree”

in the dimension of communication apprehension of the survey. This suggests that more than 60% of the in-person participants feel anxious when speaking English in FL classes.

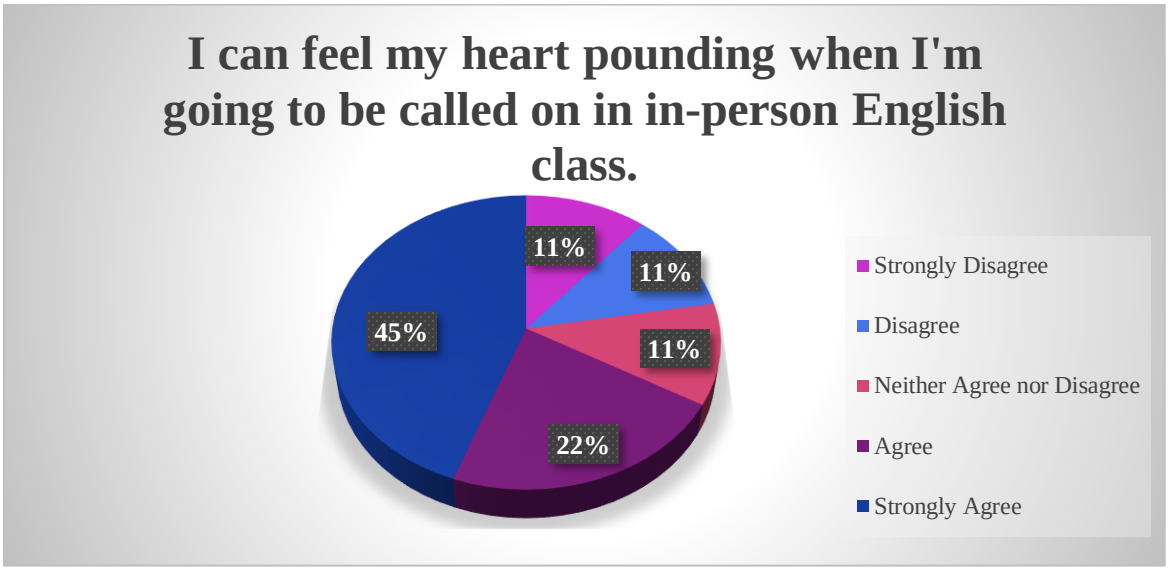


Figure 6. I can feel my heart pounding when I'm going to be called on in in-person English class.

Regarding the FL learning situations and processes anxiety dimension, figure 7 shows that 66.7% of the respondents stated that they "strongly agree" and 11.1% "agree" about being worried about the consequences of failing the online English class. This makes this item the one with the highest percentages in the whole survey, suggesting the majority of the students feel anxious in situations and processes of FL learning which are mostly related to test anxiety. This topic will be further discussed in the qualitative chapter.

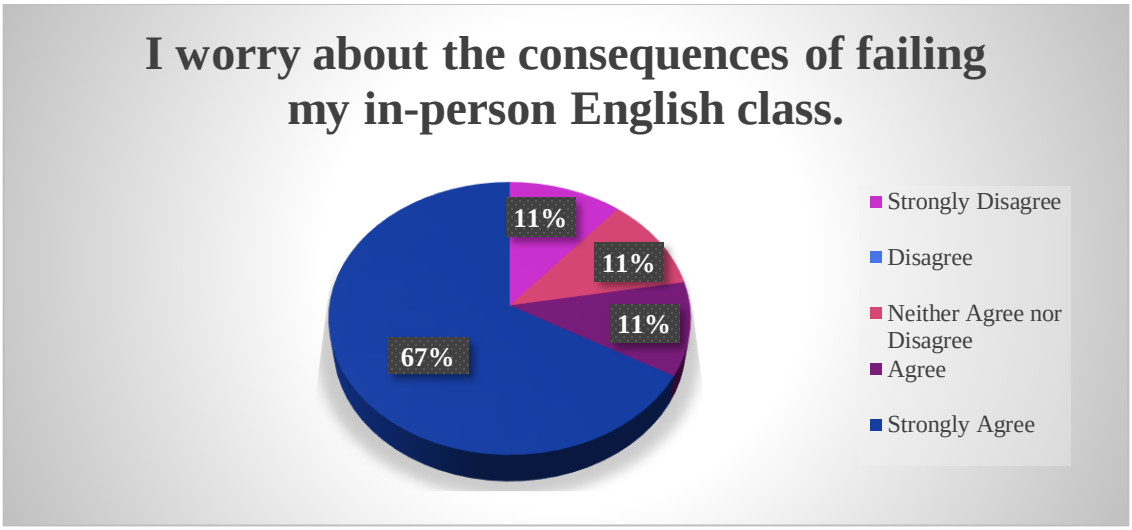


Figure 7. I worry about the consequences of failing my in-person English class.

In relation to FL use confidence in the class, figure 8 shows that 33.3% of the participants reported to "strongly agree" and 11.1% "agree" about feeling their peers speak English better than them. This item was the highest of the dimension in both learning environments and suggests that more than 40% of in-person participants feel anxious and do not feel confident or fully confident in the class when speaking English. This topic will be further discussed in the qualitative chapter.

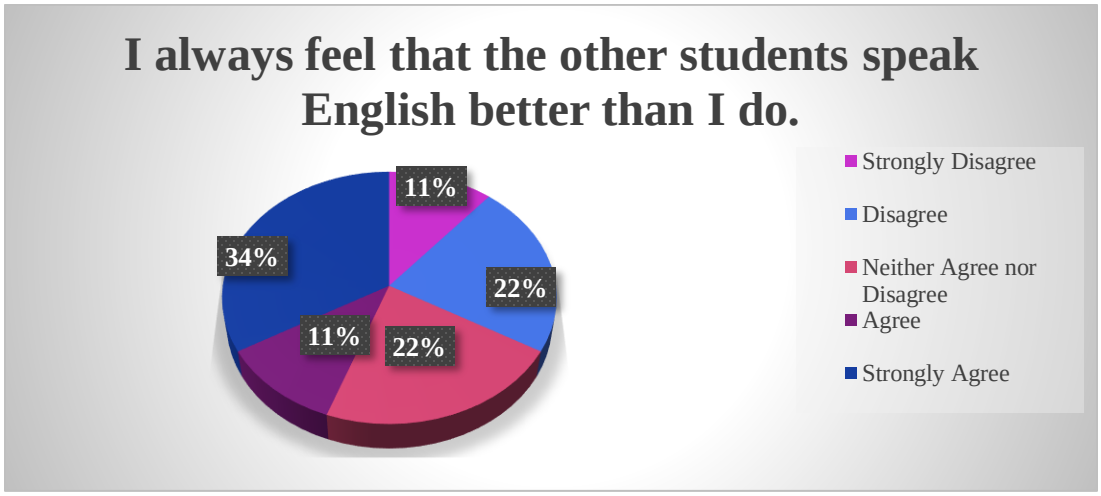


Figure 8. I always feel that the other students speak English better than I do.

In the FL use confidence outside the class dimension, figure 9 shows 56.6 % of the participants reported to “strongly agree” about being nervous when speaking English with natives, and 11.1 % to “agree”. This item was the highest of the dimension in both learning environments which indicates students in general present high levels of anxiety in front of native speakers. This topic will be further discussed in the qualitative chapter.

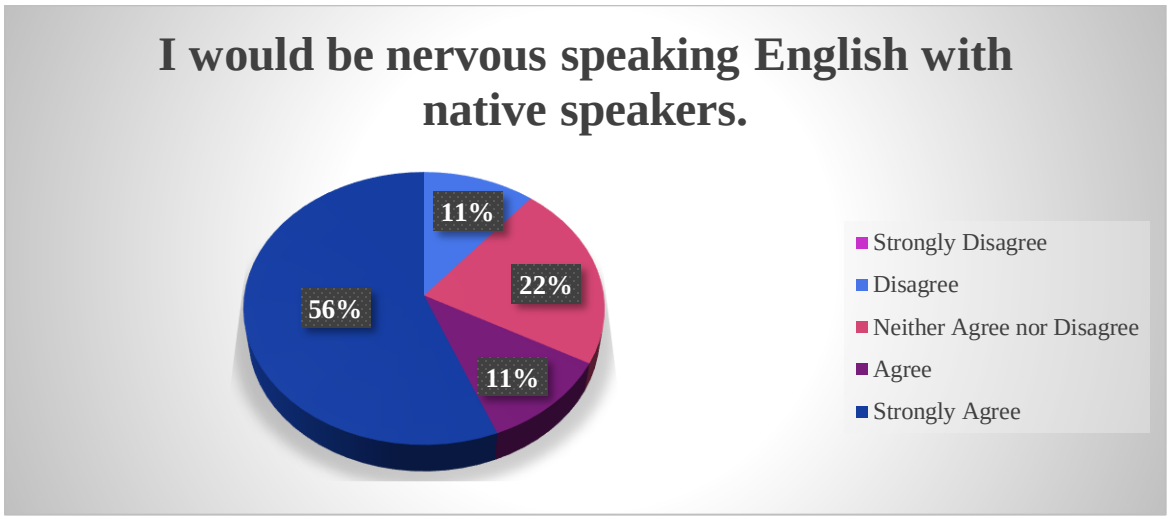


Figure 9. I would be nervous speaking English with native speakers.

In the negative attitudes towards learning dimension, figure 10 shows 55.6 % of the participants reported to “strongly disagree” about not understanding why students feel frustrated in EFL lessons, and 22.2 % to “disagree”. This item is reverse coded which means these percentages indicate participants reported high levels of anxiety produced by negative experiences in the FL class. This item was one of the highest scores in the in-person learning environment; however, it was the only item of the dimension that presented significant levels of anxiety.

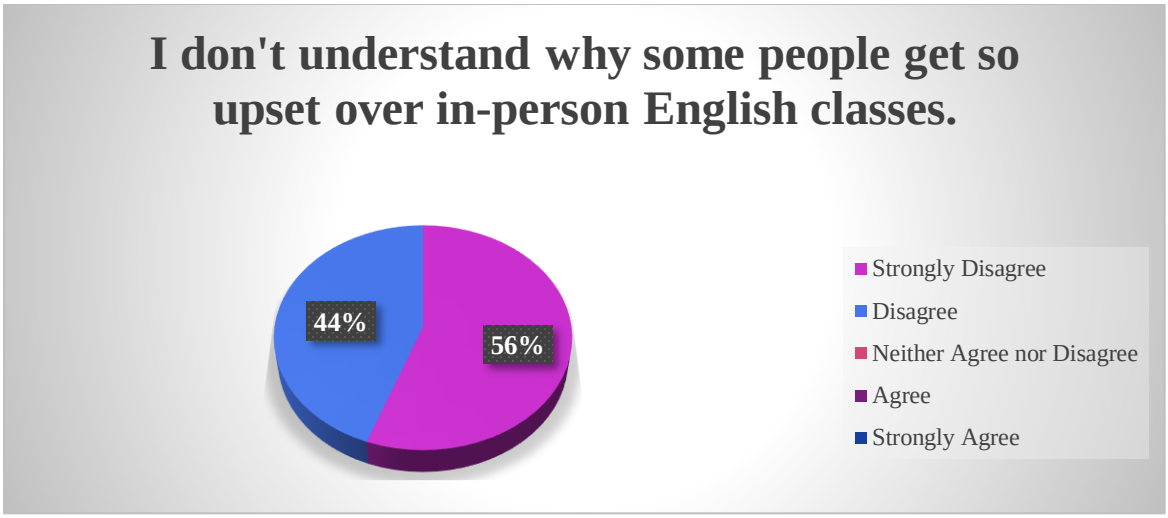


Figure 10. I don't understand why some people get so upset over in-person English classes.

4.3 Inferential statistics

As previously mentioned in the data analysis section of chapter 3, Wilcoxon rank test was used to compare participants' anxiety levels and grades across both learning environments, namely, in-person vs. online. Significant differences (i.e., $p < .05$) in these comparisons would indicate differences across learning environment in the population of interest. These results are shown in table 4; in relation to grades the p value was $p = .088$ which demonstrates that even when online participants performed better in the oral presentation, the differences were not significant. In relation to anxiety levels, the FL use confidence in the class dimension reported $p = .825$ which was the least significant value, followed by negative attitudes towards learning dimension $p = .500$, communication apprehension dimension $p = .425$, FL use confidence outside the class dimension $p = .396$ and FL learning situations and processes anxiety dimension $p = .133$. In the five dimensions the in-person classes participants reported higher levels of anxiety compared to online participants; however, no significant differences across learning environments in terms of anxiety levels were found, as all the comparisons were not significant,

*p*s ≥ .133. In other words, evidence that participants having online classes reported different levels of anxiety than those participants having in-person classes was not found.

Table 4

Comparisons of grades and anxiety levels across learning environments

	Online		In-person		Wilcoxon rank test
	M	SD	M	SD	
Grades	6.72	0.34	6.33	0.48	$W = 60$, $p = .088$
Communication apprehension	2.71	0.56	3.32	1.28	$W = 31$, $p = .425$
FL learning situations and processes anxiety	2.77	0.74	3.36	0.95	$W = 23$, $p = .133$
FL use confidence in the class	3.11	0.88	3.11	1.28	$W = 44$, $p = .825$
FL use confidence outside the class	3.30	0.73	3.70	0.75	$W = 30$, $p = .396$
Negative attitudes towards learning	2.81	0.24	3.14	0.84	$W = 32$, $p = .500$

Spearman rank correlations were run to determine whether oral performance was associated with the different measures of anxiety. This correlation coefficient is interpreted in the same way than Pearson correlations. Table 5 presents the p value and the strength of the correlation. All the associations were negatively correlated; oral performance was significantly and negatively associated with anxiety measured through the FL learning situations and processes anxiety dimension, r (7) = -.51, p = .032, such that students with better (vs. worse) oral performance tended to score lower (vs. higher) in anxiety. Significant associations between oral performance and anxiety were not found when considering the communication apprehension dimension, r (7) = -.45, p = .060, FL use confidence in the class dimension, r (7) = -.44, p = .069, FL use confidence outside the class dimension, r (7) = -.18, p = .472, and negative attitudes towards learning dimension, r (7) = -.43, p = .072. Importantly, results regarding FL use confidence outside the class and negative attitudes towards learning dimensions should be

carefully interpreted, as the reliability of this measure was low, which might decrease the observed association with other constructs.

Table 5

Associations between oral performance and anxiety levels

	M	SD	1	2	3	4	5	6
Communication apprehension	3.01	1.01	-					
FL learning situations and processes anxiety	3.06	0.88	.93***	-				
FL use confidence in the class	3.11	1.07	.77***	.70**	-			
FL use confidence outside the class	3.50	0.75	.58*	.52*	.41	-		
Negative attitudes towards learning	2.97	0.62	.46	.48*	.39	.15	-	
Grades	6.53	0.45	-.45	-.51*	-.44	-.18	-.43	-

* $p < .05$, ** $p < .01$, *** $p < .001$

4.3.1 Measures

The internal consistency of the FLCAS survey and its items were measured with Cronbach Alpha which reported the following scores for the five dimensions:

Communication apprehension dimension. This scale was highly reliable in this sample (α = .92).

FL learning situations and processes anxiety dimension. This scale was highly reliable in this sample (α = .85).

FL use confidence in the class dimension. This scale was highly reliable in this sample (α = .84).

FL use confidence outside the class. This scale showed low reliability in this sample (α = .39).

Negative attitudes towards learning. This scale showed low reliability in this sample (α = .27).

4.4 Quantitative discussion

The purpose of this non-experimental, explanatory sequential mixed-methods, survey-based comparative study included two main aims: (1) to measure EFL anxiety levels of adult

learners and establish a possible correlation between these levels and their learning environments, viz. in-person and online, at a public university in Santiago and (2) to examine the relationship between the adult English language learners' oral performance and their anxiety levels at a public university in Santiago. A survey, semi-structured interviews and an oral presentation were used for this study. Regarding the first research question, it can be stated that there was no statistically significant difference in foreign language anxiety scores as measured by the Foreign Language Classroom Anxiety Scale between two learning environments, namely, in-person vs online. Wilcoxon rank test results indicated that the participants in the in-person learning environment reported higher levels of anxiety across all the dimensions studied; however, these comparisons were not significant, as shown in table 4. The findings of this study are consistent with Pichette (2009) who also reported higher anxiety levels among traditional FL students but concluded that the distance factor did not play a role in the anxiety profile of students because no significant statistical differences in students' anxiety profiles between classroom (M= 56.33) and distance (M= 56.29) learners of a foreign language were found. Furthermore, these results match those observed in earlier research conducted by Melchor-Couto (2017), who found that FLA levels are lower in the online learning environment due to anonymity effects in oral interaction; the authors reported that the fact that participants were not physically present made them feel more at easy. Those findings are also consistent with the results obtained from the qualitative data of this investigation, which will be detailed in the next chapter, in which learners suggested not feeling in a real situation when studying in the online learning environment, since they were hiding behind the computer screen, which might help them reduce their anxiety levels. In addition, the highest anxiety levels of both learning environments were found in the FL use confidence outside the class dimension, which indicates

students in general present high levels of anxiety in front of native speakers. The highest item of the dimension in both learning environments was "*I would be nervous speaking English with native speakers*" as figures 4 and 9 show. The results might be related to the lack of reality factor previously mentioned, as some interviewed students also reported that the audios covered in classes were perfectly pronounced at an unreal pace that might not depict a real situation as talking to native speakers outside the classroom.

The results of this study are not consistent with a quantitative study conducted by Bollinger (2017), who reported statistically significant difference that revealed learners in traditional foreign language classes are less anxious than in distance foreign language classes. Nonetheless, as mentioned in the literature review, online foreign language classes offer additional anxiety-provoking elements such as lack of instant feedback, isolation and lack of opportunities for oral practice, which might result in more difficulty in identifying students with anxiety (Hurd, 2007). In relation to this, White (2005) highlighted "the importance of understanding the learner's perspective and developing a more informed understanding of the circumstances of learners, their needs and the ways they respond to distance learning opportunities" (White, 2005, p.177).

With regards to the second research question, the Spearman rank correlation indicated that oral performance was significantly and negatively associated with anxiety measured through FL learning situations and processes anxiety dimension, such that students with better (vs. worse) oral performance tended to score lower (vs. higher) in anxiety. However, no significant correlations were found in relation to communication apprehension, FL use confidence in the class, FL use confidence outside the class and negative attitudes towards learning dimensions. In this study, all these associations were in the expected direction (i.e., negative), but as the sample

size was small, the four mentioned dimensions were not significant; therefore, adding more participants in the future could show more significant results. These findings further support Horwitz et al.'s theory (1986), which suggests that anxiety has an adverse effect on student performance, and are consistent with those of Dewaele (2007), who noted that participants with high levels of FLA obtained significantly lower grades in the FL and those of Chou (2018) who discovered lower levels of achievement are consistently associated with higher levels of foreign language anxiety in terms of test performance. More specifically, the findings of this study are in line with Hewitt (2011) who ran Pearson correlations and discovered a moderate negative relationship between learners' language anxiety and their oral exam achievement, which provides support for Horwitz's et al. (1986) point of view that speaking in the target language is the most anxiety-provoking activity among anxious language students.

Findings of this investigation are not in line with Marcos-Llinás and Garau (2009), who reported no statistically significant differences in academic performance between different levels of FLA in traditional Spanish classes, even though anxiety was related to academic achievement.

In this study, oral performance was significantly and negatively associated with the FL learning situations and processes anxiety dimension, which occurs during evaluations and the origin, according to Horwitz et al. (1986), is fear of failing in the foreign language class. As mentioned in the literature review, this might happen because students set unreachable goals for themselves, perceiving significative sense of failure, which is demonstrated by the fact that the item that scored the highest percentages of anxiety in the whole survey of both, the online and the in-person learning environment, was "I worry about the consequences of failing my online (or in-person) English class", as figures 2 and 7 show. In addition, students might present higher

levels of anxiety when the exam results are related to scholarships (Cheng et al., 1999); consequently, they may present higher levels of anxiety during classes.

Furthermore, as the qualitative sections of the study will show, the answers of the interviewed participants suggested that oral evaluations make them feel much more anxious than written evaluations, specifically in the in-person learning environment. Therefore, participants' testimonies also support the notion that speaking language anxiety levels are higher in the in-person learning environment, specifically during oral evaluations; in addition, the quantitative findings of this study revealed that the high levels of test anxiety obtained, which are higher in the in-person learning environment, are significantly and negatively correlated with oral performance.

Finally, results show that associations of communication apprehension, FL learning situations and processes anxiety and FL use confidence in the class dimensions are very high (i.e., higher than .70). This might indicate that these dimensions are not different and anxiety could be treated as unidimensional in future research.

Chapter 5: Qualitative Findings and Discussion

5.1 Introduction

This chapter presents the results obtained from the semi-structured interviews as well as the ensuing discussion. First, the sections are categorized according to a variety of themes and subthemes resulting from the data analysis, in which a demographic table of participants' profiles and a table that summarizes themes and subthemes are presented. Then, results are discussed according to each research question that were answered separately in the last two sections of this chapter.

5.2 Themes and Subthemes

Table six shows participants who were interviewed in the semi-structured interviews according to their specific characteristics regarding their gender, age and learning environment. Their opinions and views are provided in the following sections and are cited using their participants' numbers. (e.g., P1).

Table 6

Profiles of participants to the semi-structured interviews.

Nº of Participant (P)	Gender	Age	Learning Environment
P1	Male	19	Online
P2	Male	22	In-person
P3	Female	19	Online
P4	Male	21	In-person

P5	Female	20	In-person
P6	Male	20	Online

Table seven shows the summary of the themes and subthemes that will be described below.

Table 7

Qualitative results: themes and subthemes.

Themes	Subthemes
Foreign Language Anxiety	Test anxiety Speaking anxiety Anxiety when comparing to peers General Anxiety Anxiety outside the classroom
Preferences according to learning environment	Greater anxiety levels Flexibility Concentration Participation Technology
Anxiety as a positive factor	
Facial expressions, body language and sounds	

5.2.1 Foreign language anxiety

Participants in this study claimed they experienced foreign language anxiety during their EFL classes, which translates as difficulty breathing and speaking, trembling, pulse racing, hand perspiration, mental block, sadness, loss of concentration, cheek redness, pressure in the stomach, lump in throat, tachycardia and disappointment. Indeed, P4 declared that: "*I feel that my throat tightens, that somehow my chest fills up, that my tongue gets tied, that I can't connect ideas, that in my mind... they're not so clear when I have to express them*". In addition, P2 noted:

> *"The truth is, my main symptom of anxiety is a rapid heartbeat. Yes, I can feel my heart pounding, I'm thinking of the first classes this semester that were in-person. I was short of breath, I don't know if it was due to the mask or anxiety, but there were moments when I couldn't breathe so I had to stop and continue when I was speaking."*

Students stated feeling anxiety in different situations that will be detailed in the following subthemes.

5.2.1.1 Test Anxiety

Horwitz et al. (1986) studied possible causes of FLA and concluded it was more noticeable in test situations, labeled as "test anxiety". In relation to this, P1 declared: *"I would say I experience more anxiety, I do notice it, I'm aware of it, when I have to take evaluations, I consider there I feel much more anxious than in classes".* Moreover, P5 stated feeling more anxious during oral evaluations:

> *"I would say the only time I've experienced anxiety was during oral evaluations... it's having to take everything in, because there are things that you have to memorize in*

English and it's a little hard for me to memorize them, so that's when I get nervous, like shoot, I'm going to forget this". This idea was supported by P4, who argued:

"I was in front of a teacher who was evaluating me making marks with her pen. That made me anxious. Much more than managing information or what my classmates would think, the situation in which there is someone in front rating, grading what I do, inevitably makes me look at that person. No, no, there's no way I can ignore them knowing that they're right in front of me."

Specifying that oral test anxiety levels are higher in the in-person learning environment than online settings:

"if there is something I don't know in the guidelines I was going to say, I may have a little piece of paper next to me that I look at, after the introduction... oh!, I had to say this, which is much easier to conceal with a camera, because in in-person the gesture seems more obvious".

However, P1 also reported feeling anxious during written evaluations: *"Written exams also make me anxious, and I think it is because I know I have to answer within a certain time frame, always the time. It's on my mind when I have to answer a test."*

5.2.1.2 Speaking anxiety

Speaking has been cited as the most anxiety provoking skill among anxious learners (Awan et al., 2010; Öztürk & Gürbüz, 2013; Horwitz et al., 1986), which might occur during oral evaluations as mentioned above, or when participating in classes. P3 explained she was afraid of freezing when it was her turn to speak: *"I don't know, it's like nerves and fear that, I don't know, the time will come to talk and not knowing what to say, staying silent, or maybe more than that,*

just completely blanked out without knowing what to say". In addition, P2 related speaking anxiety to confidence.

> *"I don't know, I think I would be much more fluent if I had more confidence in what I'm talking, because I really tend to like robotize the words in English, like I can't talk, now, I stay silent and, if I was really sure of what I'm saying, it would flow much better and I think it would be a little more understandable than it is".*

Furthermore, P1 remarked that his speaking anxiety was higher when he noticed people were paying attention to him. Manifestations such as difficulty to speak in public and shyness are described as communication apprehension (Horwitz et al., 1986) in the literature.

> *"When I speak English, without being submitted to any kind of expectation, when I am, for example... I don't know, singing a song in English, it's all much easier, I mean it's basically something fluid, natural, normal, whereas in front of something, in front of the teacher, when somebody is listening to you, that affects you. When I had to read, I had to say something that perhaps wasn't very clear, that I would have liked to say... sometimes, my pronunciation of certain words wasn´t the way I would have liked it to be."*

One participant, P6, suggested that speaking anxiety might also be related to lack of vocabulary when trying to express ideas orally, he stated: *"I feel anxiety mainly when I have to talk, because, as the teacher explained in class, talking is about creating; you have to create something through your thoughts, and since my vocabulary is a little limited, I get nervous".*

Research into anxiety was carried out by MacIntyre and Gardner (1994a), who investigated the effects of anxiety upon vocabulary learning, founding negative correlations. The

authors concluded that significant increases in anxiety triggered concomitant deficits in vocabulary acquisition.

5.2.1.3 Anxiety when comparing to peers

Students reported feeling anxious when comparing to peers. These findings go in line with those obtained in the quantitative analysis which showed that the item with the highest anxiety scores in the FL use confidence in the class dimension, in both learning environments, was *"I always feel that the other students speak English better than I do"* as figures 3 and 8 show. According to Horwitz et al. (1986), this type of anxiety is related to fear of negative evaluations, defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, as cited in Horwitz et al., 1986, p. 128). As mentioned in the literature review, this component is broader than test anxiety since it is not limited to test situations only and might happen in other social evaluations such as a job interview. Anxiety when comparing to peers is reflected in the following extract:

> *"There are classmates with a very good command of English. And then I say wow, in comparison I'm a little behind. It's kind of inevitable to compare when I take three minutes to answer and a classmate answers impeccably with perfect pronunciation in twenty seconds. It's kind of obvious"*

However, positive comparisons might result in ability compared to peers which takes places when individuals measure their own capabilities compared to others (Bandura, 1997).

P1 suggested being aware he was performing better than some of his classmates and that helped him to sense his own ability.

"I mean, I'm aware I'm not an English expert, I'm not an English speaker but I also know my classmates are in the same situation or maybe even worse than me, and with that in mind I don't think it is an obstacle for me (speak English)".

In addition, comparing with peers might affect participation in classes negatively. P5 reported feeling redundant to participate in classes when noticed others were making better progress.

"My pronunciation hasn't improved, and that bugs me a little when participating in class because I felt like, shoot, I'm not making progress the way I was hoping. Maybe it has to do with comparing myself to my classmates, for example, I think Carlos is someone who improved his pronunciation a lot".

Comparing to peers might also be related to high expectations about oneself which is one of the aspects of the FL learning situations and processes anxiety. Students with high levels of anxiety generally set unreachable goals for themselves, perceiving significative sense of failure (De la Morena et al., 2011), which was suggested by P6 who explained:

"We are in a learning environment and still you feel anxiety, it's like fear of being judged because you don't speak at the same level that they do, because personally I feel that my English level is among the lowest of the English cycle I've just taken here".

5.2.1.4 General anxiety

Interviewees who reported FLA also claimed being anxious in other moments of their life that have nothing to do with academic situations. For example, P1declared:

> *"Personally, I consider myself an anxious person. I don't think I have a, let's say abnormal anxiety, but perhaps normal, regarding for example social anxiety, to coexist, not coexist, but to interact with others, with my peers... and well, basically that type of things."*

He suggested suffering from social anxiety by stating: *"Maybe I feel social anxiety because I don't know anybody, then well, this getting to know the others, to make a group of acquaintances, makes me anxious."*

P2 also reported having medical diagnosis *"At the beginning of the year, I was diagnosed with general anxiety disorder. And now in the second term I am going to therapy".* When he was asked to elaborate on this idea he added:

> *"Because earlier, at least before going to therapy, I would leave a lot of things undone, like I don't know, for example, I had to go out and said, no I'd rather not go out because this might happen, like, I don't know, the other day I went to a concert and I was close to not going because I didn't know how I was going to come back since I was going on my own, so anything could happen to me, but this changed when I went to the therapy session with my psychologist before the concert, I told him everything I felt was going to happen and he said: What? You're an adult, nothing will happen to you, just go. Stuff like that..."*

This student proved to be one of the most anxious participants when answering the FLCAS survey and obtained a 5,3 in the oral presentation, which was the lowest grade of all participants. This provides support to quantitative findings of this study that reported negative correlations between anxiety and performance.

P 5 also reported suffering from severe anxiety since she was a child, she remembered:

"When I was very very small, it affected when sleeping. There was a time I was suffering from insomnia where I couldn't sleep, for example, in three days". She continued:

> *"Conflict makes me feel very anxious, when I'm in conflict with a person, the idea does not leave me alone, I am too…I need a solution. There are people who can continue having a normal day, doing their things, not for me, that affected me in my daily tasks".*

Moreover, general anxiety levels might have increased during the pandemic. According to research, high rates of anxiety, depression, post-traumatic stress disorder (PSTD), psychological distress, and stress among the general population due to the pandemic were detected (Hong et al., 2021; Usher et al., 2020) and support for learners who transitioned from face-to-face classes to ERT must be provided (El-Sakran et al., 2022), since, as the author stated, "psychological impacts of COVID-19 are expected to linger long after the pandemic" (El-Sakran et al, 2022, p.16). Such impacts are reflected in P6 testimony:

> *"I went to a psychologist, this was due to me having to care for my sister during the pandemic which caused me some mental disorders, because caring for a child generates a lot of anxiety, since there is this little person and so many things could happen to them. So that's where it started and later it spilled over into other aspects of my life, like speaking a foreign language. But it also may have to do with achievements, for example, with the families, it expanded there too, I didn't use to get nervous because of what I was going to present to my family, my progress, but now I do, it started with the pandemic and, oddly enough, with having to care for my sister, so I think it's all related."*

He added: *"I've always felt nervous when speaking English, but I remember at school it didn't use to be at this level, I think it's worse now and it's due to the anxiety I developed during the pandemic."*

5.2.1.5 Anxiety outside the classroom

In the quantitative analysis, students reported high levels of anxiety in FL use confidence outside the classes dimension, as detailed in figure 4 and 9, specifically when speaking with natives. According to Horwitz et al., anxiety when talking to native speakers is labeled as fear of negative evaluation which arises when learners expect others would evaluate them negatively; therefore, avoidance of evaluative situations take place.

Quantitative findings were backed up by interviewees, who suggested not perceiving EFL activities as real situations; therefore, imagining talking to native speakers was great source of anxiety for them. P1 declared:

"In most of the lessons, the audios, the types of video our teachers present, are generally coming from a speaker who speaks English, not aggressively, I mean…. not at a normal pace, it allows us to understand pretty well what the person is saying. Otherwise, if I had to talk to a British fluently, it is very likely that I don't understand half of what the person is saying, that would obviously make me feel anxious".

While P5 added:

> *"I feel English lessons use to be a simulated situation. How can I explain? when I listen to the audios, I feel they are, there are even memes about it, so well-articulated, everything so perfect, that I feel that is very different from reality, that's why I feel that when I'm in class, it is a simulated situation".*

She continued:

> *"I feel that, if I was to face a native English speaker, I think I would feel very anxious, because I feel that my whole training in English class was always like very perfect, very simulated, with people who speak really well, who never cut off words".*

5.2.2 Preferences according to learning environment

Participants in this study provided their opinions in relation to advantages and disadvantages in relation to both modalities. Learners might prefer a learning environment over the other due to personality traits (Dörnyei 2005), sense of anonymity (Melchor-Couto, 2017) or personal reasons that are not related to academic learning. Factors that influenced learners' responses which showed preferences for a specific learning environment are presented in the following subthemes.

5.2.2.1 Greater anxiety levels

Certain students might prefer the online learning environment due to anonymity effects in oral interaction (Melchor-Couto, 2017) which might decrease FLA levels, as suggested by P1 who declared preferring the online modality due to experiencing higher levels of anxiety not only in in-person classes but also during evaluations:

> *"I think online classes are much, much more bearable in dealing with anxiety when it comes to answering in class and even for tests, because you know you're not subjected to real evaluation in an exact, physical time, so that clearly has an effect... maybe in better performance or one that is more bearable for you. Whereas in in-person classes, when it comes to answering a question or having to be evaluated, that hits you much more directly, so to speak, because you're on the teacher's classroom stage".*

As previously discussed, foreign language anxiety levels are higher in evaluation situation which according to students' responses might be intensified in in-person settings.

5.2.2.2 Flexibility

P1 also stated flexibility provided by the online classes makes him prefer this modality:

> *"I'm also in favor of online classes, because as a student you have to meet the schedules, in the first semester (when he attended in-person classes) I had to go to a different building, so I had to run to make it to the classroom. Therefore, it was much more bearable to be in online classes".*

This flexibility factor was also expressed by P4; however, he stated to prefer the in-person modality.

> *"Both modalities have a certain advantage, but I prefer face-to-face a thousand times. For example, when it's online we have the possibility to do assignments remotely, I live in the province and I had to work with my classmates, I could also go to the dentist on certain days, which the face-to-face modality doesn't allow. Flexibility is good, but not so much for learning factors".*

5.2.2.3 Concentration

Certain participants declared having difficulties to concentrate in the online learning environment which might be explained by Rusell (2020), who suggested that not all students are good candidates for online language learning, especially those who lack the motivation and/or the self-discipline required to take responsibility for their own learning. With this regard P2 declared knowledge acquisition through concentration is facilitated in the in-person learning environment:

"I also find that I learn much more in face-to-face classes because I'm more concentrated. It's like having the paper in front of me, working on the board, it helps me understand things better than online, because I feel I learned very little English that year, online at least, I don't know, I feel like my knowledge that year was zero, but this year (during face-to-face classes) I do feel I have learned English".

This idea was supported by P5, who added engagement during remote lessons is more difficult:

"Generally speaking, online classes depend on you being very responsible, very strict with yourself, very engaged with the class, and that is pretty hard sometime because you have, you have food close, you have your cellphone close, you have many distractions that can make you not concentrate 100% on the online class".

P1 suggested loss of concentration in the online learning environment is related to lack of interest*: "When the teacher speaks, maybe not all students are paying her full attention. So, I think there's an important degree of differentiation as to how much interest students show in the subject".*

5.2.2.4 Participation

In terms of participation related to the learning environment, interviewees in this study presented conflicting opinions. P2 reported to perform more oral participation in the online EFL classes because anxiety levels decreased.

"I feel online I would dare to participate more, because I didn't have that fear that I wasn't going to be understood. In-person, on the other hand, I do care if I'm not understood

when I speak, and then I kind of tend to stop speaking. And online, I don't know, it's like even if I do wrong, I will have no one next to me, then it matters little to me".

P3 stated she developed more the oral ability during online EFL lessons: *"Because now, for example, I dare to speak English. Like constantly answering what was being asked, whereas online I was quiet all the time. I still hadn't developed the ability to speak English".*

Nonetheless, participants shared other points of view. P4 declared the opposite, being more participative in the in-person learning environment. *"In-person I think I participate more, maybe because I can't hide behind a camera, and it's motivating. I think I participate much more in-person"*. A primary concern of researchers who have conducted study in relation to online foreign language learning is the limited interaction that may result from online settings, with this regard, Bárkányi (2021) suggested "Where there is a lack of interaction, the skill that is likely to suffer most is speaking".

A different opinion was shared by P3, who related the online learning environment to more participation, practice and better oral performance through vocabulary acquisition.

> *"Since it's online, I feel more comfortable, and when I participate, I can tell I learn more. In a dialogue about the subject, and in English, I develop that ability more and therefore I learn more, so I don't know, I expand my vocabulary and that kind of thing. So that's why I can learn more, and since I also have the technology at hand and fast, it also allows me to learn more".*

5.2.2.5 Technology

Participants referred to advantages of technology in remote lessons. P4 declared: *"When we are at home, there is access to internet, the computer, books, notes. It might be said this is*

more stressful and uncomfortable, but online lessons are easier, there is definitely access to more things". In addition, P5 stated that the use of computers could be helpful to improve pronunciation: *"When I was in doubt regarding the pronunciation of the word, I would put it through Google Translate so I could hear it and Google Translate even gives you those little letters, like the phonetic ones".*

However, P6 considered that the online setting for learning had been less favorable because of technological issues often interfered with the oral ability development:

> *"Technical problems too, since it's happened to me once that I was motivated and I gave an answer that I thought was correct and the microphone was off, so I had to repeat everything, but I didn't remember exactly how I'd done it the first time. I try to remember, I start with the aaaahhhhs so it turns uncomfortable, so online may have affected the development of oral ability, I think."*

Notwithstanding the foregoing, he added students might perform better in online settings by using technological tools: *"Well, many here say that the thing with online English classes is that you can use a translator or things like those in evaluations. I have tried at least to be honest with myself and to avoid that online advantage".*

In addition, P5 supported the above mentioned and suggested grades do not reflect the reality in remote evaluations.

> *"Online has got a lot of, I don't know, like traps, you have the option to look something up in a translator, this and that, whereas in-person it's paper, pen and you answer, so I don't think it (online learning) represents 100% of the level required".*

5.2.3 Anxiety as a positive factor

Surprisingly, as reviewed in the literature, anxiety is seen as a positive factor by some learners, who state anxiety generated by academic pressure makes them put more effort in reaching their goals; therefore, they feel more motivated to perform better. With this regard, P3 declared:

> *"I don't know if this is a positive thing, but nervousness makes me deal with it, so, I mean, I get worried and I prepare and try to do very good. If I'm not, on the other hand, I don't worry about anything, if I'm not nervous it's simply because I don't care".*

P5 added:

> *"When you feel anxious too, you put more effort into the details of pronunciation, like you put in a lot of effort to do it right, then it's like that mere anxiety generates a little rigorousness... I think it has a positive aspect, the anxiety, as it makes you more self-critical to pronounce better, so I don't see it as something negative".*

In addition, P6 declared although anxiety is not a pleasant feeling, motivation was arisen from the experience.

> *"It's a pretty distressing feeling. But I still feel that, without this pressure of having to do things live in front of an audience or in front of a teacher, you don't manage to get motivated enough to try to progress. Because face-to-face, that pressure helped me, as I had the teacher in front of me. It still motivated me to try to do my best, despite the distress I was feeling. What I'm saying may sound strange, but that's the way I would express it. That anxiety isn't something that you enjoy, but it doesn't help to be in an environment where there's no pressure to get motivated".*

5.2.4 Facial expressions, body language and sounds

Students' testimonies in this study support the media naturalness theory (Kock, 2011), which holds computer-mediated communication often present greater challenges and obstacles to learners because of lack of stimuli to facilitate interactions similar to those in in-person communication. P2 refers to one element of this theory, synchronicity, which would allow the individuals to quickly exchange communicative stimuli, establishing its importance in in-person learning:

> *"I don't know if this is only my impression, but in English class (the teacher) tends to ask me if I look at her for a while (in in-person classes), as if I'm sure of the answer, then I already have it pretty much formulated, so that in itself generates a little security, as if I have already programmed what I'm going to say".*

P2 continued speaking about the importance of observing facial expressions:

> *"If I don't understand a word, in truth I tend to understand what it means through gestures or facial expressions, like if it is positive or negative, or if it is a comparison of one thing with another. Yes, I really feel that non-verbal language has a big influence, because in zoom, as much as you try, you can't really see a lot".*

P3 stated communication in online settings is affected by lack of visual stimuli which creates obstacles when working in groups.

> *"There were moments when we had to do group assignments and a few times I was online, and the other person in my group too, and there was like a barrier that didn't allow us to converse further about how to be able to develop the assignment we had to do".*

Moreover, she referred to visual instant feedback: *"The fact that she is looking at me, yes, still important, is that she visually confirms that I'm making myself understood, that the conversation is going well. And that also generates more interest, in my opinion, in there being a kind of visual feedback".*

P5 spoke in deep about the importance of conveying and observing body language:

"In in-person classes, for example, we see you move about the classroom, move around the room, use gestures, move your hands, body language and all those stimuli, in my opinion, have an influence on our concentration, on our attention, and therefore on our learning".

She elaborated on that idea:

"Incredibly, for me, a teacher who sits at their desk, for example, and talks from there, already generates less of a stimulus and less concentration and less attention than a teacher who, for example, stands up, walks, gesticulates, points and moves his/her hands. To me, that already generates a huge difference. When I see a teacher who is sitting down, my learning will be almost entirely auditive, because she/he is not giving me any visual stimulus, visually I'm just seeing a person sitting down, flat, linear, not doing anything. Then it's like all the learning will be on the auditive side, so the stimulus is reduced, because the stimulus is not visual any more, just auditive. On the other hand, when a person is standing up and walking around the room, gesticulating, there's a stimulus that is clicking with my learning and what that click will do with my memory in the future, because I'm going to remember that very scene, not just audibly, but visually, so, when it comes to remembering the things I'm being taught, I will remember, I don't

know, for example, that the teacher was showing this ppt, was pointing at this or was wearing these clothes, emphasized a certain word of said it out louder".

This participant also talked about another significant element in Kock's theory which is the ability to convey and listen to speech: *"Perhaps raising your voice, lowering your voice, smiling when talking about a certain subject, laughing when talking about another, all these emotions and things people show make a click in my learning. It helps me a lot".*

P6 also referred to the importance of naturalness in the learning environment and declared feeling more comfortable with physical language:

"When I don't understand something another person is saying, I can understand the emotions, more or less. If it is expressed in a physical way, moving hands, gesticulating with the face. Then that also makes me feel more comfortable, because, even if I haven't understood maybe a part of what was said, I can deduct it, but if a person is talking to me in a flat voice and I don't understand something, I will ask him/her to repeat it, to analyze it once more. I don't know, I think it's very important that the communication between two persons also has the component of facial expression, the visualization".

To sum up, the main themes obtained from the interviewees' points of view are related to the topic of foreign language anxiety such as sources of anxiety and learning environments' preferences, which vary among learners. In addition, participants asserted that anxiety levels are greater when performing orally, especially in the in-person learning environment. They expressed anxiety could be a positive factor when they were aware of this feeling and perceived facial expressions, body language and sounds as significative elements in their learning process.

5.3 Research question 1: To what extent does the learning environment, namely, in-person, online, relate to adult EFL learners' anxiety levels?

The qualitative results of this study showed that the participants in the in-person learning environment reported higher levels of anxiety than those taking online lessons, claiming oral participation is "much *more bearable in dealing with anxiety when it comes to answering in online settings"*; therefore, *s*tatements focusing on aspects of oral interaction showed a more pronounced difference between the two learning environments which is consistent with the findings of Bárkányi (2021), who supported the idea that speaking in general is referred to as difficult and often anxiety provoking among learners. Participants in this research attributed greater levels of speaking FLA in in-person classes to a more significant sense of reality experienced in this learning environment due to physical approach with their peers and teacher compared to online interventions where students tend to hide behind the camera, suggesting such anxiety might prevent them from participating orally: "*In-person, on the other hand, I do care if I'm not understood when I speak, and then I kind of tend to stop speaking. And online, I don't know, it's like even if I do wrong, I will have no one next to me, then it matters little to me".* This provides support to Horwitz et al's theory that "extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most" (Horwitz et al., 1986, p. 131). Furthermore, it is in line with Melchor-Couto's (2017) position that anonymity has a positive impact on self-confidence and decreased nervousness; consequently, effects of anonymity suggest more anxious students might prefer to enroll in online classes, when they have the opportunity to decide, expecting less oral interaction. However, attention must be paid to online learning since as Hurd (2007) suggested, it might be more difficult to identify students with

anxiety in this modality due to lack of instant feedback, isolation and lack of opportunities for oral practice.

Moreover, findings of this study revealed students experience high oral test anxiety levels which are increased in the in-person learning environment as explained by an interviewee:

> *"I was in front of a teacher who was evaluating me making marks with her pen. That made me anxious…..the situation in which there is someone in front rating, grading what I do, inevitably makes me look at that person. No, no, there's no way I can ignore them knowing that they're right in front of me".*

As explained in chapter two, test anxiety refers to a fear of failure when assessment takes place, since when achievement is being graded students feel more stressed out by the fear of making mistakes and receiving public corrections (Kralova & Petrova, 2017). This is in line with quantitative findings of this study that revealed the FL learning situations and processes anxiety dimension, which includes test anxiety, scored one of the highest anxiety levels (*M=3.36*) in the in-person learning environment as measured by FLCAS, which decreased in the online learning environment *(M=2.77*).

These findings are supported by quantitative results of this study that demonstrated even though results did not show significant differences, they indicated that the participants in the in-person learning environment reported higher levels of anxiety across the five dimensions studied.

5.4 Research question 2: To what extent is adult English language learners' oral performance related to their anxiety levels?

This question was mainly answered by the results obtained in the quantitative data collection of the FLCAS survey and the grades that participants obtained in their Human Rights case oral presentations which showed performance was negatively associated with anxiety, meaning students with better (vs. worse) oral performance tended to score lower (vs. higher) in anxiety. Qualitative results obtained by students' testimonies provided consistency and support to these findings, indicating that students experienced great levels of anxiety during FL learning situations and processes, specifically in-person test anxiety, that they perceived as an influencing factor related to their oral performance. Moreover, it was demonstrated by testimonies, that students suffering from general anxiety diagnosed by a doctor also suffered from high FLA levels which correlated negatively with oral performance, as the case of a student who reported to be under medical treatment due to a strong general anxiety disorder that prevented him to perform basic daily routines, such as going out to concerts or jogging at night due to fear of interacting with others. This learner happened to obtained the lowest grade in the oral presentation. The idea that anxious people present FLA levels when studying connects with suggestions made in the quantitative section where associations of communication apprehension, FL learning situations and processes anxiety and FL use confidence in the class dimensions were very high (i.e., higher than .70). Results might indicate that these dimensions are not different; consequently, foreign language anxiety could be studied as resulting from general anxiety in future research.

However, some students suggested grades might not reflect the reality in online evaluations since remotely there are some technological tools which help students to perform better, such as the use of Google translator in written evaluations or heavy reliance on note reading while presenting orally which is less noticeable behind a camera. The findings of the current study are consistent with previous research; whilst some authors have found that technology has influenced the students' learning in the classroom positively (Wali et al., 2020), others have suggested quality of courses under ERT might have impacted negatively on their academic performance (El-Sakran et al., 2022). This highlights the importance of deeper understanding about positive and negative impacts that technology might have on education; and therefore, on anxiety levels.

It is interesting to note that learners are quite indecisive about the advantages or disadvantages in terms of academic performance that anxiety may bring; while some declared feeling redundant to participate when feeling anxious resulted in lack of oral ability, others reported to feel more challenged and motivated to participate when feeling anxious which resulted in better oral performance through practice. This phenomenon might be related to students' Perceived Academic Control (PAC), as has been proposed by researchers who suggest learners can cope better with challenges and stress when they perceive they are in control over success or failure (Zheng et al., 2020), "In other words, students who are aware of their emotions and distinguish them have more chances to regulate their feelings and enjoy higher levels of PAC" (Zapata, 2022, Hypothesis 1 section, para. 1)

Moreover, for most interviewed participants, lack of facial expressions, body language and sounds experienced in the online learning environment interfered negatively with their motivation to interact orally among peers and therefore with their oral performance, providing

support to the media naturalness theory of Kock (2005), which claims the need of creating a suitable education environment for online foreign language learning that facilitates interactions alike face-to-face communication. “Since our biological communication apparatus has been used for co-located and synchronous communication using facial expressions, body language, and sounds over such a long period of time, it stands to reason that it should have been designed for communication interaction modes that present those characteristics” (Kock, 2005, p. 120). As consequence, the effects of the online learning environment could result in misinterpretation of information which may lead to negative feelings, such as frustration, confusion and anxiety. However, some students perceived this lack of visuals as an unreal stage that was related to anxiety levels decrease and so better oral performance.

Finally, the results of this study are consistent with researchers who identified FLA as one of the major obstacles in the acquisition of a foreign language, as presented in the literature review chapter, suggesting it correlates negatively with academic achievement (Dewaele, Petrides, & Furnham, 2008; Zhao, Guo, & Dynia, 2013; Xiao & Wong, 2014; Chou, 2018).

Chapter 6: Conclusions

6.1 Conclusions

The purpose of this study was to measure anxiety levels of adult learners studying law at a public university in Santiago, Chile and examine the correlations of such levels with oral performance. In addition, the study aimed at comparing the results of two groups of learners studying in two different learning environments, namely, online and in-person. In order to provide answers to the posed questions, a mixed-methods design was conducted. After carrying out quantitative and qualitative data analysis, quantitative results of the Foreign Language Anxiety Scale survey demonstrated that event though anxiety levels of in-person classes students were higher than those obtained by online participants, there was no evidence that participants having online classes reported different levels of anxiety than those participants having in-person classes as no significant differences across learning environments in terms of anxiety levels were found. However, qualitative results provided more significance and consistency to these findings, demonstrating that in-person learners were more anxious during EFL classes than online EFL learners, mainly in oral evaluation situations. Qualitative results revealed lower anxiety levels in the online learning environment might be related to anonymity effects in this modality, since students feel more relaxed without the physical approach of teacher and peers, specifically in oral presentations; therefore, learners tend to hide behind the cameras which provides the sense of experiencing an unreal situation. In addition, the highest anxiety levels of both learning environments were found in the FL use confidence outside the class dimension, which was supported by students' testimonies indicating that the most frequent source of anxiety is interacting with native speakers which might also be related to the lack of reality factor experienced in the classroom.

In terms of correlations between anxiety levels with oral performance, findings revealed that students with better (vs. worse) oral performance scored lower (vs. higher) in anxiety, as all the associations were negative. In specific, oral performance was mainly significant and negatively associated with the FL learning situations and processes anxiety dimension, meaning students with high test anxiety levels, mainly in the in-person learning environment, performed more poorly, which might occur due to students set unreachable goals for themselves, perceiving significative sense of failure that influences negatively with achievement. Furthermore, qualitative findings revealed that students who suffer from general anxiety are more prone to presenting high FLA levels that are perceived as an influencing factor related to their oral performance.

However, it was suggested by learners that grades might not reflect the reality in online evaluations since remotely there are some technological tools which help students to decrease anxiety and therefore, to perform better. In consequence, deeper understanding about positive and negative impacts that technology might have on education; and therefore, on anxiety is needed. Importantly, more investigation to relate the variable of foreign language anxiety to student performance in the online learning environment should be carried out since it might be more difficult to identify anxiety and the learners' perspective in this modality. With this regard, findings of this study demonstrated that while facial expressions, body language and physical approach might facilitate language acquisition in the in-person learning environment, students in the online learning environment benefit from the lack of these elements.

Finally, anxiety was perceived as a positive factor by some students who stated they feel more challenged and motivated to participate when feeling anxious which might result in better oral performance. As presented in the discussion section, through the findings, this may be

explained by the fact that learners can cope better with challenges and stress when they are aware of these emotions, therefore; they feel in control.

6.2 Limitations of the study

The present study is not without limitations. In this investigation, the fact that classes started to go back to normality after the pandemic left not many online courses available in this modality, resulting in a small total sample size (N=18) that may not be enough to examine and generalize the effects of foreign language anxiety on students' oral performance. Hence, having a sample with more participants would have been beneficial to increase the consistency of the findings.

6.3 Further research

The findings of this study provide an updated understanding of differences between anxiety levels of online and in-person classes and the effect that foreign language anxiety has on students' oral performance which provides evidence that FLA is one of the variables that needs to be further investigated in different learning environments. Educators might benefit from a better understanding of foreign language anxiety in order to improve their future practices in relation to foreign language teaching and learning that includes ways to address students under emergency remote circumstances and make decisions to lower anxiety levels in speaking activities in particular. In addition, the growth of online EFL learning will continue, therefore; it is critical that education meets the needs of students in different learning environments, not only among undergraduate students; future studies should also focus on replication of this study in institutions and grade schools.

References

Aida, Y. (1994). Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*, 155–167. https://doi.org/10.1111/j.1540-4781.1994.tb02026.x

Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal & Social Psychology, 61*(2), 207-215.

Awan, R., Azher, M., Anwar, M., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning, 7*(11), 33-40. https://doi.org/10.19030/tlc.v7i11.249

Aydın, S. (2018). Technology and foreign language anxiety: Implications for practice and future research. *Journal of Language and Linguistic Studies, 14*(2), 193-211. http://files.eric.ed.gov/fulltext/EJ1184384.pdf

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review, 84*(2).

Bárkányi, Z. (2021). Motivation, self-efficacy beliefs, and speaking anxiety in language MOOCs. *ReCALL 33*(2) 143–160. https://doi.org/10.1017/S0958344021000033

Bollinger, A. (2017). Foreign Language Anxiety in Traditional and Distance Learning Foreign Language Classrooms. Unpublished Doctoral dissertation. Liberty University. https://core.ac.uk/works/42598757

Cheng, Y. S., Horwitz, E., Schallert, D.L. (1999). Language anxiety: Differentiating writing and

speaking components. *Language Learning 49*(3), 417-446. https://doi.org/10.1111/0023-8333.00095

Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals, 35*(6), 647-656. https://doi.org/10.1111/j.1944-9720.2002. tb01903.x.

Chou, M.-H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts. *TESOL Quarterly, 52*(3), 611-633. https://doi.org/10.1002/tesq.455

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. Routledge.

Collins, A., & Halverson, R. (2018). Rethinking education in the age of technology: the digital revolution and schooling in America. *Choice Reviews Online, 47*(09), 47-5154. https://doi.org/10.5860/choice.47-5154

Cortes-Abarca, G. (2021). Implementation of emergency remote teaching in Chilean schools due to COVID-19. *Journal of Education and E-Learning Research, 8*(3), 313–323. https://doi.org/10.20448/journal.509.2021.83.313.323

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluative quantitative and qualitative research* (4th ed.). University of Nebranka-Lincoln.

Creswell, J. W. (2014). Research design: qualitative, quantitative and mixed methods approaches (4th ed.). University of Nebranka-Lincoln.

De la Morena, M., Sánchez, A., Fernández, M. P. (2011). Análisis de las propiedades psicométricas del FLCAS (Foreign Language Class Anxiety Scale) aplicado a alumnos

españoles de educación secundaria. *EduPsykhé: Revista de Psicología y Psicopedagogía, 10*(1), 117-134. Dialnet. https://dialnet.unirioja.es/servlet/articulo?codigo=3749678

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition.* Routledge.

Dörnyei, Z. 2007. *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford University Press.

Dewaele, J. M. (2007). Predicting language learners' grades in the L1, L2, L3 and L4: The effect of some psychological and sociocognitive variables. *International Journal of Multilingualism, 4*(3), 169-197. https://doi.org/10.2167/ijm080.0

Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult aultilinguals: A review and empirical investigation. *Language Learning, 58*(4), 911–960. https://doi.org/10.1111/j.1467-9922.2008.00482.x

El-Sakran, A., Salman, R., & Alzaatreh, A. (2022). Impacts of emergency remote teaching on college students amid COVID-19 in the UAE. *International Journal of Environmental Research and Public Health, 19*(5), 2979. https://doi.org/10.3390/ijerph19052979

Galletta, A. (2012) *Mastering the semi-structured interview and beyond: From research design to analysis and publication.* New York University Press. http://www.jstor.org/stable/j.ctt9qgh5x

Goh, C., Burns, A. (2012). *Teaching speaking: A holistic approach.* Cambridge University Press.

Hantula, D.A., Kock, N., D'Arcy, J.P., & DeRosa, D.M. (2011). Media compensation theory: A Darwinian perspective on adaptation to electronic communication and collaboration. In Saad, G. (Ed.), Evolutionary Psychology in the Business Sciences, (pp. 339-363). http:// doi.org/10.1007/978-3-540-92784-6_13

Hewitt, E., & Stephenson, J. (2011). Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ study. *The Modern Language Journal*, *96*(2), 170-189 https://doi.org/10.1111/j.1540-4781.2011.01174.x

Hockly, N. (2015). Developments in online language learning. *ELT Journal*, *69*(3), 308–313. https://doi.org/10.1093/elt/ccv020

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review, 27*, 1–12. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Hong, S., Kim, H., & Park, M. K. (2021). Impact of COVID-19 on post-traumatic stress symptoms in the general population: An integrative review. *International Journal of Mental Health Nursing*, *30*(4), 834-846. https://doi.org/10.1111/inm.12875

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, *43*(2), 154–167. https://doi.org/10.1017/s026144480999036x

Horwitz, E. K. (2012). *Becoming a foreign language teacher: A practical guide to second language learning and teaching* (2nd ed.). Pearson Education.

Huckins, J. F., Wang, W., Hedlund, E., Rogers, C., Nepal, S. K., Wu, J., & Campbell, A. T. (2020). Mental health and behavior of college students during the early phases of the COVID-19 pandemic: Longitudinal smartphone and ecological momentary assessment study. *Journal of Medical Internet Research*, *22*(6), e20185. https://doi.org/10.2196/20185

Hurd, S. (2007). Anxiety and non-anxiety in a distance language learning environment: The distance factor as a modifying influence. *System*, 35(4), 487-508. https://doi.org/10.1016/j.system.2007.05.001

ICEF Monitor (2016, April 29). *Chile continues to push for improved English proficiency.* https://monitor.icef.com/2016/04/chile-continues-to-push-for-improved-english-proficiency/

Jia, Y. M. (2004). English as a second language teachers' perceptions and use of classroom-based reading assessment. Unpublished Doctoral dissertation. Texas A&M University.

Jiang, N., & Feng, H. (2020). Research on students' anxiety in online English classes during the epidemic. *Proceedings of the 2020 3rd International Conference on Humanities Education and Social Sciences (ICHESS 2020), 494*, 627-633. https://doi.org/10.2991/assehr.k.201214.576

Joshi, N. (2022, August 21). *Online learning vs traditional learning: Advantages and*

disadvantages of learning. Evelyn Learning. https://www.evelynlearning.com/online-learning-vs-traditional-learning/

Kallio, H., Pietil, A A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing, 72*(12), 2954-2965. http://doi.org/10.1111/jan.13031

Kock, N. (2004). The psychobiological model: Towards a new theory of computer-mediated communication based on Darwinian evolution. *Organization Science, 15*(3), 327-348. 107. https://doi.org/10.2307/30034736

Kock, N. (2005). Media richness or media naturalness? The evolution of our biological communication apparatus and its influence on our behavior toward e-communication tools. *IEEE Transactions on Professional Communication, 48*(2), 117-130. https://doi.org/10.1109/tpc.2005.849649

Kock, N., & Garza, V. (2011). Media naturalness reduction and compensatory channel expansion: A study of online and face-to-face sections of the same course. *International Journal of Distance Education Technologies (IJDET), 9*(2), 1-12. http://doi.org/10.4018/jdet.2011040101

Kralova, Z. & Petrova, G. (2017). Causes and consequences of foreign language anxiety. *XLinguae, 10*(3), 110-122. https://doi.org/10.18355/XL.2017.10.03.09

Krashen, S. (1982). *Principles and practice in second language acquisition.* Pergamon Institute of English.

Krashen, S. (2013). *Second language acquisition: Theory, application and some conjectures*. Cambridge University Press.

Lin, H. (2015). Computer-mediated communication (CMC) in L2 oral proficiency development: A meta-analysis. *ReCALL, 27*(3), 261-287. https://doi.org/10.1017/S095834401400041X

Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International, 2011*, 1-8. https://doi.org/10.1155/2011/493167

Lokalise (2021, September 8). *What is back translation? Method explained with examples.* https://lokalise.com/blog/back-translation-best-practices/#:~:text=Back%20translation%2C%20also%20known%20as%20reverse%20translation%2C%20is,to%20check%20the%20translation%20and%20ensure%20high%20quality.

MacIntyre, P. D., & Gardner, R. C. (1994b). 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.tb01103.x

MacIntyre, P. D., & Gardner, R. C. (1994a). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition, 16*(1), 1–17. https://doi.org/10.1017/s0272263100012560

Marcos-Llinás, M., & Garau, M. J. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign Language Annals*, *42*(1), 94–111. https://doi.org/10.1111/j.1944-9720.2009.01010.x

Melchor-Couto, S. (2017) Foreign language anxiety levels in second life oral interaction. *ReCALL, 29*(1) 99-119. https://doi. org/10.1017/s0958344016000185

Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia - Social and Behavioral Sciences, 70*, 654–665. https://doi.org/10.1016/j.sbspro.2013.01.106

Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System, 38*(3), 467-479. https://doi.org/10.1016/j.system.2010.06.011

Pérez-Paredes, P. & Martínez-Sánchez, F. (2001). A Spanish version of the foreign language classroom anxiety scale: revisiting Aida's factor analysis. *Revista Española De Lingüística Aplicada*, *14*, 337–352. https://dialnet.unirioja.es/descarga/articulo/871315.pdf

Pichette, F. (2009). Second language anxiety and distance language learning. *Foreign Language Annals*, *42*(1), 77-93. https://doi.org/10.1111/j.1944-9720.2009.01009.x

R Core Team (2021). *R: A language and environment for statistical computing*. Vienna: R Foundation for Statistical Computing.

Richards, K. 2003. *Qualitative inquiry in TESOL*. Palgrave Macmillan.

Riquelme-Mella, E., Miranda-Zapata, E., Moncada-Retamal, L., Muñoz-Yévenes, P., & Valdés-

Cruz, C. (2015). Validez factorial de la versión en español del foreign language clasroom anxiety scale (FLCAS) en estudiantes chilenos de educación secundaria. *Ansiedad y Estrés, 21*(2-3), 169-179.

Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals, 53*(2), 338-352. https://doi.org/10.1111/flan.12461

Salikin, H. (2019). Factors affecting male and female Indonesian EFL students' writing anxiety. *Indonesian Journal of Applied Linguistics*, *9*(2), 316-323. https://doi.org/10.17509/ijal.v9i2.20229

Sarason, I. G. (1978). The Test Anxiety Scale: Concept and research. In Spielberg, C. D. & Sarason, I. G. (Eds.), Stress and Anxiety (Vol. 5, pp. 193-216). Washington D. C.: Hemisphere Publishing Corp.

Scovel, T. (1977). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28*(1), 129-142.

Sparks, R. L., & Patton, J. (2013). Relationship of L1 skills and L2 aptitude to L2 anxiety on the foreign Language classroom anxiety scale. *Language Learning, 63*(4), 870-895. https://doi.org/10.1111/lang.1202

Stapor, K. (2020*). Introduction to probabilistic and statistical methods with examples in R.* Springer.10.1007/978-3-030-45799-0.

Subasi, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice? *Turkish Online Journal of Qualitative Inquiry, 1*(2), 29-49.

Sudina, E., & Plonsky, L. (2021). Language learning grit, achievement, and anxiety among L2 and L3 learners in Russia. *ITL-International Journal of Applied Linguistics, 172*(2), 161–198. https://doi.org/10.1075/itl.20001.sud

Tahmouresi, S., & Papi, M. (2021). Future selves, enjoyment and anxiety as predictors of L2 writing achievement. *Journal of Second Language Writing, 53,* 100837. https://doi.org/10.1016/j.jslw.2021.100837

The Glossary of Education Reform. (2013, August 29). *In-person learning*. https://www.edglossary.org/in-person-learning/

Usher, K., Durkin, J. & Bhullar, N. (2020). The COVID-19 pandemic and mental health impacts. *International Journal of Mental Health Nursing, 29*(3), 315–318. https://doi.org/10.1111/inm.12726

Wali, A. Z., & Popal, A. W. (2020). The emerging issues and impacts of technology in classroom learning. *International Journal of Emerging Technologies in Learning (iJET), 15*(15), 237–245. https://doi.org/10.3991/ijet.v15i15.14175

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology, 33*(4), 448-57. https://doi.org/10.1037/h0027806

White, C. (2005). Contribution of distance education to the development of individual learners. *Distance Education, 26*(2), 165-181. http://dx.doi.org/10.1080/01587910500168835

White, C. (2014). The distance learning of foreign languages: A research agenda. *Language Teaching, 47*(4), 538-553. http://doi.org/10.1017/S0261444814000196

Woodrow, L. (2006, December). Anxiety and Speaking English as a Second Language. *RELC Journal, 37*(3), 308–328. https://doi.org/10.1177/0033688206071315

Xiao, Y., & Wong, K. F. (2014). Exploring heritage language anxiety: A study of Chinese heritage language learners. *The Modern Language Journal, 98*(2), 499-611. https://doi.org/10.1111/j.1540-4781.2014.12085.x

Yalçın, Ö., İnceçay, V. (2013). Foreign language speaking anxiety: The case of spontaneous speaking activities. *Procedia - Social and Behavioral Sciences, 116*, 2620 – 2624 https://doi.org/10.1016/j.sbspro.2014.01.623

Zapata, S.M. & Onwuegbuzie, A.J. (2022, September 12). Emotion differentiation and negative emotional states: the mediating role of perceived academic control and the moderated effect of intrinsic motivation. *Current Psychology*. Springer. https://doi.org/10.1007/s12144-022-03697-5

Zhao, A., Guo, Y., & Dynia, J. (2013). Foreign language reading anxiety: Chinese as a foreign language in the United States. *The Modern Language Journal, 97*(3), 764–778. https://doi.org/10.1111/j.1540-4781.2013. 12032.x

Zhou, M. (2016). The roles of social anxiety, autonomy, and learning orientation in second

language learning: A structural equation modeling analysis. *System, 63*, 89–100. https://doi.org/10.1016/j.system.2016.09.001

Zhang, X. (2013). Foreign language listening anxiety and listening performance: Conceptualizations and causal relationships. *System*, *41*(1), 164-177. https://doi.org/10.1016/j.system.2013.01.004

Zheng, L., Miao, M., & Gan, Y. (2020). Perceived control buffers the effects of the COVID-19 pandemic on general health and life satisfaction: The mediating role of psychological distance. *Applied Psychology: Health and Well-Being, 12*(4), 1095–1114. https://doi.org/10.1111/aphw.12232

Appendix A: English version of Foreign Language Classroom Anxiety Scale (FLCAS)

(Horwitz et al., 1986)

1. I don't feel confident when I speak in my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. I don’t worry about making mistakes in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. I tremble when I know it's my turn to speak in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8. I am usually relaxed during tests in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

17. I often feel like not going to my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

21. The more I study for a language test, the more confused I get.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

25. Language class moves so quickly I worry about getting behind.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

28. When I'm on my way to language class, I feel confident and relaxed.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

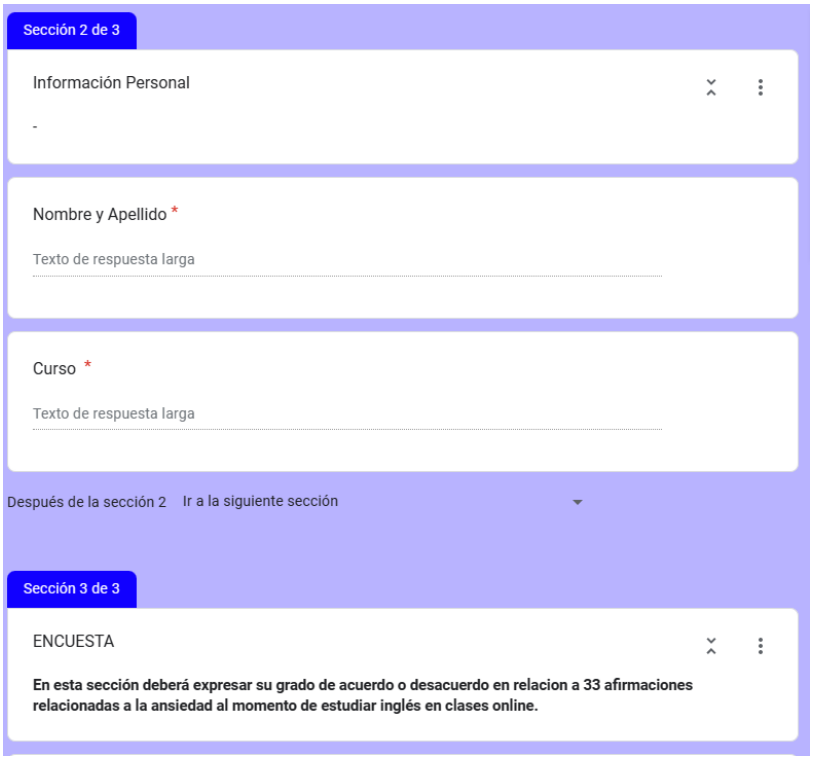
Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Appendix B: Samples of the Spanish digital version of FLCAS for the online learning environment





1. Siempre me siento inseguro(a) cuando hablo en las clases online de inglés.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De acuerdo
- ○ Muy de Acuerdo

2. No me preocupa cometer errores en la clase online de inglés.

- ○ Muy en Desacuerdo
- ○ En desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

3. Cuando me toca hablar en la clase online de inglés me pongo a tiritar.

- ○ Muy en Desacuerdo
- ○ En desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

4. Me da miedo no entender lo que el o la profesor(a) está diciendo en inglés.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

9. Entro en pánico cuando tengo que hablar sin haberme preparado(a) en la clase online de inglés.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

10. Me preocupan las consecuencias de reprobar el módulo online de inglés.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

13. Me da vergüenza participar voluntariamente en las clases online de inglés.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

14. Me pondría nervioso al hablar en inglés con hablantes nativos.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De acuerdo
- Muy de Acuerdo

Appendix C: Samples of the Spanish digital version of FLCAS for the in-person learning environment



Sección 1 de 3

Encuesta para medir niveles de ansiedad al momento de aprender una lengua extranjera en clases presenciales

Se le invita a responder la siguiente encuesta en el marco del desarrollo de la Tesina de Grado de magíster de la profesora Carola Villegas, que procura medir los niveles de ansiedad que presentan los estudiantes al aprender una lengua extranjera en la modalidad presencial. Su identidad permanecerá anónima. Por favor, lea detenidamente las instrucciones y complete la encuesta con sinceridad, ya que esta información será utilizada en una investigación académica.

Nota de consentimiento: Todos los datos recolectados son de uso exclusivo para la investigación y la información entregada no se dará a conocer al público. Al pasar a la siguiente página, está aceptando de manera voluntaria su participación en el estudio.

Es posible que después de responder esta encuesta sea invitado a participar de una entrevista que se le realizará a un grupo reducido y será de gran ayuda para esta investigación.

Complete la siguiente información que sólo le tomará algunos minutos:

5. No me molestaría para nada tener más clases presenciales de inglés.

- ○ Muy en Desacuerdo
- ○ En desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

6. Durante la clase presencial de inglés, me veo pensando en cosas que no tienen nada que ver con el módulo.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

15. Me frustra no entender lo que el o la profesor(a) está corrigiendo.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

16. Aunque me haya preparado muy bien para la clase presencial de inglés, me siento muy ansioso(a).

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

26. Me siento más tenso(a) y nervioso(a) en clases presenciales de inglés que en otras clases.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

27. Me siento nervioso(a) y confundido(a) cuando hablo en mi clase presencial de inglés.

- ○ Muy en Desacuerdo
- ○ En Desacuerdo
- ○ Ni de Acuerdo ni en Desacuerdo
- ○ De Acuerdo
- ○ Muy de Acuerdo

29. Me pongo nervioso(a) cuando no entiendo todo lo que el o la profesor(a) está diciendo.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

30. Me siento agobiado(a) por la cantidad de reglas que hay que aprender para hablar una lengua extranjera.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

32. Probablemente me sentiría cómodo(a) con hablantes nativos de inglés.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

33. Me pongo nervioso(a) cuando el o la profesor(a) de inglés me hace preguntas que no he preparado previamente.

- Muy en Desacuerdo
- En Desacuerdo
- Ni de Acuerdo ni en Desacuerdo
- De Acuerdo
- Muy de Acuerdo

Appendix D: Human Rights case presentation instructions

FACULTAD DE DERECHO
UNIVERSIDAD DE CHILE
PROGRAMA DE INGLÉS LEGAL

Human Rights Case Presentation

Instructions:

The requirements for this presentation are the following:

- Groups of 3 students
- Choose a human rights violation case of your interest. It can be from Chile or any other country of your choice.

The presentation should contain the following:

- Introduction: introduce the presentation by giving your opinion about the chosen case and why it is an interesting case for your group to present.
- Description: describe the situation, date, context, events and people involved using the past tenses, passive voice and linking words correctly. What happened? When did the events happen? How did the events occur? Which human rights were violated?
- Legal status: provide information about the current legal situation of the people involved or the legal punishment the transgressors should receive if the case hasn't had a resolution yet.
- Conclusion and arguments: present your conclusion and arguments in favor or against the case, the legal system's performance and the legal punishment (sentences given to the transgressors and the restitution or reparation measures given to the victims).

When working on your presentation, consider the rubric indicators in order to fulfill the requirements of the evaluation.



Appendix E: Human Rights case presentation rubric

Selecciona la casilla que represente la calificación del evaluado para cada criterio

Indicadores	Niveles de Logro						Puntaje Obtenido
Content	The content is appropriate to the topic and the chosen case. It includes the required information such as: location, date, events, description and current legal situation of the people involved.	3 pts	Only two aspects of the required information are included.	2 pts	The content is not appropriate to the topic and only one aspect of the required information is included.	1 pt	3 puntos
Presentation	Audiovisual material related to the topic is presented and used appropriately during the whole presentation	3 pts	Audiovisual material is related to the topic but it is used only in some parts of the presentation.	2 pts	Audiovisual material is not related to the topic or not included in the presentation.	1 pt	3 puntos
Grammar	The grammar structures studied in class are used correctly (Passive voice and Past tenses).	3 pts	Only two of the grammar structures required are used correctly.	2 pts	Only one of the grammar structures required is used. Or most of them are used incorrectly.	1 pt	2 puntos
Vocabulary Use	Appropriate vocabulary related to the topic is used correctly during the whole presentation.	3 pts	Appropriate vocabulary related to the topic is used correctly in some parts of the presentation.	2 pts	The vocabulary is not related to the topic or it is not correctly used during the whole presentation.	1 pt	2 puntos
Pronunciation	The pronunciation presents few mistakes but does not interfere with the understanding of the information delivered.	3 pts	The pronunciation presents some mistakes, interfering with the understanding of some ideas of the information delivered.	2 pts	The pronunciation of most words fails during the speech interfering with the understanding of the information delivered.	1 pt	1 puntos
Use of Notes	The speaker does not use the notes during the whole speech or uses the notes without interfering with the fluency of the information delivered.	3 pts	The speaker reads the notes at some points during the speech interfering, at times, with the fluency of the information delivered.	2 pts	The speaker reads the notes during the whole speech interfering with the fluency of the information delivered.	1 pt	1 puntos
Confidence	Confidence and a good command of the topic is shown during the whole presentation.	3 pts	Confidence and a good command of the topic is shown only at times during the presentation.	2 pts	The speaker does not show confidence nor a good command of the topic during the whole presentation.	1 pt	1 puntos

Appendix F: Semi structured Interview Protocol

Actividad: Ansiedad al aprender inglés en la práctica Oral en dos modalidades: Online y presencial

Fecha: _____

Hora de inicio: _____ Hora de finalización: _____

Estimado/a estudiante,

Las siguientes preguntas son parte de un estudio enfocado en examinar los niveles de ansiedad al momento de aprender una lengua extranjera y su posible relación con el desempeño oral de los estudiantes. Toda la información proporcionada será usada estrictamente para fines educativos y se mantendrá de manera confidencial.

Propósito: Esta entrevista tiene como objetivo comprender cómo los siguientes factores, ansiedad y desempeño oral, se manifiestan en el contexto del inglés como idioma extranjero en Chile y cómo se desarrollan. Espero tu colaboración en esta entrevista respondiendo respuestas precisas a las siguientes preguntas.

Parte A: Información Demográfica:

Nombre: _____ Nivel de inglés: ____
Edad: _____ Género: Masculino: _____

Preguntas para Entrevista

1. Cuéntame, ¿cómo ha sido tu experiencia aprendiendo inglés?, ¿cómo te has sentido?
2. En términos generales, ¿te consideras una persona ansiosa?

Si la respuesta es sí:

- ¿Qué te causa ansiedad o nerviosismo?
- ¿Usas medicamentos para combatirlo?
- ¿Tienes diagnóstico médico?
- ¿Qué impacto tiene esto en tu vida?

2. ¿Crees que las clases de inglés te causan algún grado de ansiedad?

3. Si pudieras elegir una modalidad, online o presencial, para tus clases de inglés, ¿cuál elegirías y por qué?

4. Crees que la modalidad en la que estudias inglés se vincula con algún grado ansiedad?

5. ¿Te gusta participar oralmente en clases de inglés?

6. Cuándo estás ansioso (mucho, un poco…) en tus clases de inglés (online/presenciales), ¿qué sientes?

7. ¿Has encontrado alguna dificultad para desarrollar tus habilidades orales en la modalidad en la que estudias inglés?

8. ¿cómo crees que afecta la modalidad de tus clases en tu participación?

9. ¿Cómo crees que afecta la modalidad de tus clases en tu rendimiento?

10. Durante el aprendizaje de las clases de inglés ¿Cómo crees que afecta en la comunicación con tus compañeros y profesor la cercanía física? (o la falta de esta)

11. ¿Es importante para tu aprendizaje observar lenguaje físico o expresiones faciales? ¿Por qué?

12. ¿Te sientes relajado y motivado para participar voluntariamente en tus clases? ¿Que influye en esto?

13. ¿Cómo te sentiste al dar tu presentación sobre el caso de D.D.H.H.?

- ¿Notaste algo de ansiedad?
- ¿Cómo describirías esta ansiedad?

14. ¿Cuán seguro(a) de ti mismo(a) te sientes al hablar en inglés durante las clases? ¿Porqué?

15. ¿Cómo crees que la ansiedad influye en tu desempeño oral?

Appendix G: Written validation procedure of survey-items clarity

Validación de Claridad de la Encuesta

"Foreign Language Classroom Anxiety Scale" (FLCAS)

(Horwitz et al., 1986)

Instrucciones: Marque con una X la puntación que mejor exprese el grado de claridad de cada afirmación, en una escala del 1 al 5, en donde 1 no es nada de claro y 5 es absolutamente claro.

1. Nada claro	**2.** Poco claro	**3.** Claro	**4.**Muy claro	**5.**Absolutamente Claro

	1	**2**	**3**	**4**	**5**
1. Nunca me siento completamente seguro(a) de mi mismo(a) cuando estoy hablando en mi clase online de inglés.					
2. No me procupa cometer errores en la clase online de inglés.					
3. Siento escalofríos cuando se que me van a llamar en la clase online de inglés.					
4. Me atemoriza cuando no entiendo lo que el o la profesor(a) está diciendo en la clase online de inglés.					
5. No me molestaría para nada tener más clases online de inglés.					
6. Durante la clase online de inglés, me encuentro a mi mismo(a) pensando en cosas que no tienen nada que ver con el módulo.					
7. Pienso constantemente que los otros estudiantes son mejores en inglés que yo.					
8. Me siento relajado(a) durante las evaluaciones de inglés.					
9. Empiezo a entrar en pánico cuando tengo que hablar sin haberme preparado en la clase online de inglés.					
10. Me preocupan las consecuencias de reprobar el módulo online de inglés.					
11. No entiendo por qué ciertas personas se alteran tanto en las clases online de inglés.					
12. En las clases online de inglés, me pongo tan nervioso(a) que se me olvidan las cosas que sé.					
13. Me da verguenza ofrecerme para responder voluntariamente en las clases online					

de inglés.					
14. No me pondría nervioso al hablar en inglés con hablantes nativos.					
15. Me molesta cuando no entiendo lo que el o la profesora está corrigiendo.					
16. Incluso si estoy muy bien preparado(a) para la clase online de inglés, me siento muy ansioso(a).					
17. A menudo no me dan ganas de asistir a mi clase online de inglés.					
18. Me siento seguro(a) de mí mismo(a) cuando hablo en la clase online de inglés.					
19. Me temo que mi profesor(a) está listo(a) para corregir cada error que cometo.					
20. Siento que mi corazón se acelera cuando van a decir mi nombre en la clase online de inglés.					
21. Mientras más estudio para una prueba de inglés, más me confundo.					
22. No siento presión para prepararme muy bien para la clase online de inglés.					
23. Siempre siento que los otros alumnos hablan en inglés mejor que yo.					
24. Me siento muy cohibido(a) al hablar en inglés frente a otros estudiantes.					
25. Las clases online de inglés avanzan tan rápido que me procupa quedar atrasado(a).					
26. Me siento más tenso(a) y nervioso(a) en clases online de inglés que en otras clases.					
27. Me pongo nervioso(a) y me siento confundido(a) cuando estoy hablando en mi clase online de inglés.					
28. Cuando voy en camino hacia mi clase online de inglés, me siento muy seguro(a) y relajado(a).					
29. Me pongo nervioso(a) cuando no entiendo cada palabra que el o la profesor(a) está diciendo.					
30. Me siento agobiado(a) por la cantidad de reglas que hay que aprender para hablar una lengua extranjera.					
31. Me temo que los otros estudiantes se reirán de mí cuando hablo en inglés.					
32. Probablemente me sentiría cómodo(a) alrededor de hablantes nativos de inglés.					
33. Me pongo nervioso(a) cuando el o la profesor(a) de inglés me hace preguntas que no he preparado previamente.					

Appendix H: Backward translation by three experts

- **Original version**
- **Translator 1**
- **Translator 2**
- **Translator 3**

1. I never feel confident when I speak in my foreign language class.

1. I always feel secure when I have to speak in English online class.

1. I always feel confident when I speak in online English classes (OEC).

1. I always feel secure when talking during online English lessons.

2. I don’t worry about making mistakes in language class.

2. I am not worried about making mistakes in English online class.

2. I am not worried about making mistakes in OEC.

2. I am not worried for making mistakes during online English lessons.

3. I tremble when I know it's my turn to speak in language class.

3. When I have to speak in English online class I start trembling.

3. I shiver when it is my turn to speak in OEC.

3. I start to tremble when it is my turn to talk during online English lessons.

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

4. I’m afraid I won’t understand what the teacher is saying in English.

4. I get scared when I do not understand what the teacher is saying in English.

4. I feel afraid of not understanding what the teacher says in English

5. It wouldn't bother me at all to take more foreign language classes.

5. I wouldn’t mind at all having more English classes online.

5. I would not mind having more OEC.

5. It wouldn’t bother me at all to have more online English lessons.

6. During language class, I find myself thinking about things that have nothing to do with the course.

6. During English online class I find myself thinking about things that don’t have anything to do with the module.

6. I get distracted during OEC.

6. During online English lessons, I tend to think on issues unrelated to the module.

7. I keep thinking that the other students are better at languages than I am.

7. I constantly think that my classmates are better at English than me.

7. I always think that my classmates are better at English than me.

7. I constantly think that the other students are better in English than me.

8. I am usually at ease during tests in my language class.

8. I feel relaxed during English evaluations.

8. I am relaxed during OEC.

8. I feel relaxed during English assessments.

9. I start to panic when I have to speak without preparation in language class.

9. When I have to speak unprepared in English online class I start panicking.

9. I panic when I am not prepared to speak in EOC.

9. I panic when it´s time to speak being unprepared during online English lessons.

10. I worry about the consequences of failing my foreign language class.

10. I'm worried of the consequences if I fail the English online module.

10. I worry about the consequences of failing English class.

10. I am worried of the consequences for failing the online English module.

11. I don't understand why some people get so upset over foreign language classes.

11. I don't understand why some people get so frustrated in English online class.

11. I do not understand why some people get so upset in EOC.

11. I don´t understand why some people feel so frustrated during online English lessons.

12. In language class, I can get so nervous I forget things I know.

12. I get so nervous in English online class that I forget what I already knew.

12. I get so nervous I forget what I have learned in EOC.

12. I feel so nervous during online English lessons that I tend to forget what I already knew.

13. It embarrasses me to volunteer answers in my language class.

13. I am embarrassed of taking part in the English online class voluntarily.

13. It embarrasses me to volunteer in EOC.

13. I feel embarrassed to voluntarily participate in online English lessons.

14. I would not be nervous speaking the foreign language with native speakers.

14. I would get nervous speaking English with native speakers.

14. I get nervous when I speak to native speakers.

14. I would feel nervous to speak English with native speakers.

15. I get upset when I don't understand what the teacher is correcting.

15. I get frustrated when I don’t understand the teacher’s corrections.

15. I get upset when I do not understand what the teacher is correcting.

15. I feel frustrated for not understanding the corrections of the teacher.

16. Even if I am well prepared for language class, I feel anxious about it.

16. Even when I’m well prepared, I feel very anxious during English online class.

16. I feel anxious even if I have studied prior to OEC.

16. Although I may be well prepared for the online English lesson, I feel very anxious.

17. I often feel like not going to my language class.

17. I normally don’t feel like attending my English online class.

17. Generally speaking, I am not in the mood for EOC.

17. I generally don't feel like attending my online English lesson.

18. I feel confident when I speak in foreign language class.

18. I feel self confident when I speak in EOC.

18. I feel confident when I speak in EOC.

18. I feel confident when speaking during the online English lesson.

19. I am afraid that my language teacher is ready to correct every mistake I make.

19. I feel like my English teacher is ready to correct every mistake that I make.

19. I feel like my English teacher is ready to correct every mistake I make.

19. I feel my English teacher is ready to correct every mistake I make.

20. I can feel my heart pounding when I'm going to be called on in language class.

20. I feel my pulse racing when it's my turn to speak in EOC.

20. My heart races when it is my turn to speak in EOC.

20. I feel my heartbeat rushing when it is my turn to speak in online English lessons.

21. The more I study for a language test, the more confused I get.

21. The more I study for an English test, the more confused I get.

21. The more I study for an English test the more confused I get.

21. The more I study for an English test, the more confused I get.

22. I don't feel pressure to prepare very well for language class.

22. Preparing for the EOC doesn't make me feel stressed.

22. I do not feel stressed when I thoroughly study for an EOC.

22. Preparing well for the online English class does not cause me any stress.

23. I always feel that the other students speak the foreign language better than I do.

23. I always have the feeling that my classmates speak better English than me.

23. I always feel like my classmates speak English better than I do.

23. I always keep the sensation that my classmates speak English better than me.

24. I feel very self-conscious about speaking the foreign language in front of other students.

24. I feel very weary of speaking English in front of other students.

24. I feel very self-conscious when I speak English in front of other students.

24. I feel very suppressed when speaking English before other students.

25. Language class moves so quickly I worry about getting behind.

25. The EOC goes so fast that I worry I could fall behind.

25. The pace of OEC is so fast I am afraid I will not catch up.

25. Online English lessons move so fast that I am worried to fall behind.

26. I feel more tense and nervous in my language class than in my other classes.

26. I feel more tense and nervous in EOC than any other class.

26. I feel more tense and nervous in EOC than in other subjects.

26. I feel more stressed and nervous during online English lessons than in other lessons.

27. I get nervous and confused when I am speaking in my language class.

27. I feel nervous and confused when I speak in my EOC.

27. I feel nervous and confused when I speak in my EOC.

27. I feel nervous and confused when speaking in my online English lesson.

28. When I'm on my way to language class, I feel confident and relaxed.

28. I feel very secure and relaxed when I address my EOC.

28. I feel confident and at ease when I speak to the EOC.

28. I feel very confident and relaxed whenever I go to my online English lesson.

29. I get nervous when I don't understand every word the language teacher says.

29. I get nervous when I don’t understand everything the teacher is saying.

29. I get anxious when I do not understand every word the teacher is saying.

29. I get nervous when I do not understand every word the teacher says.

30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.

30. I feel overwhelmed by the amount of rules you have to learn in order to speak a foreign language.

30. I am overwhelmed by all the rules I have to learn to speak a foreign language.

30. I feel overwhelmed by the number of rules necessary to speak a foreign language.

31. I am afraid that the other students will laugh at me when I speak the foreign language.

31.I feel like the other students are going to laugh at me when I speak English.

31. I am afraid my classmates laugh at me when I speak English.

31. I feel the other students are going to laugh at me when I speak English.

32. I would probably feel comfortable around native speakers of the foreign language.

32. I would probably feel comfortable around native English speakers.

32. I would probably feel more comfortable speaking to native speakers.

32. I would probably feel comfortable with English native speakers.

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

33. I get nervous when the English teacher asks questions I haven’t previously prepared for.

33. I get anxious when the teacher asks questions I have not prepared in advance.

33. I get nervous when the English teacher asks me questions I have not previously prepared

APPENDIX I: Carta de Intención

Santiago, 8 de Noviembre de 2022

Señor

Miguel Gonzáles Lemus

Director

Escuela de Pregrado, Facultad de Derecho, Universidad de Chile

Presente

Estimado director,

Mi nombre es Carola Villegas y soy parte del equipo de profesores del Programa de Inglés Legal de la Facultad de Derecho. Actualmente, estoy realizando mi proyecto de tesis final para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera en la Universidad Nacional Andrés Bello. En este contexto me dirijo a usted, respetuosamente, solicitando autorización para realizar parte de mi investigación de graduación que consiste en medir los niveles de ansiedad en alumnos del 4to nivel del programa de inglés legal. El estudio analiza desempeño de estudiantes en dos modalidades de enseñanza, online y presencial, frente a la práctica hablada del idioma para determinar la relación de dichos niveles con el desempeño oral, y a su vez comparar los resultados de ambos grupos. Esto se haría a través de una metodología que contempla la aplicación de una encuesta a dos cursos completos de estudiantes, una prueba oral y entrevistas a una selección reducida de participantes, en formato online y presencial coincidiendo con la modalidad de clases que tengan para este curso en este semestre. Es importante mencionar que tanto la universidad como la identidad de los estudiantes se mantendrán en el anonimato al momento de publicarse la tesis y el/la participante podrá retirarse en cualquier momento sin dar razones y no será amonestado por hacerlo. Además, luego de analizar e interpretar los datos, me comprometo a entregar un breve informe en español, con el fin de aportar al proceso de enseñanza-aprendizaje de las clases de inglés legal en la facultad.

Si tiene cualquier duda sobre mi investigación o desea abordar una inquietud, por favor siéntase en libertad de contactarme al correo villegas.carola@gmail.com o al teléfono +56981950464.

Esperando una buena acogida y pronta respuesta

Se despide atentamente,

Carola Villegas Sepúlveda

Appendix J: Acta de Autorización del Responsable Institucional

Yo, Miguel González Lemus, estoy de acuerdo con que el establecimiento que está a mi cargo, Escuela de Pregrado de la Facultad de Derecho, Universidad de Chile, participe de la investigación educativa dirigida por la profesora Carola Villegas S. Yo comprendo lo que se me pide y sé que puedo contactarme con la académica a su número telefónico +56981950464 o a su e-mail (villegas.carola@gmail.com). También comprendo que puedo renunciar a participar de la actividad en cualquier momento.

Firma del Responsable Institucional: _____

Fecha: _____

Appendix K: Comunicado de Presentación

Estimados Estudiantes,

Mi nombre es Carola Villegas Sepúlveda, soy docente de inglés de la escuela de derecho de Universidad de Chile y candidata a Magíster en Enseñanza del Inglés como Lengua Extranjera en la Universidad Andrés Bello. Me encuentro en proceso de realizar mi tesis de grado, los objetivos principales del estudio son explorar cómo la ansiedad al momento de hablar la lengua extranjera se relaciona con el desempeño oral.

Es por esto, que desde el día 17 al 24 de noviembre del 2022 se invita a los estudiantes del 4to nivel del programa de inglés de la universidad, a otorgar permiso para usar los puntajes y notas obtenidos en la presentación oral sobre Human Rights que están preparando en el módulo y a participar de una encuesta online. La participación en la encuesta es voluntaria. Posterior a la encuesta, algunos participantes podrían ser citados a una sesión de entrevistas online, para indagar en mayor profundidad.

Toda la información recopilada será confidencial y sólo se utilizará con fines de investigación. Esto significa que la identidad de los participantes será anónima, por lo que nadie además de la investigadora sabrá su información personal.

Los resultados de la investigación serán parte de la tesis para optar al título de Magíster en Enseñanza del Inglés como Lengua Extranjera en la Universidad Andrés Bello, y también pueden ser usados para una posible publicación en una revista educativa. Además, un informe en español con fines pedagógicos se entregará a directivos del establecimiento.

Dentro de algunos días, estaré enviando un nuevo correo con el formulario de consentimiento para ser firmado por quienes accedan a participar.

Agradeciendo su participación,

Atentamente

Carola Villegas Sepúlveda
Magister en Enseñanza del Inglés como Lengua Extranjera

Universidad Andrés Bello

Para mayor información o dudas, me pueden contactar a: villegas.carola@gmail.com o cvillegas@derecho.uchile.cl

Appendix L: Consentimiento Informado

Santiago, 11 de noviembre de 2022

Estimados Estudiantes:

Mi nombre es Carola Villegas Sepúlveda y actualmente estoy realizando mi proyecto de tesis final para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera en la Universidad Nacional Andrés Bello. Los objetivos principales del estudio son medir los niveles de ansiedad en alumnos para determinar la relación de dichos niveles con el desempeño oral en la modalidad online y presencial.

Se les invita cordialmente a participar de una encuesta online desde el día 17 al 24 de noviembre del 2022, permitir el uso de resultados obtenidos en la presentación oral sobre Human Rights que están preparando en el módulo y participar en una sesión de entrevistas online a partir del día 24 de noviembre que se realizará a una selección reducida de participantes. Toda la información recopilada será confidencial y sólo se utilizará con fines de investigación. Esto significa que la identidad de los participantes será anónima, por lo que nadie además de la investigadora sabrá su información personal.

Agradeciendo su participación,

Atentamente

Carola Villegas Sepúlveda
Magister en Enseñanza del Inglés como Lengua Extranjera

Universidad Andrés Bello

Appendix M: Sample of Interview Transcript

Participant Nº 4

A: Interviewer

B: Interviewee

A: Ok (nombre del participante), cuéntame, ¿cómo ha sido tu experiencia aprendiendo inglés, ¿cómo te has sentido?

B: ¿Aprendiendo inglés en general?

A: Sí, la idea es enfocarnos en esta modalidad presencial, pero si quieres hacer algún paralelo super bien.

B: A nivel presencial siento que me ha servido, por lo menos yo, siempre he sido una persona muy de contacto, de necesitar a la gente en frente, de compañeros para estar cómodo con la clase. A mí me ha ayudado personalmente.

A: Entiendo.

B: Aunque, por ejemplo en vacaciones de verano, siento que ahí es donde más he aprendido inglés, estando solo viendo películas, series, dedicando tiempo en concreto.

A: Entiendo, y dentro de la sala de clases, ¿has experimentado algún grado de ansiedad.

B: De ansiedad en particular, diría que en las presentaciones orales, fuera de ellas, la clase como tal no me ha generado ningún estrés o inconveniente. Tampoco un estrés desmedido, pero sí considerablemente más que al realizar una prueba escrita, por ejemplo. Sí, y en particular, un detalle del tema, que me acuerdo mucho y que tengo muy presente, es cuando hicimos la última presentación oral y no el debate, sino la última del examen del caso con dos compañeras más.

A: Ajá

B: Y que tenía una profesora al frente, evaluándome, haciendo marcas con el lápiz. Eso me generaba ansiedad. Mucho más que el manejo de información o que pensarían mis compañeros,

el hecho de tener a alguien al frente puntuando, calificando lo que hago, inevitablemente hace que yo mire a la persona. No, no, no hay posibilidad de ignorarla al saber que está al frente mío.

A: Entiendo.

B: Eso me podría llevar a divagar un poco más en la idea o quizás a no profundizar todo lo que hubiera querido porque tenía que ser constante con la presentación para seguir el hilo.

A: Sí. ¿Y esto no pasaba en la modalidad online?

B: Yo creo que siempre cuando uno habla, en general hay mayor ansiedad que cuando tiene que ser evaluado en forma escrita, pero por ejemplo, de forma online en comparación a presencial, uno igual está en una zona de confort porque la gente usualmente tapa las cámaras. La verdad uno sabe que no están pendientes, uno está en su pieza, en el living, generalmente es distinto, cambia mucho en comparación a estar presencial ahí frente a los compañeros y profesores.

A: Ya

B: Es cómo hacer un speech solo, como aprender algo y hablar, solo casi, bajo mi perspectiva, al estar online.

A: Sí, entonces online hay menos ansiedad que presencial por estar solo.

B: Totalmente.

A: Y cuéntame (nombre del participante), tú decías que sentías cierto grado de ansiedad, sobre todo en las presentaciones orales. Aparte de eso, ¿que más te causa ansiedad en la vida?

B: En general, creo no ser un tipo muy nervioso, porque sea fácil sacarme de mis cabales, pero la situación concreta de una presentación oral sí. Sí, diría que es algo que está…que puntúa alto. El recuerdo. Pero en la vida así, por ejemplo, no, nada especialmente entiendo. ¿Mhm, situaciones de estrés de miedo? No, no.

A: Bien. Y ahondando un poco más en el tema, si hablamos de la ansiedad meramente en la vida cotidiana, en términos generales, ¿ha tenido esto algún impacto en tu vida, fuera de la clase?

B: Diría que…que no, que en la vida no suelo tener mucha ansiedad, es en esos casos puntuales en los que tengo que hablar frente a otros y saber que debo ser evaluado. Para mí ese

es el factor clave, es ser evaluado. Ya que no es lo mismo, yo creo que tengo cierta facilidad para hablar en público, por ejemplo, y que es distinto, a mí me gusta hablar, me gusta exponer de cosas que sé y de algunas cosas que las puedo manejar bien. Creo que me expreso bien con las manos también, pero el hecho de tener una figura de autoridad al frente, eso ya me descoloca. Es como un cambio de chip que debo hacer para no distraerme. ¿Me doy a entender?

A: Sí, y volviendo a lo mismo, ¿crees que las clases de inglés, no solamente las presentaciones o las evaluaciones en términos generales, crees que las clases de inglés te causen algún grado de ansiedad?

B: En la situación formal de tener que exponer oralmente, yo creo que sí, por el hecho de que no es una lengua que domine así que implica un esfuerzo mayor de un tiempo mayor. No, no es como ahora que estoy hablando, básicamente en automático, que dejó fluir lo que creo que sé, en inglés no, ya que no conozco la lengua, tengo unas nociones básicas no más, debo estar pendiente de no sé, no equivocarme, intentar pronunciar más, pronunciar mejor, hay como más factores que considerar. Yo creo que sí, que en inglés es distinto.

A: Ya, y si dejamos de lado el tema de las evaluaciones y hablamos de las clases a diario, ¿eso también te genera ansiedad al momento de participar?

B: No, es que considero que es importante participar, por ejemplo, yo sé que cuando me preguntan algo en inglés lo más probable es que mi pronunciación no sea perfecta, o que me pueda equivocar, pero creo que es importante hablar, equivocarse en eso, en clase, por ejemplo, cuando usted a veces nos pide que digamos algo, que contestemos, que nos fuerza a hablar, creo que es importante, que se tiene que hacer. No, no me genera problemas.

A: Ok, de alguna forma creo que ya me lo has contestado, pero si pudieras elegir una modalidad, online o presencial para tus clases de inglés, ¿cuál elegirías y por qué?

B: Yo creo que sin duda elegiría presencial porque por mucho que sea más cómodo y más fácil online, yo soy alguien que necesita ese contacto. Para mí es una diferencia que un profesor sea comunicativo, a la hora de interesarme por la clase por ejemplo, o también para mantener el foco, la concentración. Elijo mil veces una clase presencial. Aunque académicamente pueda significar un, no sé… algún cambio más o menos relevante, para mí no es tan significativo como las ganas, la motivación que me da el ir a una sala a escuchar a alguien.

A: Entiendo, y ya que me hablas del rendimiento en términos generales ¿las notas se han visto afectadas de alguna forma por la presencialidad o por la modalidad online?

B: Yo creo que inevitablemente sí, y esto para inglés, como para muchas asignaturas, uno estando en casa, tiene acceso a internet, a computadora, a libros, apuntes totalmente para mí. Por mucho que se diga que sea más estresante y más incómodo, las clases online son más fácil, definitivamente hay acceso a más cosas.

A: Te voy a detener ahí porque no estoy bien segura si entiendo lo que me dices. ¿Tú piensas que las clases online son más estresantes o te referías a las presenciales?

B: No, las clases presenciales son mucho más cómodas, más entretenidas, uno va con más motivación para ir, en comparación al online, pero en la online a la hora de ser evaluado, por ejemplo, o de poder cumplir con un examen todo lo que sea evaluado es más fácil. Por el acceso a la información.

A: Ajá. ¿Tú piensas que la modalidad en la que estudias inglés se vincula de alguna forma con el grado de ansiedad que puedas sentir? ¿es la misma en la modalidad presencial que en la online?

B: Yo diría que online es mucho menos, por los temas, ya antes dicho, que uno está en una zona de confort, generalmente en la casa, el living. Los estudiantes, los compañeros prácticamente no están, es como que no estuvieran, si es que ese fuera un factor, que es como una conversación más individual, ¿sabe? es el profesor con uno estando, o esa es la impresión que da, aunque no sea así, aunque hubiera treinta compañeros con la cámara apagada. Es muy muy distinta. Le digo que alguna vez he tenido que hacer exámenes orales, tanto presencial como online. Y en la modalidad online es más estresante que otra cosa, pero no considero que sea, que me genere más ansiedad, es sólo que es más incómodo, es más frustrante quizás, pero no creo que más difícil.

A: Ya, y si pensamos en la colaboración en grupo, en los trabajos grupales, por ejemplo, que es mejor ¿online o presencial, y por qué?

B: Mmmh, diría que ambas, que ambas modalidades otorgan alguna ventaja, pero yo prefiero mil veces presencial. Por ejemplo, de forma online tenemos la posibilidad de hacer trabajos

remotos, yo vivo en región y me tocó trabajar con compañeros, pude ir puntualmente un par de días al dentista y esas cosas no me da la modalidad presencial. La flexibilidad bien, pero no tanto por factores de aprendizaje.

A: Sí, por factores externos.

B: Sí.

A: Oye y cuéntame ¿te gusta participar oralmente en las clases de inglés?

B: Así como que me apasione y que me mate no, pero sí creo que es importante hacerlo, ya que la forma oral es importante, es importante a la hora de aprender inglés. Yo no considero que sepa inglés, sólo sé escribir y leer porque de verdad me gustaría dedicarle un poco más de tiempo a mi expresión oral en inglés este verano.

A: Súper, eso es bueno. Bien, y entonces ¿te considerarías como una persona bien participativa en las clases o no tanto?

B: Yo creo que promedio tirando hacia participativo.

A: Ya. Cuándo estás un poquito ansioso, por lo que tú me contabas, un poco ansioso en tus clases de inglés presenciales, ¿que sientes física y emocionalmente?. ¿Cómo lo describirías?

B: ¿Físicamente a nivel de qué siento en mis órganos de mi cuerpo?

A: Sí.

B: En que se me agrieta la garganta, puede ser que el pecho se infla de alguna forma, que la lengua se traba, que no conectan las ideas, que en mi mente no las tengo tan claras a la hora de exteriorizarlas.

A: ¿Algo más en el resto de las partes de tu cuerpo?

B: Usualmente cuando me veo con seguridad lo que hago es, muevo más las manos cuando estoy siendo evaluado, por ejemplo. Cuando me toca presentar de algo que no conozco tanto y no quiero perder el hilo dejo de moverme tanto, quizá estoy más estático. Tiene que ser algún mecanismo para resguardar energía, no sé, distrae menos quizás. Pero suelo estar más estático cuando no estoy tan confiado.

A: Wow, hay gente que se mueve mucho cuando está nerviosa.

B: Sí, hay gente que tiene el caso contrario, para mí, mover las manos me gusta, siento que me facilita expresar, no es algo que yo sienta personalmente que hago mucho si es que estoy estresado.

A: Ajá, y dime ¿has encontrado alguna dificultad para desarrollar tus habilidades orales en la modalidad presencial?

B: No, no creo que nada especial, salvo lo que ya hemos comentado de que es una situación distinta estar frente a la profesora te evalúa.

A: Ya.

B: Pero diría que no nada nada fuera de lo ya dicho.

A: Aquí voy a redundar un poquito en lo que estabamos hablando antes. ¿Cómo crees que afecta la modalidad de tus clases en tu participación?

B: La modalidad de mis clases en mi participación, de forma presencial creo que soy más participativo, ya sea porque no me puedo ocultarme tras una cámara y es motivador. Creo yo ser mucho más participativo de forma presencial, de alguna forma forzado quizás, eh…pero sí, yo creo que sí.

A: ¿Tú piensas que hay alumnos que se esconden detrás de las cámaras en las clases online?

B: Uhh lo doy por hecho, yo creo que sí. Pero sí, en cantidad. No necesariamente por mala voluntad o por no querer prestar atención a la clase, sino por ansiedad, nerviosismo, que aunque uno no vea las cámaras, sabes que hay gente ahí que concretamente está mirando. Sí, en macroeconomía.

A: Oye y volviendo al inglés, ¿cómo crees que afecta a la modalidad de tus clases en tus notas?

B: Yo siento que la modalidad online es más sencilla por el hecho de que uno tiene herramientas al alcance.

A: ¿Qué herramientas (nombre del participante)? Yo sé que me lo mencionaste, pero redundo porque es importante.

B: No saber ocupar una estructura y revisar en los apuntes, por ejemplo.

A: ¿Por qué es más fácil la revisión de apuntes de manera online?

B: Porque está a mano, uno puede googlear lo que no sabe, en definitiva.

A: Estaba pensando que a veces ustedes también ocupan computadores en las clases presenciales.

B: Ah claro, pero usted habla de rendimiento académico, yo pensaba, por ejemplo, en materia de evaluaciones. Si alguien no sabe una pregunta concreta, uno puede googlear, ¿qué significa esto? Que ahí más o menos tengo una idea de cómo contestar, en cambió al contestar netamente con un papel y lápiz, ahí es… no lo sé, puede que no lo sepa y no hay forma de recurrir a esa información que se debe contestar, con un temporizador que uno sabe que tiene una hora y media.

A: Sí.

B: De alguna forma la clase por zoom es para mí, no una clase real, sin ofender el esfuerzo de todos los profesores. En mucho más fácil, cómodo, uno tiene de todo. No, no está esa dificultad inherente a una clase en la que no sé qué contestar sin ayuda. Obviamente esto ya es bastante personal, sé que hay gente que preferiría estar en las casas, por ellos tener clases desde ahí los cinco años, pero para mí no, no me gustaría.

A: Sí, ¿y tú piensas entonces qué donde hay tanta ayuda en las clases online, esto facilita una baja de ansiedad? ¿es lo que me decías?

B: Sí, yo creo que sí. Porque el hecho de, por ejemplo, disuadirse en una exposición oral. Entre usted y cualquier estudiante. Sí, yo si no sé algo concreto de la pauta que iba a decir, puede que tenga un papelito al lado y ahí recurro a ella, después de la introducción, ¡ah!, tenía que decir esto, lo que es mucho más fácil de disimular con una cámara, porque uno presencialmente hace un gesto mucho más grande, porque me agacho y veo el papel que tengo que decir para ver cómo sigo.

A: Bien. Durante el aprendizaje de las clases de inglés, ¿cómo crees que afecte en la comunicación con tus compañeros y con la profesora la cercanía física?

B: Para mí de forma totalmente positiva. Creo que es necesario cualquier interacción por el hecho de empatizar un poco más, ya sea con la persona que está dando las clases o con los compañeros que uno puede ver. Lo siento, perdí un poco el hilo…

A: La pregunta es, durante el aprendizaje de las clases de inglés ¿cómo crees que afecta en la comunicación con tus compañeros y profesora la cercanía física?

B: De acuerdo a lo que hemos dicho, yo creo que de forma positiva, no sé más que agregar, pues a mí me gusta, me motiva estar con mis compañeros, saber que si tengo una duda puedo preguntar al profesor inmediatamente.

A: Ehh mira, quizás la siguiente pregunta te va a ayudar a un dar un poco ¿es importante para tu aprendizaje observar lenguaje físico o expresiones faciales, y por qué?

B: Yo creo que sí. Y más que nada porque a uno le motiva, no sé, a estar atento o si veo que mi profesora, por ejemplo, focaliza en algo, apunta tal cosa con la mano, es más fácil seguir el hilo, seguir la pista a lo que dice la profesora. Em. No, no sé cómo más ahondar en ello. Yo creo que sí, pero talvez no lo sé explicar tan bien, pero sí digo que sí.

A: Ok, vamos a hablar sobre la presentación de Derechos Humanos que tuvieron ¿cómo te sentiste al dar tu presentación?

B: Ya, yo me sentí, y me acuerdo bastante de esa presentación, porque me sentí muy ansioso y usualmente, como le dije, yo no suelo tener muchos nervios. Diría que por el dominio de la información. Yo creo que siempre hay un factor, pero que no era lo relevante en esta vez. Sino que hace tiempo que no presentaba oralmente, quizá puede ser. Estar en un ambiente, no hostil, pero si había tensión, creo que yo y mis compañeros ya estamos…mi compañera y yo ya estábamos un poco hartos, queríamos presentar luego, por la situación que le comenté, que veía la figura de autoridad delante, en este caso la profesora viendo mis movimientos, viendo, teniendo que evaluar y así marcando con él lápiz. Por parte de mis compañeros, diría que no eran detonantes de estrés, es que ya igual los conozco bastante. Y eran poquitos. Diría que eso, yo me sentí nervioso, me sentí ansioso esa vez.

A: ¿cómo describirías esa ansiedad de ese momento en la presentación?

B: La veía como un obstáculo. En particular porque yo quería dar lo mejor de mí en la presentación, ya que uno igual sabe que al ser un trabajo grupal no quiere perjudicar a los compañeros, y me vi bastante acorralado, creo porque sabía que tenía que seguir, pero no, no encontraba la forma de evadir el nerviosismo. Tenía que seguir. Usualmente cuando me he sentido así de acorralado he podido lidiar con ello, ya sea mejor o peor, pero bien. Y eso…igual me vi un poco superado, quizás quería, quería que terminase luego. Obviamente hacer mi parte lo mejor que pudiera porque sé que estaba siendo evaluando, así que me enfocaba en di lo que tienes que decir, di las partes fundamentales para que tenga coherencia con el hilo de tu compañera, pero intenta decir todo lo que tienes que decir, no te no te quedes callado.

A: ¿Y tú piensas que esta ansiedad que sentiste en ese momento influyó en tu nota? ¿Podría haber sido mejor?

B: Sí, yo creo que podría haber sido mejor definitivamente, parte de una nota, a mi juicio, es uno, lo que se dice; y otro, cómo se dice, y yo creo que fallé en ese segundo punto, me vi ansioso, y creo que mis compañeros y la profesora percibieron que estaba nervioso. Por mucho que lo que diga esté mejor o peor, a nivel de contenido netamente. Yo creo que al verlo a uno nervioso se genera como una bola de nieve. Perjudica como a uno lo ven en la presentación, los compañeros empiezan a darse vuelta, uno también empieza a formar como una nube, a distraerse, a no hacer lo que tiene que hacer para hacer una presentación fluida. Yo creo que sí, creo que afectó en mi nota y creo que fue bastante superior a lo que esperaba. Yo en verdad salí, y mis compañeros me dijeron que no lo hice mal. Yo sí creo que lo pudo haber hecho mucho mejor en otra situación, en otro contexto.

A: Estaba pensando un poco en tu respuesta, ¿por qué me decías que se generaba una bola de nieve?

B: Sí, porque uno se empieza a sugestionar, ¡chuta! ¿lo estás haciendo bien o lo están haciendo mal? y después hay que cortar con ese pensamiento, hay que seguir, hay que seguir. Y si uno presta atención a ello, crece. Por eso lo exprese así.

A: También mencionabas la reacción que tenían tus compañeros, ¿tú sientes que la reacción de otros afecta en tu rendimiento o en tu ansiedad?

B: Diría que no, cerca de cero o nada, ya que a esos compañeros los conozco, eran pocos y mi foco no está puesto en ellos, si alguno llegará a verme quizá no le hubiera tomado tanto peso como a la profesora, que es lo que me interesaba en ese momento. Cumplir lo mejor que pueda para tener la mejor nota posible.

A: Sí. Ajá

B: En otros contextos, por ejemplo, en el que no soy evaluado, digamos, una charla con amigos o familiares yo creo que tampoco me afectaría tanto. A mí particularmente no sé, la gente no me afecta tanto. Me interesa más la persona que está evaluando, es un poco frío, quizás, pero yo así lo veo.

A: Muy bien. ¿Cuán seguro de ti mismo te sientes al hablar en inglés durante las clases y por qué?

B: Bien, relativamente bien, porque la clase es un ambiente seguro. A parte que igual uno ve el nivel de los compañeros, sin desmerecer a nadie. Evidentemente que hay gente que habla peor que uno, que no me debería dar vergüenza y hay gente que habla mejor y yo estoy como en el punto medio. Bueno, si es así, al compararme con mis compañeros, quizás no me siento especialmente estresado hablando en clases, salvo que en la circunstancia en que tengo que decir un texto largo. En el que la posibilidad de fallar sea mucha. Un poquito más quizás, pero en clases no, no mucho. En la presentación oral diría que sí ahí es distinto, es como una situación especial. Al menos yo concibo que la educación es un lugar para fallar, creo que es parte del proceso, pero a la hora de ser evaluado, ojalá no serlo.

A: Ok, ¿te gustaría agregar algo más?

B: No, no, nada especial, creo que ya hemos hablado de bastantes cosas. Sí, no tengo nada más que aportar.

A: Muy bien, entonces voy a dejar de grabar y estaríamos concluyendo la entrevista.