Universidad Andrés Bello

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Programa de Magíster en la Enseñanza de Inglés como Lengua Extranjera

FOREIGN LANGUAGE ENJOYMENT AND ANXIETY IN ADULT ONLINE EFL CLASSES IN CHILE.

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

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Santiago, Chile

July 2023

Dedication

The current study is dedicated to my family, who always encourage and support me, especially my mom, Veronica, my dad, Sergio, and my sister, Silvana. Thank you for giving me strength when times were rough and being there with me every step of the way.

To my dog, Hannah, who waited patiently after every class, every late night, writing to go for a walk in the hot summer and cold winter days and nights. You will be forever remembered.

Paula Barahona M.

Acknowledgments

First and foremost, I would like to give my warmest thanks to my supervising professor, Dr. Masatoshi Sato, for his guidance and encouragement through all the stages of my writing process. This study was made possible thanks to his constant valuable feedback, which improved my writing skills, and his extensive knowledge made me appreciate research. The meetings and conversations inspired me to think outside the box from multiple perspectives to form a comprehensive and objective critique.

I am also thankful to all the professors at Universidad Andrés Bello for their knowledge, expertise, passion, and guidance throughout the Master's program. Lastly, I would like to express my gratitude towards Fernanda Púa for not only being an extraordinary and bright classmate but for being my friend and my constant support during the whole program.

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ABSTRACT

The development of technology has provided Chilean adult learners to study a foreign language online, mainly English. However, research into emotional aspects of their learning process in the context of adult online learning is limited. This mixed-methods study investigated: (a) whether there is a relationship between foreign language enjoyment (FLE) and anxiety (FLA) in English as foreign language (EFL) adult learners in an online setting in Chile and (b) what specific factors might influence FLE and FLA in FL classes. This study is a conceptual replication of Dewaele and MacIntyre's (2014) study. The participants were 26 adult learners from a language institution studying English virtually who participated in an online questionnaire shared via Google Forms. Four learners were further interviewed individually. Statistical analysis revealed that Chilean adult learners showed higher levels of FLE than FLA. In addition, FLE and FLA were found to be related, but enjoyment and anxiety are independent emotions. Additionally, the factors that the participants perceived and influenced FLE and FLA in online classes revealed the importance of teacher-student interaction, teacher participation, and peer support in their learning process.

Keywords: Foreign Language Enjoyment, Foreign Language Anxiety, online setting, adult learners.

Resumen

El desarrollo de la tecnología ha permitido a los estudiantes adultos chilenos estudiar un idioma extranjero en línea, principalmente inglés. Sin embargo, la investigación sobre los aspectos emocionales de su proceso de aprendizaje en el contexto del aprendizaje en línea de adultos es limitada. Este estudio de métodos mixtos investigó: (a) si existe una relación entre el disfrute del idioma extranjero (FLE) y la ansiedad (FLA) en estudiantes adultos de inglés como idioma extranjero (EFL) en un entorno en línea en Chile y (b) qué factores específicos podrían influir en FLE y FLA en las clases de FL. Este estudio es una réplica conceptual del estudio de Dewaele y MacIntyre (2014). Los participantes fueron 26 estudiantes adultos de una institución de idiomas que estudiaban inglés virtualmente y que participaron en un cuestionario en línea compartido a través de Google Forms. Los estudiantes seleccionados fueron entrevistados individualmente. El análisis estadístico reveló que los estudiantes adultos chilenos mostraron niveles más altos de FLE que FLA. Además, se encontró que FLE y FLA están relacionados, pero el disfrute y la ansiedad son emociones independientes. Además, los factores que los participantes percibieron e influyeron en FLE y FLA en las clases en línea revelaron la importancia de la interacción docente-alumno, la participación docente y el apoyo entre pares en su proceso de aprendizaje.

Palabras clave: Disfrute en el aprendizaje de una lenguaje extranjera, Ansiedad en el aprendizaje de una lengua extrajera, entorno en línea, estudiantes adultos.

Chapter 1

Introduction

1.1 General Background

Adult learners are different from other learners in terms of their responsibilities in their daily lives, which influence their educational experience (Cercone, 2008). They can be defined as the ones who continue their education by balancing their family and work and are generally older than 22 (Kahu et al., 2013). Additionally, 24 years old and older adult students who are financially independent "must juggle many responsibilities with school," such as employment and parenting (Chao et al., 2007, p. 2). These characteristics make them quite different from traditional learners. Besides, they can display a variety of emotions during the learning process of any subject matter in any environment. However, in distance online education, emotions are often neglected when learning occurs. Researchers have looked at the social emotions of adults, yet little has been done to examine their learning emotions and how it affects their learning styles.

Emotions are "a complex state of feeling that results in physical and mental modifications that influence thought and behavior" in psychology. They play a vital role in language learning as well. They are an essential part of the experiences of both language teachers and language learners (Richards, 2020, p. 1). However, Second Language Acquisition (SLA) research focuses more on cognitive than affective emotions (Dörnyei, 1998; Swain, 2013).

According to Fredrickson (2001), experiencing positive and negative emotions is important in human flourishing. Research in Second Language Acquisition (SLA) considers affective or emotional variables to examine how learners feel about language learning and how their emotions impact their language learning processes (Horwitz et al., 2010). Several SLA studies explored those emotions (Dewaele, 2015; MacIntyre, 2002; Swain, 2013). Such

emotional variables are considered to be anxiety and enjoyment.

Enjoyment plays a crucial role in foreign language (FL) learning. Students of all ages display enjoyment when the classes are entertaining, their self-confidence and motivation increase, and their anxiety decreases (MacIntyre & Mercer, 2014). Additionally, Dewaele and Alfawzan (2018) claimed that advanced-level learners experience more enjoyment and less anxiety. Enjoyment and anxiety are positively and negatively related to students' progress in their English proficiency levels. Anxiety has been described as the strongest predictor of success or failure for second language (L2) students (MacIntyre, 1999). As Aatif (2022) mentions, "If learners are possessed by anxiety, fear of speaking, confusion, and lack of self-confidence, they will not be able to move further in learning languages" (p. 67). Anxiety comes in many ways, shapes, and forms, and children, teenagers, and adults all suffer from anxiety to different degrees in their lives, and with the right approach, it can be managed.

Although being widely researched with young and adult learners across various cultural backgrounds, these two emotions have yet to be studied systematically with Chilean adult English as a Foreign Language (EFL) learners; therefore, this study aims to examine the relationship between anxiety and enjoyment of adult L2 learning in an online setting.

1.2 Background of the study

Learning English as an adult is challenging. Harmer (2017) describes adult learners with several unique characteristics. For instance, adult learners have a range of life experiences, expectations about the learning process, and may already have their own learning patterns. Higher motivation is another characteristic, given that they know what they want to achieve and their ultimate goal. However, Harmer points out some problematic characteristics that sometimes make teaching and learning challenging. For example, adult learners can be critical of teaching methods, "their previous learning experiences may have predisposed them to one particular methodological style which makes them uncomfortable

with unfamiliar teaching patterns" (p. 40). They also may have experienced failure or criticism at school, making them anxious and under-confident about learning a language. Additionally, many adults worry that their intellectual powers may be diminishing with age. Therefore, it may cause a slower learning process and eventually drop out of the online course.

1.3 Statement of the problem

In an online context, learning a language can be overwhelming: you have different apps (Duolingo, HelloTalk, Busuu, Babble, and so on) and an abundance of YouTube videos that teach different facts, phrases, collocations, and everyday life situations.

The other alternative is language institutes. In Chile, one can study English or any other language in those places. They have personalized classes according to the learner's needs, certified teachers with experience, and various activities that ease the learning process. Adult learners can experience certain emotions. For example, they can feel demotivation (Evans & Tragant, 2020), hopelessness, boredom, anger, and fear/anxiety (Rowe & Fitness, 2018). Nevertheless, adult learners can also feel excitement, satisfaction, and relief in their learning process (Angelaki & Mavroidis, 2013).

Considering the aspects of adult learners mentioned in the previous section, it was necessary to explore the emotions of enjoyment and anxiety in the present study, which were crucial to identify how adult L2 Chilean learners felt during their online FL classes. Language learners often comment on how much or how little they enjoyed certain classes, language learning activities, and/or language courses. Therefore, it was essential to know whether students were enjoying the course and its activities, whether they were feeling anxious, or whether they were not feeling much of anything. Web questionnaires and semi-structured interviews were used to determine the impact of enjoyment and anxiety. Using the web questionnaire allowed twenty-six participants to give their insights on enjoyment and

anxiety in their FL classes. In addition, four semi-structured interviews enabled a more detailed look at the factors that influenced their emotions in class.

1.4 Purpose of the study

The goal of the present study is to conduct a conceptual replication of the study by Dewaele and MacIntyre's (2014) "Two Faces of Janus? Anxiety and Enjoyment in the foreign language classroom" in the Chilean context with adult students learning an FL online. Dewaele and MacIntyre (2014) examined Foreign Language Enjoyment (FLE) and Foreign Language Anxiety (FLA) as the main constructs to determine how these constructs are evident in an FL classroom. Also, how certain aspects can influence FLE and FLA in the learners' language process. To conduct a conceptual replication study, the current study took into account the different constructs and variables. It adapted them to see if the original study's results (Dewaele & MacIntyre, 2014) are replicable in the Chilean context.

Those aspects are a reduced number of participants, calculating the means of FLE and FLA and comparing them with previous studies mentioned in the literature review section, and changing the qualitative data collection of a detailed essay to a semi-structured interview but keeping the same statement. More details will be explained in the methodology chapter.

1.5 Structure of the thesis

The thesis is divided into six chapters: Chapter 2 discusses the literature behind the constructs of foreign language enjoyment and anxiety, online foreign language learning, and replication studies. Chapter 3 outlines the methodology used in the current research, the participants, and the instruments used. Chapter 4 presents the findings, and Chapter 5 delves into the results' meaning, importance, and relevance. Finally, Chapter 6 discusses the overall conclusions of the present study.

Chapter 2

Literature Review

The following section will provide the theoretical background for the current study. There are four main areas: (a) the concept of anxiety and foreign language anxiety, (b) the concept of enjoyment and foreign language enjoyment, (c) online foreign language teaching and learning, and (d) the concept of replication, its types, and replication in second language (L2) research.

2.1. Anxiety

L2 studies have shown that learners experience a negative emotion in language learning: anxiety. Anxiety is important to learning a foreign language (FL) since it can negatively affect students' language-learning processes. The possibility that anxiety interferes with language learning has long interested scholars, language teachers, and language learners themselves.

The concept of anxiety has been discussed from different perspectives by different researchers. Horwitz (2010) investigated the concept of anxiety and foreign or second language anxiety from the earliest to recent articles in which she arranged 44 milestones in the development of anxiety in response to L2 learning and use. The articles mentioned in her review article addressed the nature of foreign language anxiety (FLA) contrasted with or related to other anxiety types, the effects of FLA on language achievement, the stability or variation under different instructional or sociocultural conditions, the relationship of FLA with other learner factors, anxieties in response to specific aspects of language learning such as listening, reading, or writing, and instructional strategies to reduce FLA. The earliest work in this respect was by Guiora et al. (1972). In this article, the authors wondered if ingesting a small amount of alcohol would increase the ability to pronounce a second language. The results showed that students over the age of 21 who ingested moderate amounts of alcohol

achieved better pronunciation scores than the students who ingested higher amounts of alcohol and no alcohol at all. Moreover, moderate alcohol consumption relaxed the students and contributed to better pronunciation throughout the study. This research showed a relevant example of performance anxiety since pronunciation ability is indeed a unique feature of second-language learning, and "it is directly related to flexibility of psychic processes as contrasted with highly integrated ego functioning which plays a major role in learning and manipulating grammar, syntax, and vocabulary" (Guiora et al., 1972, p. 427).

Chastain (1975) examined the effect of three affective student characteristics that influence students' success or failure in the classroom (anxiety, reserved vs. outgoing personality, and creativity), compared with selected student ability characteristics, on course grades in elementary language courses. He found positive, negative, and non-significant correlations between anxiety and L2 achievement in French, German, and Spanish. This research study shows that certain variables may or may not impact students' second language learning process considering that anxiety strongly predicts second language achievement or failure.

Scovel's (1978) article was the turning point in studying anxiety and language learning. He identified that early perspectives of anxiety generated very discrepant outcomes concerning the relationship between anxiety and second language achievement. He also mentioned that "anxiety is neither a simple nor well-understood psychological construct and that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition" (p. 132). Another important milestone was Bailey's (1983) study which probably was the first to explore language anxiety from the learner's perspective. The study found that students' negative self-comparisons with others were an important source of anxiety. Anxiety decreased as the learners were perceived as more proficient and better able

to ‘compete’ with their peers. Tests, learners’ perceptions of their relationships with the teachers, and their need for their teacher’s approval were also associated with anxiety.

Young (1991) offered a thorough review of FLA in her article, in which she categorized six potential causes of FLA that can be identified in the literature of anxiety in language learning as follows: 1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) instructor beliefs about language teaching, 4) instructor-learner interactions, 5) classroom procedures, and 6) language testing’ (p. 427). Most studies probably cite and discuss Personal and interpersonal issues as sources of language anxiety. For instance, low self-esteem and competitiveness can lead to anxiety when language learners compare themselves to others or have an idealized self-image. These important aspects were considered in later research on foreign language anxiety; some are reflected in the present study's findings.

As mentioned before, anxiety research has evolved and broadened into different categories that affect language learning, including the construct that the present study will explore; foreign language anxiety.

2.1.1 Foreign Language Anxiety (FLA)

Since the early days of the research on anxiety, studies have generated varied and perplexing findings; scholars found that anxiety is not a simple, unitary construct that can be easily defined. Learners’ foreign language anxiety has been among the most widely researched emotions since Horwitz et al.’s (1986) pioneering work revealed its crucial role in language learning trajectories and classrooms. Additionally, researchers such as MacIntyre (1999) defined Foreign Language Anxiety (FLA) as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Importantly, FLA has been described as one of the strongest predictors of success or failure in FL learning.

FLA has various manifestations. Some can be feeling nervousness and confusion when speaking in the FL class, feeling anxious even if the learner is well prepared for FL class, believing that other students speak better in the FL, freezing up when called on to perform, forgetting words and phrases just learned, refusing to speak and remaining silent, panicking about speaking in front of others without preparation, and so forth. Most studies adopted the instrument Foreign Language Anxiety Classroom Scale (FLACS), developed by Horwitz et al. (1986). It is a 33-item, five-point Likert scale questionnaire that deals specifically with anxiety that learners experience in classroom interactions with their teachers—in other words, situation-specific language anxiety (Dewaele et al., 2008).

In the early years, researchers explored FLA with different variables (Dewaele, Petrides, & Furnham, 2008; Horwitz et al., 2009; Liu & Jackson, 2008). Sources of FLA, including learner-internal and learner-external variables, have been found in past anxiety research that can pressure students' anxiety. According to Dewaele et al. (2018), learner-internal variables range from stable factors like language learning history and sociobiographical variables like age, gender, education level, and personality to factors such as attitudes and emotions that are determined by the educational, political, and historical context. Learner-external variables range from the classroom situation with teachers and peers. The authors attempted to identify whether FLE and FLA are linked to a range of learner-internal and teacher/classroom-specific variables within one educational context.

Jiang and Dewaele (2019) investigated learner-internal and learner-external variables that have been found in anxiety research and how they predict participants' foreign language anxiety (FLA) and foreign language enjoyment (FLE). They also investigated how the FLE and the FLA of 564 Chinese undergraduate EFL learners differed from learners outside China through a mixed-method study using a questionnaire measuring the components and two open-ended questions. The students were asked to describe one positive occurrence of

enjoyment and a negative anxiety event in the class. Even though the levels of FLE and FLA were found to differ, the participants reported higher levels of FLA due to the teacher's strictness and unpredictability.

Young (1991) found six potential sources that provoke FLA among language learners. Personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing. She illustrated each source and discussed how they are noticeable in the classroom, and in conclusion, she pointed out some suggestions for reducing anxiety in learners. The most relevant was creating an atmosphere in the classroom for effective language learning and an attitude in the learners that reflects genuine interest and motivation to learn the language. Young (1994) further explained that these sources of language anxiety are interrelated.

Park and French (2013) examined gender differences in language anxiety and the possible influence of gender and anxiety on L2 performance. The findings showed that females reported higher anxiety levels than males; females and high-anxiety students received higher grades than males and low-anxiety students. Additionally, six items in the anxiety scale showed differential item functioning across gender, with females endorsing higher levels of anxiety than males, and the six items did not significantly influence the result of gender differences in the scale, providing evidence to the construct validity of the scale.

FLA specific to speaking activities in the classroom is known as foreign language speaking anxiety (FLSA), which is likely to impair speaking competence. FLSA is “an emotional feeling of fear, uneasy, and worry while speaking a foreign language” (Pakpahan & Gultom, 2020, p. 47). Many researchers have conducted various empirical studies on FLSA. Çağatay (2015) examined FLSA, possible reasons, and solutions in 147 Turkish university students enrolled in English preparatory programs. The author administered a

questionnaire to students placed in four groups according to their proficiency levels in English: upper-intermediate, elementary, intermediate, and beginner. The findings showed that EFL students experienced a moderate level of FLSA, with the addition of female students who experienced higher anxiety levels while speaking. In a quantitative study, Dung and Hung (2020) investigated anxiety levels, causes, and effects of speaking over academic achievement among 128 EFL non-English majors in Vietnam. The findings showed that the student's level of anxiety was moderate, and the causes of speaking anxiety came from fear of making mistakes, fear of being laughed at, lack of confidence, fear of negative evaluation, and fear of being the focus of attention. In conclusion, the authors determined that higher anxiety levels hindered academic performance, which in the findings in the present study, learners experienced similar speaking anxiety factors while learning online.

Based on the literature, it is fair to say that research on FLA has progressed a great deal in recent years; researchers have been looking into more aspects of anxiety that influence students' language learning and coming up with solutions so that language teachers can moderate, and factors that eventually decrease students' anxiety in the classroom. Therefore, in the present study, exploring the aspects that caused anxiety in EFL Chilean students online was essential.

2.1.2. Foreign language anxiety (FLA) in English as a Foreign Language (EFL) online context

Despite a significant number of studies in the literature to evidence FLA in the classroom, research on FLA in EFL online contexts is limited. Given the current study investigated FLA and FLE in an online setting, the present section reviews studies conducted in similar contexts, although the number of studies is limited.

For instance, Valizadeh (2021) investigated FLA in virtual EFL classrooms during the Covid-19 pandemic in Turkey with a questionnaire designed to collect qualitative and

quantitative data. The results showed that a large number of learners felt more anxious while doing the activities in online classrooms during the crisis. Some of the reasons reported were based on individual differences and preferences, lack of technological knowledge, and seeing their home settings by other students or hearing voices in the background and being recorded for every activity. Lack of live interaction in online environments was also a downside.

Pakpahan and Gultom (2020) investigated FLSA and the effect of online courses on the speaking anxiety of 30 undergraduate students in Indonesia. The findings showed that 63% of the students experienced a moderate level of FLA during speaking class, followed by high and low anxiety, and most of the students felt relaxed when they did not see their classmates' faces. Hence, the number of high-level anxiety students decreased after using online courses.

Aydin (2018) presented a brief research synthesis on the effect of technology on foreign language teaching and learning processes and how technology affects FLA levels which have not drawn attention among researchers. The author proposed that technology in teaching has great potential to develop communication and interaction. The author claimed that educators can present immediate feedback and individualized education via technology. The online environment also helps learners and instructors deliver authentic context and instructional materials.

According to these articles, online settings can impact students' learning processes. Therefore, they can either have high or low levels of anxiety about basic language skills, namely speaking, listening, reading, and writing skills, and technology is one way to lower anxiety. However, there is a need to expand the research of FLA in online learning contexts, considering that now there are a lot of online courses for people of all ages to study English from home, which can be beneficial to extend the literature on FLA online.

2.2. Enjoyment

Enjoyment is characterized by a sense of novelty and accomplishment when the person goes beyond to achieve something unexpected, perhaps something even unimagined before (Csikszentmihalyi, 1990). A person can feel enjoyment when they fully concentrate on the activity of learning, not on outcomes. According to Boudreau et al. (2018), enjoyment is one step beyond pleasure, then "if pleasure can occur simply by performing an activity or completing an action, enjoyment takes on additional dimensions such as an intellectual focus, heightened attention, and optimal challenge" (p.153). Enjoyment in language learning helps L2 learners better attend to, process, and acquire a target language (Dewaele & Alfawzan, 2018; Saito et al., 2018).

2.2.1 Foreign language enjoyment (FLE)

Foreign Language Enjoyment (FLE) is a positive emotion in language learning. FLE refers to learners' endeavors to meet learning challenges and broaden their knowledge and proficiency in the classroom (MacIntyre, 2016). Thus, enjoyment is linked to personal investment to accomplish something relevant. Dewaele and MacIntyre (2016) defined FLE as "a complex emotion, capturing interacting dimensions of the challenge and perceived ability that reflects the human drive for success in the face of difficult tasks" in foreign language learning activities (p. 216).

To measure FL learners' level of enjoyment, Dewaele and MacIntyre (2014) introduced the Foreign Language Enjoyment Scale (FLES). This is the original study of the current replication study. It was introduced as a 21-item measuring tool in several adaptations and translations. Some authors include positive emotions toward peers, teachers, and the learning experience in the measuring instrument.

2.2.2. Research on FLA and FLE.

Examining positive and negative emotions in the same study is advisable. Numerous studies have researched FLA and FLE along with other constructs such as boredom (Dewaele

et al., 2022; Li, 2022), willingness to communicate (Bensalem, 2021; Dewaele & Pavelescu, 2019; Khajavy et at., 2018; Kun et at., 2020), ideal L2 self (Fathi & Mohammaddokht, 2021), and so forth. However, in this section, the focus will be on the constructs of FLA and FLE.

As Shen (2021) states, there has been a growing interest in searching FLA and FLE, focusing on their relationship. Several studies concluded that FLE and FLA coexist among foreign language learners and that FLE is usually higher than FLA. For instance, Dewaele and MacIntyre (2014) examined FLE and FLA in 1746 foreign language learners around the world, and the main research question was whether FLE and FLA were opposite poles of the same dimension or independent dimensions. The authors used a questionnaire to measure FLE based on a 21-item Likert scale and an 8-item for measuring FLA. The study results showed that FLE levels were higher than FLA levels, and there was a significant negative correlation between FLE and FLA. These results imply that the two variables are separate dimensions and can experience both simultaneously. Regarding the participants, Northern Americans experienced the most FLE and least FLA, while Asian participants reported lower levels of FLE and higher levels of FLA. Regarding gender, male participants reported lower levels of FLE and FLA than female participants.

Jiang and Dewaele (2019) investigated how the FLE and FLA of 564 Chinese undergraduate EFL learners differed from learners outside China through a mixed-method study using a questionnaire and two open-ended questions in which students were asked to describe one positive occurrence of enjoyment and a negative event of anxiety in the class. Participants reported similar FLE levels but higher FLA levels compared to the international sample in Dewaele and MacIntyre (2014), which could be attributed to the Chinese educational context. The participants also reported higher levels of FLA due to the teacher's strictness and unpredictability; this suggests that cultural differences may exist in students' expectations of teacher practice in FL classrooms.

Dewaele et al. (2019) found a slight positive correlation between participants' FLE and FLA, which was different from their previous research (i.e., Dewaele & MacIntyre, 2014) as Kazakh learners with higher FLE also tended to experience slightly more FLA. Still, the authors claimed not to over-interpret the results since a small effect size was reported.

Akkas et al. (2022) also examined a possible correlation between FLA and FLE in the Turkish EFL learning context. The authors concluded that there is a negative correlation between FLE and FLA among EFL learners. Also, they mentioned that FLE effectively reduces anxiety caused by making mistakes, speaking to native speakers, pressure to prepare for tests, and speaking in front of other students. Those results are similar to other studies in which the authors observed a negative correlation between FLE and FLA (Dewaele, Magdalena, et al., 2019; Elahi Shirvan & Taherian, 2021; Liu & Wang, 2021). Dewaele and Proietti Ergün (2020) also collected data from 110 Turkish pupils learning Italian and English as a foreign language in an Italian immersion school in Istanbul. They found a negative correlation between FLA and FLE. They also concluded that the participants with high FLA had lower marks in both languages, whereas FLE was not a significant predictor of course marks.

Dewaele et al.'s (2016) study focused on the gender differences in FLE and FLA. This was a follow-up study of Dewaele and MacIntyre (2014), of which 1746 participants, 1287 were females, and 459 were males. The mixed-method study revealed that the female participants reported having significantly more fun learning interesting things and were prouder than their male peers of their FL performance. However, female participants experienced mild FLA than male peers since they worried significantly more about their mistakes and were less confident using the FL. The findings of this study disclosed a rich and nuanced picture of gender differences in two emotional dimensions, anxiety and enjoyment; despite this, gender differences were not the same.

In the same manner, the research on both FLA and FLE is fundamental to expanding the knowledge of its causes, effects, and potential solution to improve students' language learning process and have a fortuitous FL acquisition. Notably, researching different contexts can expand the literature and the study of the different variables that affect or alter FLA and FLE.

Most studies on FLA and FLE were explored in a classroom setting. However, limited research has been done in an online setting; hence, the next part will talk about online foreign language learning and teaching and research related to FLA and FLE in an online setting.

2.3. Online Foreign Language Learning and Teaching

An online class is defined as a digital environment in which a teacher and students can interact synchronously, which can be done through live-streamed lectures or writing in a chat window (Lee & Liu, 2022). Technology has enabled teachers to transfer traditional classroom materials to an online environment. The introduction of technology helps the process of knowledge and information acquisition, giving access to resources available in the system and developing the skills for learning by employing critical thinking (Farcas & Reininger, 2010).

Due to the outbreak of COVID-19 in 2020, many institutions transitioned from primarily face-to-face classes to online learning. The transition from face-to-face to online teaching represented a substantial change for many teachers and learners, so there was an increasing interest in how this transition would impact practice and the learner's experiences (Murphy, 2015). However, even before COVID-19, online learning has been used for many years. People choose distance learning due to lack of time, their work schedule, the cost of transportation, life roles, commuting difficulties, disability, and individual variables.

In the Chilean context, apart from schools and universities, language schools/institutes are dedicated to teaching a foreign language, such as English, German, Korean, Japanese, etc.

However, between those languages, the most common language to learn is English due to being used as a worldwide language and is required in the workplace due to being important for business. The Chilean government has highlighted the need for citizens to become bilingual to attract foreign investment and further integration into the world market (Miranda, 2018). Therefore, those language schools offer programs such as English for Specific Purposes (ESP), English for Academic Purpose (EAP), and General English. They also offer courses depending on the level of proficiency the student is in or wants to be; hence, courses for Basic/Elementary, Pre-intermediate, Intermediate, and Advanced learners. For this reason, more and more people are signing up to learn English online. First, it is important to know what online learning is, its advantages, and disadvantages.

2.3.1 Online learning

There are several definitions of online learning. The first time this term was used was in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS), which later became Blackboard (Singh & Thurman, 2019). In today's world, multiple LMS caters to the needs of the student and teachers. Moodle, WebCT, and LAMS are some of the most widely used LMS platforms apart from Blackboard. Blackboard became the most popular platform used by educational institutes to enable students to upload documents, assignments, and other announcements from teachers to students. Ever since, online learning has included many distinct terms, such as e-learning, blended learning, online education, online courses, etc. Online learning has been integrated into many educational institutions to facilitate students' learning process. However, like most teaching methods, online learning also has its own set of positives and negatives, and understanding them can encourage the creation of strategies for delivering effective lessons for the students.

2.3.1.1. Benefits. Some benefits online learning have is that students have access to educational materials that lie far beyond the walls of the school building. Also, teachers and students can access electronic documents to enrich their studies. According to Yuhanna et al. (2020), some of the advantages of online learning is media diversity: "The internet is a multipurpose means of conveying information to learners around the world" (p. 14). This means the internet contains various media, including texts, audio, videos, graphics, and animations that students can access daily. The authors also mention navigation on the internet (ability to move easily within and between documents), exchanging of ideas (students can have a "conversation" with experts in a particular field), comfortable communication (e-mails allow students in a variety of locations for ideas), and low cost (the cost of hardware, software, and internet service is nominal and continues to decline). Another advantage is that online learning offers teachers an efficient way to deliver student lessons (Axmedova & Kenjayeva, 2021). Online learning has a variety of tools, such as videos, PDFs, and the teachers use these tools as a part of the lesson, and they can become more efficient educators. Moreover, students can attend classes from any location, allowing schools to reach out to a more extensive network of students. Also, the classes can be recorded, archived, and shared for future reference.

All of the benefits of learning online apply to adults also. As mentioned, people study online due to work, personal life, lack of time, etc. Therefore, adult learners can set up their classes according to schedule and have different access to materials and lectures. They can watch the recording and catch up with the topic if they cannot attend the classes.

2.3.1.2. Limitations. Some of the downsides of online learning are the inability of students to focus on the screen for a long period. Social media and other distractions affect students' attention; therefore, teachers have to keep their classes engaging, captivating, and entertaining to help students stay focused during the lesson. Additionally, internet

connectivity can hinder students' learning process due to the lack of continuity in the student's learning. Axmedova and Kenjayeva (2021) mention the minimal interaction between students and teachers since students barely interact with their peers. The interaction between them is very important, and it can reduce the isolation students feel during online classes.

It is relevant to notice that these benefits and limitations can differ from the context in which online learning is applied; however, most of the aspects mentioned can be changed for the better if educational institutions and other establishments identify gaps and weaknesses in online classes and enrich it by offering online adaptive practice software that could benefit students and teachers over time.

2.3.2. Foreign and second language (L2) research in online contexts

Foreign language learning in the 21st century is receiving more and more attention from researchers and practitioners alike. Technology has evolved, and online platforms of different shapes and functionalities have been implemented worldwide to support students' inclinations to rely on virtual means and improve education.

In online contexts, foreign language learning has been researched with different factors (motivation, attitude, enjoyment, anxiety, and so on). The findings of some studies related to enjoyment and anxiety will support the present study.

Ushida (2005) investigated the context of an online language course in L2 learning in connection with learners' motivation and attitudes. The results showed that the students had relatively high anxiety compared to the learners of traditional environments at the beginning of the semester due to their lack of familiarity with the learning environment. Despite this, students' motivation and attitudes towards L2 were positive and stable within the online language classes.

Dewaele et al. (2022) focused on the levels of FLE, FLA, and foreign language boredom (FLB) among 168 Arab and Kurdish English as EFL learners in both in-person and

emergency remote teaching (ERT) classes. The statistical analysis showed that students in traditional face-to-face classes had much more anxiety regarding FLE and FLA and less FLB than in ERT classes. The qualitative data analysis gave a detailed picture of things that learners in both settings thought were good and bad. Many students felt alone and bored when they used their computers at home. In addition, they did not have time to talk to their classmates or teachers. They also felt they were missing out on social and academic chances with their fellow students and teachers. Nevertheless, some people said that using ERT helped them make links, made them less worried about making mistakes, and inspired them to develop new ways to deal with problems. The main causes of FLA were problems with connection and no worries about making mistakes in front of peers. Most of the time, people get bored because they do not have enough interesting social relationships or see the same things repeatedly, making them feel disconnected.

Edwards et al. (2023) examined the relationship between FLE and FLA in 493 students required to take an English class at a Japanese university. The research specifically investigated the impact of transitioning to a hybrid learning environment (HLE) on these variables in response to the COVID-19 pandemic. Utilizing a mixed-methods methodology, the qualitative and quantitative results were analyzed. Subsequently, they compared their findings to the students registered in identical face-to-face courses during the fall of 2019. The findings indicated that students experienced a greater sense of pleasure than apprehension in their English language courses, and this sense of enjoyment was associated with favorable attitudes towards the language and superior self-assessed proficiency compared to their classmates. Compared to the data before the pandemic, students' affective reactions, measured by FLE and FLA, are somewhat muted. However, this is less pronounced than the outcomes observed in research conducted on learners in a completely virtual learning

setting. It implies that HLE may have been efficacious in reducing the negative impact of screen-based education on emotional engagement.

Recent studies have linked online adult student affect to inadequate computer knowledge, dissatisfaction with the course and its components, concern about Internet access, and technical problems (Conrad, 2002; Cuneo & Harnish, 2002; Hara & Kling, 1999; Saunders et al., 1998, quoted in Coryell & Clark, 2009). This means educators do not have enough support to provide a meaningful learning process using the technology provided. This can affect their enjoyment of learning and success in an FL course and raise their anxiety during classes.

Based on the research on online learning, there is little to no information on second language research nor foreign language enjoyment and anxiety in online contexts with adult learners. Therefore, the context of the present study discusses adult learners studying English online.

2.4. Replication research

Replication studies are prevalent partly because they are one of the most critical tools for verifying facts within the empirical sciences. According to Mackey (2012), "replication studies play an integral role in the process of testing and demonstrating the generalizability of crucial findings" (p. 21). A replication study attempts to discover whether another researcher obtains the same findings in another context and whether the outcome appears to reflect the knowledge that can be separated from the context in which it was initially found. The purpose of any replication study is "to advance theory by confronting existing understanding with new evidence" (Nosek & Errington, 2020, p. 3).

2.4.1 Types of Replication

In the emerging replication literature, various terms define different kinds of replication. Some authors classify replication as *exact or direct replication* and *conceptual*

replication, defined as the "repetition of a test of a hypothesis or a result of earlier research work with different methods" (Schmidt, 2009, p. 6). *Close replication* refers to recreating a study as closely as possible so that, ideally, the only differences between the two are the inevitable ones (Brandt et al., 2014). Lykken (1968) distinguishes between literal, operational, and constructive replication. Literal and operational replication refers to the narrow bounded notion with literal meaning, the most exact possible duplication of the procedures that can be best conducted by the original investigator in the original lab. According to Lykken, operational replication means repeating the original procedures from the first author's report. Finally, constructive replication stands for any attempt to replicate a finding with a different procedure and is linked to the wider notion of replication.

2.4.2. Replication in L2 research

Replications are inevitably different from the original studies since the conception of replication from a boring, uncreative, housekeeping activity to an exciting, generative, vital contributor to research progress.

Porte and Richards (2012) discuss the meaning and range of replication in L2 research from both quantitative and qualitative perspectives. In their article, the authors argued that key quantitative studies need to be replicated to have their robustness and generalizability tested and that this is a requirement of scientific inquiry. Such research is " a useful way of examining previous outcomes and introducing novice researchers to the research process and academic discourse" (p. 284).

McManus (2022) explored the infrequency of replication in L2 research. Three hundred fifty-four researchers were surveyed about their attitudes toward replication and practices in conducting replication studies. Responses included worldwide participation from researchers with and without replication experience. In conclusion, the respondents evaluated replication studies as valuable and relevant to the field and thought replications could

strengthen a discipline and consolidate previous results. Regarding the practices of researchers who have conducted replications in L2 studies, close replications were reported to be the most common, and more than half of the replications reached the same conclusions as the initial study. Therefore, by improving the discoverability of replications through transparent labeling, tagging, and linking, as well as investing in the research methodology and dissemination training of researchers.

Sparks et al. (2004) explored the relationship between foreign language teachers' perceptions of their student's academic skills and affective characteristics and their native language skills, foreign language aptitude, and oral and written foreign language proficiency. The first study replicated Sparks and Ganschow's (1996) study. Sparks and Ganschow raised the question of the relationship between foreign language teachers' perceptions of their students' affective characteristics (i.e., motivation for, attitude toward, and anxiety about foreign language learning) and students' first language skills and foreign language aptitude as measured by standardized tests. The students were divided into high, average, and low groups according to their scores on seven first language skill measures and an FL aptitude test. Groups compared teachers' perceptions and end-of-the-year FL grades. Results showed that teachers perceived students who scored lower on the testing measures as having weaker FL academic skills and less positive affective characteristics (i.e., motivation, attitude, anxiety) than students with strong native language skills and FL aptitude. Results also showed that students who scored lower on the testing measures obtained lower FL grades than those who scored higher. Differences in teachers' perceptions of students' FL academic skills and affective characteristics may be associated with their level of native language ability and FL aptitude.

The replication study with 101 students attending a suburban public high school followed a similar procedure to the early study. For the second study, the participants were

several private school students from Sparks and Ganschow's (1996) study and a group of public school students from the first study who were then in their second-year foreign language courses. The purpose of the second study was to evaluate the students' oral and written proficiency in the foreign language (i.e., skills in reading, writing, speaking, and listening to the foreign language). The results showed significant overall differences in foreign language teachers' perceptions of their students' foreign language academic skills, foreign language affective characteristics, and end-of-year foreign language grades when the students were grouped by their performance on a measure of oral and written foreign language proficiency. Therefore, both studies supported Sparks and Ganschow's (1996) findings, which showed fewer group differences in teachers' perceptions of foreign language skills and affect between students grouped as high versus average and average versus low on native language and foreign language aptitude measures.

Another replication study is by Hewitt and Stephenson (2012), which was based on the original study by Phillips (1992) entitled "The Effects of Language Anxiety on Students' Oral Test Performance and Attitudes." In both studies, the authors assessed the influence of language anxiety experienced by university foreign language students on their performance in an oral examination. The instruments used were a Spanish version of FLAS, an oral performance instrument (the oral exam used by Phillips, 1992), eight oral performance criteria, two language ability instruments (a) teacher rating and (b) a written exam, two language anxiety prediction questions, translated into Spanish, two questions for post-oral-exam interviews with six highly anxious students—three of high ability and three of low ability, and the authors own addition of a Quick Placement Test (QPT). The conclusion of this study showed that both studies showed a statistically significant, modest negative correlation between language anxiety and oral accomplishment (in Hewitt and Stephenson's study, the correlation proved to be somewhat higher) and between language anxiety and

various criteria for students' oral accomplishment. However, "there were some differences in overall oral grades among the three anxiety groups found in the current study, whereas Phillips reported no significant differences" (p. 186). One positive aspect of the replication of Phillips's study was "the internal reliability of all the instruments used by Phillips and of our instruments means that we can support the reliability of all of our results, in addition to some of Phillips's" (p. 186). The authors recommend research further the relationships between language anxiety and oral performance because research may search how this kind of anxiety "may be harnessed to facilitate oral performance as well as to continue in their endeavors to alleviate the more well-known effects of debilitating anxiety that appear to hinder success in the speaking of foreign languages" (p. 186). Hewitt and Stephenson's (2012) study is an excellent example of well-done replication in L2 research. The authors followed the step-by-step Phillips study, resulting in new findings corroborating the original study's reliability.

What emerges from the literature review is that although a fair amount of research has been carried out on foreign language anxiety and enjoyment in particular, the study of positive emotions in the FL classroom merits further investigation, especially when there is a lack of research done in the Latin American context. Additionally, in L2 research, there is not enough widespread concern about the infrequency of replication due to the invalidity and lack of originality and/or innovation (Manus, 2021). To what extent foreign language anxiety and enjoyment may affect EFL online learners remains unexplored. Therefore, the present study will focus on a conceptual replication study with adult learners in foreign online classes and how foreign language enjoyment and anxiety impact their learning process within the Chilean context.

2.5 The current study

The present study explored whether a focus on the negative and positive's effects of the existing study of Dewaele and MacIntyre (2014) could have similar results with Chilean

adult language learners in an online context by doing a conceptual replication yet adapting some aspects that add novelty to the present study.

Research Questions

Based on the literature discussed in this chapter, the following research questions were explored in the current study:

RQ1: What is the relationship between foreign language enjoyment (FLE) and foreign language anxiety (FLA) of Chilean adult EFL students in online settings?

RQ2: How do levels of FLE and FLA of Chilean EFL learners compare to other FL learner populations worldwide?

RQ3: What do Chilean adult EFL learners perceive as factors influencing their FLE and FLA?

Chapter 3

Methodology

3.1 Overview

This chapter describes the research methodology for this mixed-methods study. The chapter will present the research design used in the present study, the participants and their context, the instruments used to gather the data, the procedure, and the data analysis.

3.2 Research Design

The type of research design in the present study was a mixed-methods approach. Mixed methods may be defined as "research in which the investigator collects, analyses data, integrates the findings, and draws inferences using qualitative and quantitative approaches or methods in a single study" (Tashakkori & Creswell, 2007, p. 4). A mixed-methods approach is also defined as "an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)" (Johnson et al., 2007, p. 113). Its purpose is to obtain a broad and deep understanding and corroboration of what is to be researched, in this case, to explore the relationship between FLE and FLA of Chilean adult EFL students in online settings, how the levels of FLE and FLA compare with other levels worldwide and the factors that Chilean adult students perceived that influence FLE and FLA.

A web questionnaire and individual semi-structured interviews were used to gather the data. In a structured questionnaire, participants respond to prompts by selecting from predetermined answers (e.g., Likert scales, multiple choice responses); these data are typically analyzed quantitatively (Harris & Brown, 2010). Questionnaires are primarily used in quantitative research, where the researcher aims to profile the sample in terms of numbers or to count the frequency of occurrence of opinions, attitudes, experiences, processes, behaviors, or predictions (Rowley, 2014). Using a questionnaire in the present study helped

gather essential information about EFL students' opinions, attitudes, and experiences online. In a semi-structured interview, interviewers begin with a small set of open-ended questions. However, they spend considerable time probing participants' responses, encouraging them to provide detail and clarification; these data are generally analyzed qualitatively (Harris & Brown, 2010). In the semi-structured interviews of the current study, the participants were asked to describe in detail an event or episode in their current FL class that they enjoyed and, in addition, an event or episode where they felt anxious or nervous in their current FL class.

3.3 Context

The context of this present study was a language school in Santiago, Chile. People of all ages enroll in this EFL language school to learn a language (i.e., English, Korean, Portuguese, Italian, and German) for their personal, work, or academic development needs. They can choose between courses; online/distance learning, face-to-face classes, group classes, English for kids, and business English. The language school administers a placement test in which students can know which level they will begin or if they want to start from the very basic level. Each level of proficiency is divided by hours; Basic: 54 hours, Pre-Intermediate: 108hrs, Intermediate: 162hrs, and Advanced: 216hrs. Every course provided by the language school is flexible according to the student's needs. They use a Digital Learning Platform (DLP) to reinforce the content entertainingly and effectively through homework and obtain additional material to support the learning process. At the end of each course, students take a placement test to exhibit what they learned throughout the course and potentially obtain the certificate TOEIC (Test of English for International Communication) to conclude the course.

3.4 Participants

The participants of this present study were 26 adult students learning English online. From the demographics section of the instruments, a series of demographic data were extracted to create groups for data analysis (see Table 1).

Table 1

Participants' background information

Variable	*Category*	*Frequency*	*Percentage*
Gender	Female	16	61,5%
	Male	10	38,5%
Nationality	Chilean	25	96,2%
	Other	1	3,8%
Multilingualism	Monolingual	10	38%
	Bilingual	15	58%
	Trilingual	1	4%
Level of proficiency	Beginner/Elementary: A1	4	15,4%
	Pre-Intermediate: A2	6	26,9%
	Intermediate: B1	11	38,5%
	Upper-Intermediate: B2	4	15,4%
	Advanced: C1	1	3,8%
Educational level	University	13	50%
	Secondary School	2	8%
	Postgraduate	11	42%
Years of studying an FL	0 – 5	20	76,9%

6 – 10	3	11,5%
11 – 15	2	7,7%
16 – 20	0	0%
+20	1	3,8%

3.5 Instruments

The instruments used for data collection were a web-based questionnaire done in Google Forms and a semi-structured interview.

Every instrument in the following section was translated into Spanish to understand their opinions and experiences better. Afterward, with the help of experienced translators, the responses were transcribed and translated into English. The decision to use the native language in the instruments was due to the participants' level of English and to ease their participation throughout the study.

3.5.1 Foreign Language Enjoyment Scale (FLES).

Sixteen items were extracted from the questionnaire Dewaele and MacIntyre (2014) used in their study. The section asked participants to indicate the extent of their agreement with the sixteen items describing the FL class. Responses were given on a standard 5-point Likert scale with the anchors *strongly disagree* = 1, *disagree* = 2, *undecided* = 3, *agree* = 4, and *strongly agree* = 5. All items were positively phrased to reflect FLE. Some items asked about creativity, a positive environment, teacher's characteristics, being pleased with their accomplishments, and overall enjoyment in the FL class (see Appendix A).

3.5.2 Foreign Language Classroom Anxiety Scale (FLCAS).

Eleven items were extracted from the FLCAS. The same standard 5-point Likert scale was used to measure FLA. Two items were written to display low anxiety, and the other eight were phrased to convey high anxiety (see Appendix B). The two low anxiety items were reverse-coded so that high scores on this measure reflect high anxiety. Some of the items

asked reflected symptoms of anxiety, nervousness, and lack of confidence among the learners.

3.5.3 Background information

In this section, participants were asked for their background information (age, gender, level of education, language proficiency, and so on). They also provided information about their attitude toward learning English and their current English teacher by rating them from 1= very unfavorable to 5= extremely favorable. They also ranked how often they used English to study for their FL classes, read books or watch the news, listen to music or watch movies, surf the internet, talk to friends, family, and/or tourists, and speak in a work environment, along with the ranking of their communicative skills; writing, listening, speaking and reading (see Appendix C).

3.5.4 Semi-structured interview

At the end of the web questionnaire, the participants were asked if they would consent to be interviewed individually. Before starting the interview, the participants were asked if they wanted to be interviewed in Spanish or English, and all four interviewees chose Spanish.

The semi-structured interview employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions (Adams, 2015). It began with an open-ended question describing one specific event or episode in their foreign language class that they enjoyed, describing their feelings in as much detail as possible. Then they would describe if they have ever felt anxious or nervous during class. To complement the interview, they were asked about their online learning experience and the teacher's attitude during the classes (see Appendix D). The translation and back-translation between English and Spanish were conducted by experienced English-Spanish teachers.

3.6 Procedure

Since the context of the present study was online, the data was collected via a web questionnaire on Google Forms, where students were asked to participate in an anonymous survey. The questionnaire was sent to the students via email, and requested the help of some teachers from the same institute to distribute the questionnaire to their students. Once they completed the questionnaire, the participants who left their emails at the end of the questionnaire were interviewed. Each interview took around 15 -20 minutes. The semi-structured interview was done via Zoom in Spanish and transcribed and translated into English.

3.7 Data Analysis

Considering that the present study was a conceptual replication of the existing study of Dewaele and MacIntyre (2014), the data analysis procedure was similar. As mentioned in the literature review, replication studies are a procedure that attempts to discover whether another researcher obtains the same findings in another context and whether the outcome reflects the knowledge that can be separated from the context in which it was initially found.

Seeing that the current study was done by students learning a foreign language in an online setting, the results may differ due to the distinctive context in which the questionnaire was applied; an online context. Also, the essay mentioned in Dewaele and MacIntyre's study was adapted into a semi-structured interview; however, its purpose is identical and aims to "describe one specific event or episode in your FL class that you enjoyed, and describe your feeling in as much detail as possible."

To analyze the data, descriptive statistical analysis was applied to obtain statistical results and make a comparison with the existing study results. Comparing the results would give the current study more validity and validate the data. The use of Excel and SPSS Statistics aided the analysis of the data. Additionally, the semi-structured interview was analyzed using the approach Green et al. described (2007). The authors mention that the

analysis process includes four key steps: immersion in the data, coding, creating categories, and identifying themes. The first step is immersion in the data; it allows a detailed examination of what is said and lays the foundation for connecting disjointed elements into a clearer picture of the issue under investigation. The second step is coding, which examines and organizes information in each interview and the whole dataset. It forces the researcher to make judgments and tag blocks of transcripts. Categories represent the linking, a "good fit" between codes that share a relationship. The final step is the identification of themes, which is the litmus of a test study; it involves describing a range of categories and interpreting the issue under investigation (Green et al., 2007). The purpose of qualitative data is to provide the researcher with emergent themes that can be used to complement and validate the quantitative survey findings.

3.8 Ethical Considerations

Two parts of ethical considerations took part in the current study. First, before participating in this study, the participants read an informed consent letter in which the purpose of the research was explained, their information would be anonymous, and their participation would be voluntary. Second, for the semi-structured interview, the same procedure was taken via a separate consent letter stating the study's purpose, the confidentiality of the project, and the consent for the student to sign if they agree to participate (see Appendix E).

Chapter 4

Results

4.1 Overview

In this chapter, the results obtained in the data collection process will be presented in tables and figures. The data analysis proceeded in two stages. In the first phase, statistical analysis was used to identify the correlation between FLE and FLA, and in the second phase, the qualitative data were analyzed.

4.2 Quantitative Data

The quantitative data results indicated in Table 2 display the average score of FLE on the 5-point Likert scale was 4.40. For the items of FLA, the mean was 3.48. The standard deviation in foreign language anxiety was .474, suggesting a reduced degree of variability among the respondents' answers to the foreign language anxiety inquiry. There was also less variation in the answers to foreign language enjoyment questions, as shown by a variance value of .327.

Table 2

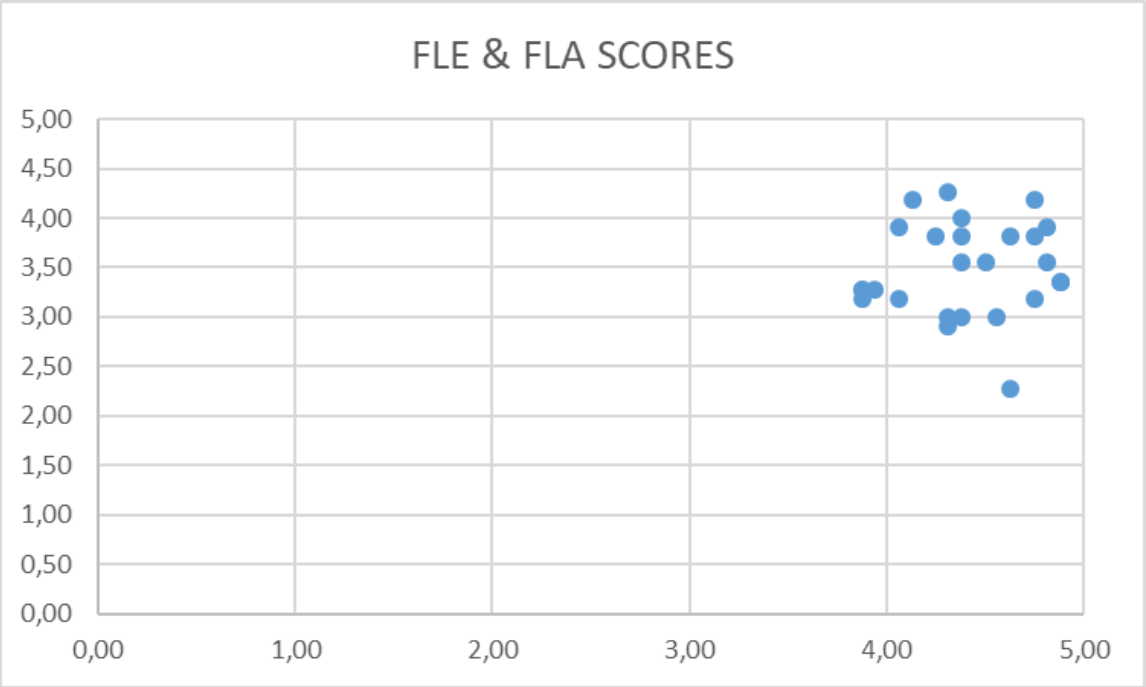
Descriptive analysis of FLA and FLE

Variable	*N*	*M*	*SD*
Foreign Language Enjoyment	*26*	*4.4014*	*.32795*
Foreign Language Anxiety	*26*	*3.4860*	*.47408*

Upon examining the distribution (as depicted in Figure 1), it becomes apparent that a positive correlation exists between foreign language enjoyment and foreign language anxiety. A correlation test was employed to determine whether the relationship was significant and the strength of the association.

Figure 1

Distribution of FLE and FLA scores.



A correlation test was performed to assess the strength (low, medium, high), and the direction of the relationship (positive and negative) between the variables determined numerically. The results in Table 3 show a significant positive association between foreign language anxiety and foreign language enjoyment, $p = 0.72$. This means that the relationship between foreign language anxiety and foreign language enjoyment is insignificant since the *p*-value of the Pearson Correlation was greater than the significance alpha value of 0.05. This indicates that foreign language anxiety did not directly relate to foreign language enjoyment.

Table 3

Output of correlation test

Correlations

		Means FLE	Means FLA
Foreign Language Enjoyment	Pearson Correlation	1	.072
	Sig. (2-tailed)	.	.727
	N	26	26
Foreign Language Anxiety	Pearson Correlation	.072	1
	Sig. (2-tailed)	.727	.
	N	26	26

A paired *t-test* revealed that the participants reported significantly more enjoyment than anxiety in their FL classes ($df = 25$, $p < 0.001$). Figure 2 illustrates that there was nearly 10% of dispersion around the mean for FLA compared to FLE. These results will help to compare the means of FLE and FLA with other studies of FLA and FLE worldwide.

Figure 2

A comparison of mean FLE and FLA scores (with SD).

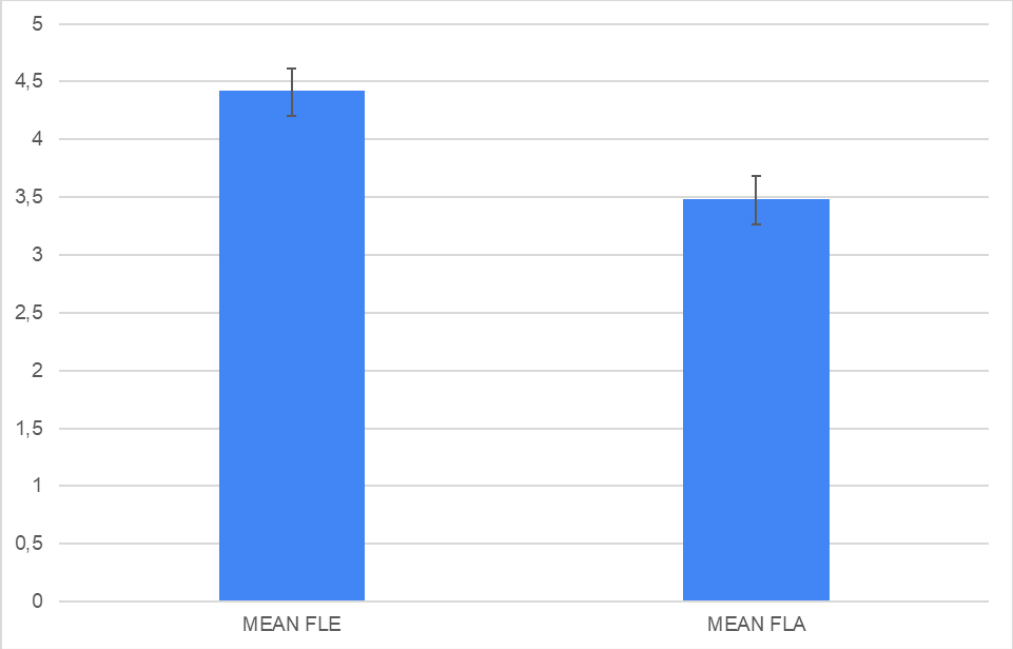


Table 4 compares FLE and FLA values in the present study with those reported in previous studies.

Table 4

Comparison of values of FLE and FLA in the present study with those reported in previous studies

Emotion	Present study	DM14	D19	JD19	DA18	D19
FLE	4.40	3.8	3.9	3.9	3.4	3.7
FLA	3.48	2.8	2.9	3.1	2.6	2.8

DM14: Dewaele and MacIntyre (2014); D19: Dewaele et al. (2019); JD19: Jiang and Dewaele (2019); DA18: Dewaele and Alfawazan (2018); D19: Dewaele et al. (2019).

The mean levels of FLE were 4.40, and FLA was 3.48. The observed means to exhibit a relatively elevated position within the spectrum of values for FLE and FLA in previous studies.

4.3 Qualitative Data

The range of what participants understood to be enjoyable episodes in the FL classroom was vast.

Table 5

All Major Themes

Sub-themes	**Participant quote**
Foreign Language Anxiety	**P02: "**I feel that what I lack the most is listening"
1.1 Learners attitude	**P02:** "I need more time because first I need to develop the idea and then translate it into English and that's what it has cost me"
1.2 Lack of confidence	**P01:** "I feel a little more nervous because I feel like he's going to tell me how "oh you mispronounce this"
1.3 No support of teacher	**P04:** "I was there for about 3 months and I never had a class with a teacher"

Foreign Language Enjoyment	**P03:** “It even exceeded my expectations because the classes are super dynamic”
2.1 Sense of Achievement	**P02:** “The truth is, from the moment we began to have conversations, it was much more for me, that is, one, I felt good because I was able to start or engage in conversations”
2.2 Teachers' active participation	**P02**: “And in fact, my wife has told me that she has heard me speak very fluently. So, first, it gives me a feeling of progress”
	P02: “I am capable of having a conversation and have a higher level of conversational English than the level that I already had at the beginning”
	P01: “I'm not ashamed to be wrong so to speak, because before I didn't participate in English classes for the same reason, in fact, at university”
	P04: “It's like if he has to correct you, he does it in a good way, he also gives you tips, he cares about how to create the environment”

Table 4 report the factors that influenced FLA and FLE in Chilean adult EFL learners. The data gathered from the semi-structured interview showed two main themes. The participants experienced anxiety when they had trouble learning, difficulty finding the words to express themselves, and some of their communicative skills were not fully developed.

4.3.1 Factors associated with FLA

For FLA, three subthemes were identified: 1) learner's attitude, 2) classroom activities, and 3) no support from the teacher.

4.3.1.1. Learners' attitude. Learners' attitude significantly influenced their goal-setting, problem-solving, conviction in their learning ability, motivation within and outside the classroom, and overall academic achievement. For instance, Participant #1 stated:

" I think that I enrolled in English classes to…hmm… to avoid feeling guilty about saying things incorrectly, to learn more…hmm… but I think that the things that make me more nervous should be the tenses because it's hard for me to identify them, I don't know if it's anxiety or nervousness but if it's as if I had to be a little more focused."

4.3.1.2. Lack of confidence. Lack of confidence refers to the learners who struggled with their low levels of self-confidence in the classroom and consequently had less opportunity to practice outside the classroom, resulting in difficulty speaking and improving their confidence. Self-evaluation also became quite problematic; without timely input, it is hard to make any headway, as the participants stated:

P03: *"Literally they were just activities on a page and a week later you found out what you were wrong about and what you weren't."*

P01: *"The things that make me more nervous are the tenses."*

P02: *"I feel that what I lack the most is listening. If you notice, I can expand more every day, speak, and say more and more words, but listening becomes a little more difficult since I ask you to repeat the questions so that I can understand you well."*

4.3.1.3. No support from the teacher. The lack of support from the teacher made students aware of their progress since they did not receive sufficient guidance on how to complete the online tasks. In some English courses, students expected their teachers to emphasize communicative skills like speaking and writing. Still, this study confirmed their preferences for a more interactive classroom centered on speaking and listening activities. Also, some learners felt that they were afraid of making mistakes and being mocked by the teacher or by the other students in class, as Participant #4 stated:

"Well, I really didn't have much faith in online English classes because the last previous experience I had was with Wall Street English and I think I was there for about three months and I never had a class with a teacher."

"If you can't have a level of English, there are words that you can miss or tenses that you can conjugate wrongly, and at no time have I felt pressured or almost that… the teacher, when they correct, they do it with a mocking tone or something"

4.3.2 Factors associated with FLE

In the data related to FLE, two sub-themes were reflected: 1) sense of achievement and 2) teachers' active participation.

4.3.2.1. Sense of achievement. The term "achievement" refers to how well students have learned or what is expected of them. The learners showed a higher level of achievement when they applied what they learned in class to a real context. In addition, speaking without feeling nervous or like they made a mistake was considered an achievement. This sense of progress and achievement can be reflected in the following statements:

P04: *"If I go to an English-speaking country or one of another language, I can speak English with other people and feel that they understand me without hesitating what to say."*

P01: *"The truth is, from the moment we began to have conversations, it was much more for me, that is, one, I felt good because I was able to start or engage in conversations."*

P02: *"And in fact, my wife has told me - that she has heard me speak very fluently. So, first, it gives me a feeling of progress, which has worried me all this time, in the sense that I have been holding back that I have not advanced."*

4.3.2.2. Teachers' active participation. The second subtheme, teachers' active participation in generating a positive learning environment, was found to be responsible for students' positive attitudes toward learning a foreign language so they could feel at ease and be comfortable with the other students. As well as enhancing teacher-student communication outside the classroom. This subtheme can be evident in the following statements:

P04: *"He did a very entertaining game, a dynamic where it was like drawing scenes from a movie and I had to describe in English what was happening and at the end give the movie's name."*

P01: *"I would say that I have felt calm with the teacher speaking in English, he generates confidence, and I have felt comfortable with the topics and the classes."*

P03: *"I work for an export line, and I am in charge of the United States and Canadian markets, and when I have had specific doubts about some email that I have to send or vocabulary things, he has been willing to help me and clarify some doubts, and that has helped me to communicate better in my job."*

Chapter 5

Discussion

5.1 Relationship Between FLA and FLE

The first research question addressed the relationship between FLA and FLE. According to the results from the questionnaire, the relationship was positive. The participants reported significantly higher levels of FLE than those of FLA. Moreover, students indicated high levels of enjoyment in an online context, as seen in Table 2, which was higher than the FLA levels. This means that the EFL Chilean learners with higher scores on FLE tended to have higher scores on FLA corroborating Dewaele et al.'s (2019) and Edwards et al.'s (2023) findings. Additionally, the present study being a conceptual replication study of Dewaele and MacIntyre (2014), it can be claimed that FLE and FLA are related, but that enjoyment and anxiety appear to be independent emotions which is what Dewaele and MacIntyre (2014) also found.

In contrast with previous literature, the present study's findings showed a different outcome from what Dewaele and Proietti Ergün (2020) and Akkas et al. (2022) examined in their studies. The first one found a negative correlation between FLE and FLA since FLA scores in both languages (Italian and English) suggest that each language class had unique sources of FLA for the pupils. The second study found a negative correlation between FLE and FLA, in which FLE reduces FLA significantly while speaking the target language, and learners avoided making mistakes throughout the classes.

Regardless of how FLE and FLA may affect an EFL face-to-face classroom, there is limited evidence of the relationship between FLE and FLA on online learning in the previous literature. Consequently, we can assume that the lack of research in this field is evident. Therefore, we can say that FLE is more prevalent than FLA among participants in a classroom, and FLE is more influential in the FL process; nevertheless, the absence of FLE

does not imply high levels of FLA, and the absence of FLA does not imply the presence of FLE. Besides, the number of studies in the Chilean EFL context is too limited to conclude.

5.2 Mean Levels of FLA and FLE

The second research question explored the comparison between the means of the present study with the means reported in other studies. The mean for the enjoyment of the present study is significantly higher than the mean reported by the international sample of Dewaele and MacIntyre (2014), the Spanish sample in Dewaele et al. (2019), and the Chinese sample in Jiang and Dewaele (2019), the Saudi sample in Dewaele and Alfawzan (2018), and the Turkish sample in Dewaele et al. (2019). The FLA mean was lower in the previous studies than in the present study, which suggests that Chilean adult EFL learners in online classes tended to experience higher levels of enjoyment with a slight variance of FLA levels in online classes. However, it is also possible for students to experience high FLE and FLA or an absence of both. This might be related to learners' language proficiency level, teacher skills, the class content, and the online environment. Even so, it is better not to over-interpret this result since the sample size was small compared to Dewaele and MacIntyre's (2014) sample.

5.3 Factors Associated with FLA and FLE

The third research question explored the factors that Chilean adult EFL learners perceived that influenced FLE and FLA in their online English classes. The participants experienced anxiety when they had trouble learning. The findings revealed the participants' responses regarding whether or not they were facing any distress while learning English since most participants reported worrying that their grammar and pronunciation mistakes would make them sound foolish. Khattak et al. (2011) report that language anxiety can be exhausting and affect students' performance in second language learning. Early studies linked language anxiety to poor language acquisition performance (e.g., Botes et al., 2020). Yan and

Horwitz (2008) revealed that peer comparison, learning methodologies, and language learning motivation were the most immediate factors. Woodrow (2006) discovered that fear of native speakers caused the most distress. Against those prior studies, the first subtheme of FLA found in the current study was the learner's attitude. This factor significantly influenced their goal-setting, problem-solving, conviction in their ability to learn, and motivation from both within and outside the classroom. Apprehension can be defined as anxiousness or the dread that something undesirable will occur (Waer, 2023). This finding seems to corroborate the conclusions of Gregersen's (2003) study, which found that anxious students were more likely to avoid making mistakes because they found making them upset.

In the current study, the most common reason for FLA was the worry that their classmates and teacher would not understand them. Concerns about one's accent and pronunciation when speaking English and the fear that one's fellow students speak better English are additional common contributors to learner-induced and skill-specific anxiety. To this end, a person's motivation is the force within them that compels them to take action in pursuit of a goal. Souri and Merç (2021) discovered that learners' plans, the learning environment, society, people in contact with learners, and natural curiosity all play essential roles in motivation. Therefore, when students experience speaking anxiety, teachers must consider all the aspects mentioned before to have an anxiety-free environment so students can express themselves without worries.

The second subtheme was the learner's lack of confidence. Learners can practice their public speaking skills if the classroom is comfortable and supportive. According to participants #1 and #2, this is true with fully online courses. However, students go through an emotional state that can encourage or discourage their learning processes. Nadila (2021) states that "feelings of tension, worry, and nervousness will impede students' ability to

perform successfully in a foreign language classroom" (p. 143). Also, self-evaluation becomes problematic; without timely input, it is hard to make any headway.

No support from the teacher was the last subtheme that influenced anxiety. More specifically, the absence of the teacher from the online classes caused high levels of FLA in the current study. When learning a new language, many people find that public speaking causes them the most stress. Anxiety's prevalence in the speaking and listening classroom is consistent with an argument made by Sukmana et al. (2023), who posited that students experience anxiety in the speaking and listening classroom because they are overloaded by the demands of simultaneously processing linguistic inputs and producing their thoughts. Support from the teacher has yet to be demonstrated to have a counter-productive, detrimental effect on learning and achievement. It can have a disabling impact on students' adaptability to the target environment and educational goals. Students who worry about being judged harshly by the teacher and their peers avoid speaking language activities because they see making grammatical or spelling mistakes as an attack on their reputation.

The second theme from the data analysis was the factors influencing enjoyment. Fun and enjoyment are effective methods for establishing a socially connected learning environment. Moskowitz and Dewaele (2020) define FLE as the emotion of happiness; they claim that students experience FLE while they are taught and learn. The current study's participants often cited instructors' outstanding classroom climate and teachers' assistance as reasons for their FLE. This indicates that the role of the educator in facilitating students' FLE is crucial. Instructors who can foster an environment where students want to learn and succeed and who are also readily available to assist students who run into challenges while doing so are the key to unlocking the joy of learning in the classroom.

The first subtheme was the sense of achievement. According to research by Dewaele and MacIntyre (2014), foreign language students report greater enjoyment than anxiety. In an

interview study, Ross and Stracke (2016) examined students' perceptions of pride and discovered that several aspects might be connected to the various learning environments. Besides, current research has attempted to provide a less narrow perspective on human emotion. The findings suggested that the information students receive from the teacher and their classmates in the classroom significantly impacts their sense of accomplishment. Previous research has shown that academic success is positively correlated with positive activating emotions like the enjoyment of the task at hand and optimism about the outcome, as well as negatively correlated with negative deactivating emotions like pessimism and boredom.

The second subtheme was teachers' active participation in class. Similar results were found in research by Jin et al. (2020). Teachers' active participation in their student's learning activities was cited as a major factor in the development of classroom enjoyment by those who participated in the survey. The results also lend credence to a claim by Guo (2021), namely that forming FLE in the classroom depends on instructors' capacity to foster an engaging and positive learning environment. This study's interaction between students and teachers was important, especially during online classes. It enabled teachers and students to interact synchronously and asynchronously. In addition, the teachers' support was a major factor in the students' FLE. This assistance may come in the form of questioning students in private if they got the lesson or re-explaining the topic or lesson they did not get. As a result, students felt both anxious and relieved (signaling that enjoyment is also experienced by the students). Therefore, it is worth noting that an online class might have a good and cheerful vibe if the instructor is able and eager to support the students. It is fascinating that teachers play a pivotal role in generating social pleasure. It is clear from the results that respondents agree with the assertion that instructors play an essential role in the classroom.

Chapter 6

Conclusion

6.1 General Conclusions

The main aims of the study were (a) to find the relationship between FLA and FLE of Chilean adult EFL students in online settings, (b) to compare the mean levels of FLA and FLE of Chilean adult EFL students in online settings with the other FL learners worldwide, and (c) to explore factors that Chilean adult EFL students perceive and influence FLA and FLE in an online setting. After analyzing the results, two major conclusions were reached. First, it can be concluded that EFL Chilean adult students experienced high enjoyment and moderate anxiety levels in online classes. In addition, FLA did not influence FLE, at least directly. FLE and FLA were found to be different dimensions, and it is possible to experience both simultaneously, as Dewaele and MacIntyre (2014) stated in their original study and also in other studies (Dewaele et al., 2019; Dewaele et al., 2016; Dewaele & Alfawzan, 2018). Moreover, the means of FLE and FLA reported in the results may differ across FL learners in that the FL learners of the present study, considering that in the other studies, the learners were in a classroom setting, primarily high school and university students.

Second, through the semi-structured interview, the factors influencing FLE and FLA in adult EFL Chilean learners showed that specific events can develop enjoyment and anxiety in FL classes. Students enjoyed when the teacher and other classmates were involved in their learning process, given that they had support and guidance to reach their sense of accomplishment. Also, learners highlighted teachers' active participation during class as an important factor. They experienced enjoyment when the teacher-student interaction was synchronous and asynchronous. Learners received positive feedback and reinforcement from the activities assigned by the teachers; as a result, students' motivations were enriched after implementing reinforcement, and they could continue learning and practicing the language in

and out of class. Regarding anxiety, the factors included poor performance, which affected students' learning process. Their attitude towards English was a concerning factor since they were worried about their grammar and pronunciation mistakes and their inability to communicate properly. As a result, students would barely speak and lower their motivation during class.

Despite distance learning, it was noticeable that the students improved their English while enjoying the class, and they decreased their anxiety levels through efficient and interactive lessons that the teacher carried out during the classes.

6.2 Limitations

The current study comes with several limitations. First, the sample size could have been bigger than the existing study of Dewaele and MacIntyre (2014). Consequently, it is better not to over-generalize the results since it is difficult to conclude from this difference. Second, the lack of diversity was evident since the participants were recruited from a single institution. Therefore, the findings cannot be generalized to all EFL Chilean adult learners studying online. Future research could be examined with a broader range of samples of participants from other language institutions.

6.3 Pedagogical Implications

The current study investigated foreign language enjoyment and anxiety in the Chilean context, particularly with adult learners studying English online. Even though foreign language enjoyment and anxiety are not new matters in second language research, it is opening the door to new studies that adopt diverse approaches and complement the research of their impacts on the FL Chilean learners. Despite the limitations, the findings of this study have pedagogical implications for EFL teachers in an online context and some areas that could improve. First, EFL teachers should employ suitable strategies and tactics to increase FLE in their classes since it effectively reduces FLA. To achieve this, they should present

content and design tasks and activities to increase students' class engagement. Also, comprehending the adult learners' needs in distance education and e-learning significantly enhances their experience and outcomes; as Yeşilyurt and Görgülü (2022) mentioned, "receiving online education calms the student and enhances their focus, or even their enthusiasm and participation. Once the level of anxiety falls away, success will follow" (p. 1348). This may raise awareness of the role of positive emotions. Second, teachers should show friendliness and create good relations with students. This improves students' motivation and enhances their learning process and achievements throughout the classes. Finally, it is recommended that for future research, teachers should focus on ways in which learning an FL can be enjoyable to the students. EFL teachers are responsible for the learning environment during class. If their students do not feel the teacher's enjoyment, they will not reciprocate at the same level, which may cause demotivation and anxiety.

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Appendices

Appendix A: Foreign language enjoyment scale

1. DISFRUTE EN EL APRENDIZAJE DE UNA LENGUA EXTRANJERA

A medida que responda a los siguientes elementos, por favor piense en su clase de inglés que está tomando actualmente en línea.

1. **¿En qué medida está de acuerdo con las siguientes afirmaciones?**
Selecciona todas las opciones pertinentes

Selecciona todos los que correspondan.

	Muy en desacuerdo	En desacuerdo	Indeciso/a	De acuerdo	Muy de acuerdo
Puedo ser creativo/a.	☐	☐	☐	☐	☐
Puedo reírme de los errores vergonzosos en el inglés.	☐	☐	☐	☐	☐
No me aburro.	☐	☐	☐	☐	☐
Lo disfruto.	☐	☐	☐	☐	☐
Siento que soy una persona diferente durante la clase de inglés.	☐	☐	☐	☐	☐
Aprendí a expresarme mejor.	☐	☐	☐	☐	☐
Soy un miembro digno/a de la clase de inglés.	☐	☐	☐	☐	☐
He aprendido cosas interesantes.	☐	☐	☐	☐	☐
En clase, me siento orgulloso/a de mis logros.	☐	☐	☐	☐	☐
Es un ambiente positivo.	☐	☐	☐	☐	☐

Me parece provechoso aprender un idioma extranjero.	☐	☐	☐	☐	☐
Nos reímos mucho.	☐	☐	☐	☐	☐
Cometer errores es parte del proceso de aprendizaje.	☐	☐	☐	☐	☐
El/La profesor/a es alentador/a.	☐	☐	☐	☐	☐
El/La profesor/a es amigable.	☐	☐	☐	☐	☐
El/La profesor/a es solidario/a.	☐	☐	☐	☐	☐

Appendix B. Foreign language anxiety scale.

2. ANSIEDAD EN EL APRENDIZAJE DE UNA LENGUA EXTRANJERA

A medida que responda a los siguientes elementos, por favor piense en su clase de inglés que está tomando actualmente en línea.

1. **¿En qué medida está de acuerdo con las siguientes afirmaciones?**
Selecciona todas las opciones pertinentes

Selecciona todos los que correspondan.

	Muy en desacuerdo	En desacuerdo	Indeciso/a	De acuerdo	Muy de acuerdo
Incluso si estoy bien preparado/a para la clase de inglés, me siento ansioso/a por eso.	☐	☐	☐	☐	☐
No me preocupo por cometer errores en la clase de inglés.	☐	☐	☐	☐	☐
Me siento seguro/a cuando hablo en clase de inglés.	☐	☐	☐	☐	☐
Cuando hablo inglés en clase, me siento nervioso/a y confu-ndido/a.	☐	☐	☐	☐	☐
Soy consciente de mis errores al hablar inglés y trato de no volver a cometer los mismos errores.	☐	☐	☐	☐	☐
Cuando hablo inglés con un hablante na-tivo, me siento nervioso/a.	☐	☐	☐	☐	☐

Cuando hablo inglés con un/a hablante no nativo/a, me siento cómodo/a.	☐	☐	☐	☐	☐
Cuando me doy cuenta de que he cometido un error, me pongo más nervioso/a.	☐	☐	☐	☐	☐
Me siento abrumado/a por la cantidad de reglas que hay que aprender para hablar un idioma extranjero.	☐	☐	☐	☐	☐
Me pongo nervioso/a cuando el profesor/a de inglés hace preguntas que no he preparado con antelación.	☐	☐	☐	☐	☐
No me molestaría en absoluto tomar más clases de idiomas extranjeros.	☐	☐	☐	☐	☐

Appendix C. Background information.

3. INFORMACIÓN DE CONTEXTO

1. Género*

   ◯ Masculino

   ◯ Femenino

   ◯ Otra: _____

2. Edad*

   _____

3. País de nacimiento*

   ◯ Chile

   ◯ Otro: _____

4. ¿Cuál es tu nivel de educación? *

   _____

5. ¿Cuál es tu idioma nativo? *

   ◯ Español

   ◯ Otro: _____

6. ¿Cuántos idiomas hablas/conoces? *

   ☐ Español

   ☐ Inglés

   ☐ Otro: _____

7. ¿Cómo describirías tu dominio del idioma extranjero que actualmente estas estudiando? *

- ☐ Principiante/Básico: A1
- ☐ Intermedio Bajo: A2
- ☐ Intermedio: B1
- ☐ Intermedio Alto: B2
- ☐ Avanzado: C1

8. ¿Cómo calificaría su habilidad en inglés? Por favor use la siguiente calificación*

	0 – Escaso	1 – Bueno	2 – Muy bueno	3 – Nativo / casi nativo
Comprensión auditiva	◯	◯	◯	◯
Comprensión de lectura	◯	◯	◯	◯
Expresión oral	◯	◯	◯	◯
Expresión escrita	◯	◯	◯	◯

9. ¿Cuántos años has estudiado inglés? *

0 – ◯ 5

6 – ◯ 10

11 – ◯ 15

16 – ◯ 20

◯ Otro: _____

10. ¿Cuál es tu actitud sobre el aprendizaje del inglés? *
    1. Muy desfavorable, 2. Desfavorable, 3. Neutral, 4. Muy favorable, 5. Extremadamente favorable

	1	2	3	4	5	
Muy desfavorable	◯	◯	◯	◯	◯	Extremadamente favorable

11. ¿Cuál es tu actitud sobre tu profesor/a de inglés? *
    1. Muy desfavorable, 2. Desfavorable, 3. Neutral, 4. Muy favorable, 5. Extremadamente favorable

	1	2	3	4	5	
Muy desfavorable	◯	◯	◯	◯	◯	Extremadamente favorable

12. ¿Qué tan seguido usas el idioma extranjero para…*

	Nunca	Raramente	Generalmente	Casi siempre	Siempre
1. Estudiar para las clases?	☐	☐	☐	☐	☐
2. Leer libros/noticias por diversión?	☐	☐	☐	☐	☐
3. Escuchar música o ver películas?	☐	☐	☐	☐	☐
4. Buscar información por internet?	☐	☐	☐	☐	☐
5. Hablar con amigos, familiares, o turistas?	☐	☐	☐	☐	☐
6. Hablar en un ambiente laboral?	☐	☐	☐	☐	☐

Appendix D. Participants interview excerpts

Excerpt 1: Interview Participant #1

Entrevistador: Quiero que me describas un evento o clase específica en la que realmente te gustó la clase, te divirtió o realmente la disfrutaste.

Participante: En la clase hablamos sobre el tema del amor (modismos sobre el amor), nunca había visto eso antes, y después de eso, vi esos modismos en un programa de televisión o en una película y dijeron esas cosas y yo estaba oh mi Dios, sé lo que eso significa (risas)

Entrevistador: Entonces, ¿cómo te sentiste en esa clase en particular?

Participante: La clase pasó muy rápido creo… la clase fue rápida y cuando terminó wow, ¿ya termino? Jajá. Pero me gusta mucho aprender…creo que en las clases de inglés siempre aprendes algunas cosas más estructuradas…ehmm, pero me gustan esos temas que nunca vi en la escuela ni en la universidad ni en ningún lado en particular, solo aquí en clases en línea.

Entrevistador: Y ¿has tenido alguna clase en donde te has sentido ansiosa o nerviosa, que tal vez no supiste tal cosa o que dijiste algo y lo dijiste mal?

Participante: Ehmm, creo que me inscribí en clases de inglés para… ehmm… para no sentirme culpable por decir las cosas incorrectamente, para aprender más… ehmm… pero creo que las cosas que me ponen más nerviosa son los tiempos verbales porque me cuesta identificarlos, no sé si es ansiedad o nerviosismo, pero si es como si tuviera que estar un poco más concentrada y pensar en lo que voy a decir, decirlo bien y a veces ya me quedo en blanco.

Excerpt 2: Interview Participant #2

Entrevistador: Quiero que me describas un evento o clase específica en la que realmente te gustó la clase, te divirtió o realmente la disfrutaste.

Participante: Me gustó esa transición de pasar de clases, digamos estructuradas, a conversaciones. No digo que no tengamos otro tipo de clases como repaso, pero me gustó mucho porque es lo que necesito a tiempo, sobre todo para mi trabajo, es muy necesario para mí, también ayuda. adiestrarme el oído, eso para mí es muy necesario. Así que eso me gusto porque hablábamos de todo, temas laborales, de actualidad, un montón de cosas que lo que te digo es que es precisamente para encontrar palabras nuevas, para desarrollar temas con palabras distintas a las que uno tiene como rellenos en inglés. Entonces es precisamente incorporar palabras en virtud de los temas y cambiar las palabras y ahí te estoy preguntando, cómo dices esto, cómo dices aquello, etcétera. Escribo cada palabra que vas enseñando, para que queden en mi memoria porque a veces las olvido, de repente palabras muy comunes también las olvido por falta de repetición o práctica.

Entrevistador: Y ¿has tenido alguna clase en donde te has sentido ansioso o nervioso, que tal vez no supiste tal cosa o que dijiste algo y lo dijiste mal?

Participante: Me pongo nervioso cuando me hiciste dar cuenta de mis muletillas. Antes no me daba cuenta que lo tenía o que no era tan obvio y cuando estoy hablando o estoy en ese “ehhh”, me pongo nervioso porque estoy en eso y en vez de buscar la palabra, estoy buscando, estoy en el "ehhh" y estoy atrapado. Sé que estos rellenos molestan en la comunicación, y lo veo en los noticieros y en la televisión y me pasa que tengo que salir de ese espacio con sonido mientras busco la palabra que quiero decir o para que no venga otra persona e interrumpirme y perder el hilo de la conversación. Por eso tengo que ser rápido, rápido para encontrar la palabra y seguir la conversación, y como es en inglés, necesito más tiempo porque primero necesito desarrollar la idea y luego traducirla al inglés y eso es lo que me ha costado. También me pasa que siento que se me cierra el oído, entonces cuando no entiendo una palabra, la frase se me cierra y eso me pasa mucho. No sé si es porque me falta

el vocabulario o si es mi problema, pero siempre me pasa y trato de trabajarlo, pero eso me pone ansioso, incluso cuando hablo con alguien que habla inglés, un hablante nativo, Siento que estoy hablando y entiendo parte de la conversación y con eso respondo, pero la idea es que entienda todo lo que dice y a eso quiero llegar.

Excerpt 3: Interview Participant #3

Entrevistador: Quiero que me describas un evento o clase específica en la que realmente te gustó la clase, te divirtió o realmente la disfrutaste.

Participante: Creo... creo que fue la semana pasada, el profesor hizo un juego muy entretenido, una dinámica donde era como dibujar escenas de una película y tenía que describir en inglés lo que estaba pasando y al final dar el nombre de la película. Lo encontré súper dinámico porque me obligó a improvisar un poco y traducir en mi cabeza antes de hablar.

Entrevistador: Claro, claro, entonces eso es lo que más te gusta de la metodología del profesor, las clases…

Participante: Correcto, sí. Y sobre las actividades, por ejemplo, que dejan en la plataforma, al menos a mí me parece que no tengo lugar a dudas porque es exactamente lo que vi en clase, así que se complementan con lo que vi en las clases anteriores, es como si subiera un poco de nivel, para poder aplicar todo, entonces no se siente tan básico ni me deja como ay dios no vi esto o no sé qué contestar.

Entrevistador: Y ¿has tenido alguna clase en donde te has sentido ansioso o nervioso, que tal vez no supiste tal cosa o que dijiste algo y lo dijiste mal?

Participante: Hasta ahora, no.

Entrevistador: ¿En serio?

Participante: La verdad que antes de empezar las clases, pensé que iba a tener un profesor que fuera nativo. Sin embargo, cuando me enteré que iba a tener un profesor chileno, igual fue una grata sorpresa, porque si no supiera expresarme en inglés, todavía sería más fácil, no sé…hacerle una pregunta y él me explica en español y luego en inglés. Además de eso, encuentro que tiene una buena pronunciación, a diferencia de otros profesores con los que me encontré, por ejemplo, en la universidad o en el curso anterior.

Excerpt 4: Interview Participant #4

Entrevistador: Quiero que me describas un evento o clase específica en la que realmente te gustó la clase, te divirtió o realmente la disfrutaste.

Participante: Ya, pues me han estado gustando mucho las clases con el profesor, han sido súper didácticas, la verdad que ha cumplido el objetivo que tenía de ayudarme con la preparación del TOEFL, así que hemos visto varios videos, hemos hablado, y analizado los videos…hmm… Y me ha dado ejercicios respecto a los temas que hemos visto, donde actualmente hemos estado estudiando la sección de lectura, hemos ido pregunta por pregunta cómo se hacen, así que estoy bastante satisfecho con las clases y con el maestro. La mayoría de las clases son con temas nuevos, sobre todo cuando muestra videos, así que aprendo de cada video, porque los videos que muestra son bastante, no solo interactivos, sino educativos al mismo tiempo, así que lo he disfrutado y logrado aprender.

Entrevistador: Y ¿has tenido alguna clase en donde te has sentido ansioso o nervioso, que tal vez no supiste tal cosa o que dijiste algo y lo dijiste mal?

Participante: No, o sea, hablamos ingles casi todo el tiempo, excepto cuando no entiendo algo, entonces le pido que me lo explique en español, pero no, creo que me ha ido súper bien, no me he puesto ansioso ni nada como eso. Diría que me he sentido tranquilo con el profesor hablando en inglés, me genera confianza y me he sentido cómodo con los temas y las clases. Cada vez que me equivoco o digo algo mal, me corrige y me explica cómo es, y eso es todo. Ha sido realmente increíble tomar estas clases y nunca me sentí ansioso o

nervioso.

Appendix E: Participants consent letter

Formulario de Consentimiento Informado[1]

Nombre del proyecto: La influencia del disfrute del idioma extranjero y la ansiedad del idioma extranjero en el aprendizaje de un idioma extranjero en línea en el contexto chileno.

Investigador: Paula Barahona Manosalva

Introducción

Estás invitado a ser parte de este estudio de investigación. Este formato de consentimiento describe el objetivo y la naturaleza del estudio, y tus derechos como participante en el estudio. La decisión de participar o no es tuya. Si decides participar por favor firmar y poner la fecha al final de esta carta.

Explicación del estudio

El estudio tiene como objetivo estudiar la influencia del disfrute del idioma extranjero y la ansiedad del idioma extranjero en el aprendizaje de un idioma extranjero en línea en el contexto chileno.

Confidencialidad

Toda la información recolectada será confidencial y será usada para fines investigativos. Eso significa que tu identidad será anónima, así que nadie además del investigador conocerá tu información personal. La información recolectada será almacenada en una computadora, y el acceso a la misma está limitado únicamente al investigador.

Tu participación

La participación de este estudio es estrictamente voluntaria. Eso significa que tu participación no es obligatoria para ser parte de la investigación. Participará en las mismas actividades, pero nada de lo que diga o haga será recordado y considerado en la investigación. Si en algún momento cambia de opinión y ya no desea participar, puede comunicárselo al investigador. Si tienes alguna pregunta sobre la investigación, puedes contactar a Paula Barahona por el correo paulabarahona02@gmail.com.

Declaración del investigador

He explicado completamente este estudio a los estudiantes. He discutido las actividades y he contestado todas las preguntas que los estudiantes han hecho. Si es necesario, he explicado términos y conceptos clave en este formulario y los he explicado oralmente en su lengua materna.

Firma del investigador_____ Fecha_____

Consentimiento del estudiante

He leído la información proporcionada en este Formulario de Consentimiento Informado. Todas mis preguntas han sido respondidas a mi entera satisfacción. He aceptado voluntariamente participar en este estudio.

Tu firma _____ Fecha_____

[1] Adapted from Mackey, A., Gass, S. M. (2005) *Second Language Research*: *Methodology and Design.* New Jersey: Lawrence Erlbaum Associates.