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## Lowering Foreign Language Anxiety through Technology: A Case of Iranian EFL Sophomore Students

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**Abstract:** This study focused on fostering learning experiences and improving students' oral communicative potential by lowering their anxiety through technology. The participants were EFL students at the Zand Higher Education Institute in Shiraz, Iran. Their responses to the Foreign Language Classroom Anxiety Scale (Horwitz *et al.*, 1986) proved that they were suffering from some emotional factors; particularly anxiety interfering with their second language acquisition process. Voice Thread, an on-line program was introduced to them as a tool to achieve the above-mentioned goals. An oral survey based on items used by Von Worde (2003) showed this group of EFL language learners' anxiety was alleviated by using the proposed tool. As speaking is one of the main productive skills in second language learning, the pedagogical implications of the study can be beneficial to both teachers and learners. The results can help teachers match instruction to learners' needs.

**Keywords:** Second language acquisition; Technology; Oral communicative potential; Voice thread; Affective filters.

### 1. Introduction

It is still the norm that language learning happens in groups. There are heterogeneous groups in every class which are composed of individuals with different capabilities, motivations, work rates, and affective factors. If all the students have to learn effectively, it will be a hard job for the teachers to let them various necessary pacing. It is required to add some flexibility to second language acquisition (SLA) process.

Many practitioners believe that if teachers give enough time and possibility to learners to develop the learning styles and habits that they prefer, they can progress more in learning a foreign language. Some learners prefer particular time and place for studying, where mobile devices can be used. Moreover, they can give the learners a lot of time and also a large amount of exposure to meaningful input. They can explore what they have learned in the face-to-face classroom at their own pace with the type of resources which fits their preferred learning style, levels and goals whenever it is convenient for them. They can not only learn a foreign language but also acquire how to set targets, plan and organize their own study without any help and guidance. It also enables them to use new technologies (electronic dictionary, wiki, blog), find ways to solve their learning problems including anxiety and stress.

Anxiety can be either external or internal. The former is related to the environment and those perceiving it do not believe that they can cope with obstacles (stimuli, people, situations). The demands being placed on them exceed their abilities to cope with anxiety. Regarding internal stress, the body chemistry kicks in to get the person ready to perform. This feeling may be misinterpreted as being nervous or mistakenly believed nerves are bad and the negative cycle goes on.

Technology can provide the necessary conditions for learning to occur. It leads to learner autonomy that gives them full capacity (competence) to take charge of decision-making in all the areas normally determined by institutions, teachers, or textbooks, namely: objectives, contents, stages, methods and techniques, pace, time, place, and evaluation procedures.

### 2. Statement of Problem

Ellis (1994) divided anxiety into three kinds, i.e., trait anxiety, state anxiety, and situation-specific anxiety. The study of situational anxiety has received considerable attention in SLA research. It consists of the anxiety which is aroused by a specific type of situation or event such as public speaking, examinations, or class participation. Moreover, he indicated that learners frequently experience language anxiety, a type of situation-specific anxiety associated with attempts to learn an L2 and communicate in it.

A few conducted studies focused solely on the effects of voice-conferencing technologies on language anxiety and oral proficiency (Poza, 2005; Satar and Özdener, 2008). Mixed results from previous studies where researchers

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used both synchronous (Beauvois, 1992; Satar and Özdener, 2008) and asynchronous (McIntosh *et al.*, 2003; Poza, 2005) types of communication have shown that some learners felt more comfortable speaking in the computer-mediated environments, while others viewed the computer-mediated environments as unhelpful in the fostering of communicative competence. In addition, the technology itself was found to impede some learners as they disliked the delay in communication and ideas (Satar and Özdener, 2008).

### 3. Objective of the Study

Anxiety is a particular affective factor. It is one of the most prominent and pervasive emotions. According to Arnold (1999), language anxiety is ranked high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom). Krashen (1982) believed that second language learners' anxiety is due to their competitive natures. They tend to become anxious when they compare themselves with other learners in the class and found themselves less proficient. Anxious students attending the class will feel nervous and afraid to cooperate with teachers, and then they cannot concentrate on the learning points and waste their energy or they just want to flee the learning task. He also stated that the students who feel at ease in the classroom and like the teacher may seek out more intake.

With all these valid reasons to worry, the researcher convinced herself to use an on-line program, Voice Thread, as a tool and study the efficiency of using it to foster learning experiences and improve students' oral communicative potential by lowering their anxiety.

### 4. Research Question

This study was conducted to examine the integration of the Web 2.0 technology *Voice Thread* to support instructional strategies to answer the following research question:

**RQ 1:** Does this asynchronous voice-conferencing tool, *Voice Thread*, have an effect on the problem of anxiety in SLA?

**RQ 2:** Does it consequently improve the oral proficiency of EFL learners?

### 5. Significance of the Study

The result of this study provides foreign language teachers, learners, test designers, and curriculum planners with data on the effectiveness of asynchronous voice-conferencing to improve one of the important English productive abilities, speaking. It also makes foreign language educators familiar with a new tool, Voice Thread, and lets them know how to use it in an online environment. Furthermore, it helps the teachers set up the classroom as a mini SAC (self-access center) with different parts of the room being used for different activities.

### 6. Literature Review

Growth of the phenomenon of individualization began in 1970s and was nourished by the Threshold proposals of the Council of Europe (Richterich and Chancerel, 1980). It can be implemented both inside and outside of the classroom. Research, theory, and practice have generally centered on how the classroom, together with teachers, learners, and learning resources can provide the necessary conditions for learning to occur.

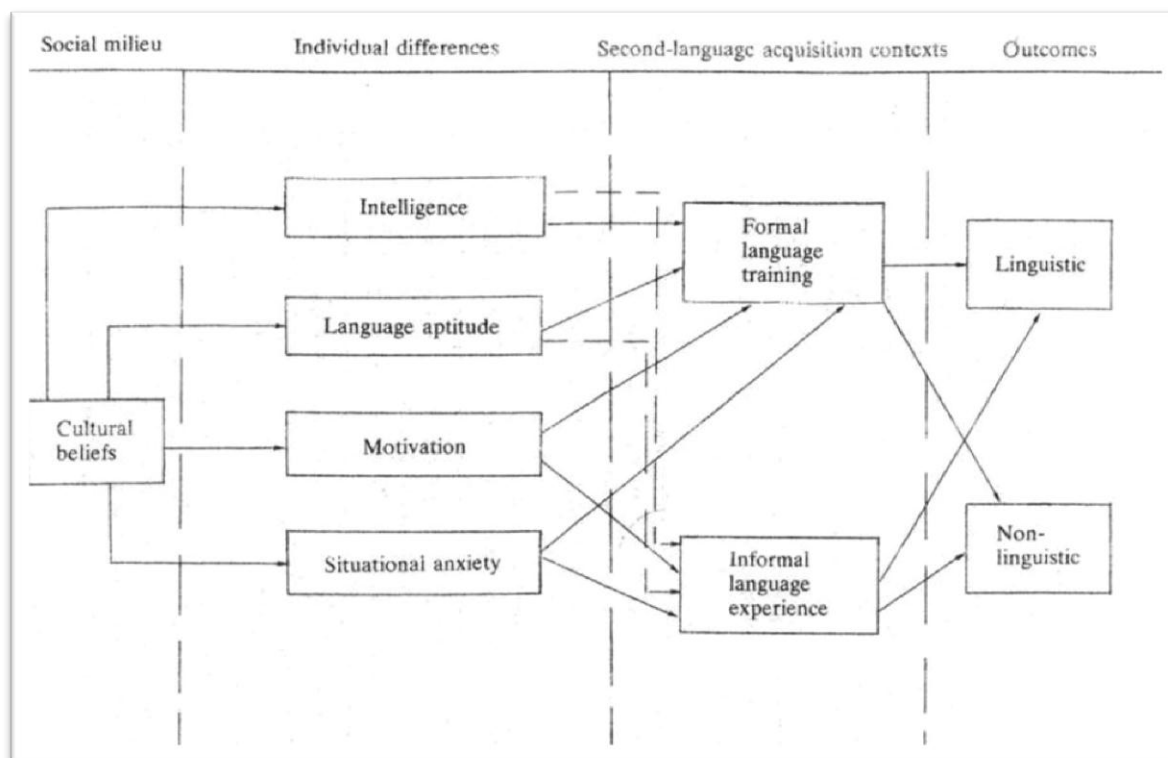
Many class learning opportunities are experiential in nature, providing opportunities for comprehensible input and output and involve interactional processes that are likely to support the learners' overall second language development. They involve either intentional or incidental learning.

Technology and the internet can be used to foster the development of specific language skills. So many teachers are looking for novel ways to encourage their students to practice speaking in the target language with the current initiative to improve the oral proficiency of language learners (Pufahl and Rhodes, 2011). The problem is that activities requiring students to speak in front of their peers and instructors tend to encourage student anxiety (Young, 1990). There is evidence that students experience a considerable amount of foreign language anxiety in their SLA process (Horwitz *et al.*, 1986; Willis, 1997). The theory proposed by Horwitz *et al.* (1986) divided L2 anxiety into three components namely: communication apprehension, fear of negative social evaluation, and test anxiety.

The affective filter as formulated by Krashen (1982) is a metaphorical barrier that prevents learners from acquiring language, even when appropriate input is available. The affect refers to feelings, motives, needs, attitudes and emotional states, and a learner who is tense, anxious, or bored, may filter out input, thus making it unavailable for acquisition (Krashen, 1982). The higher the filter, the less information the student will acquire, which may in turn lead to heightened levels of anxiety within the students.

According to Macintyre and Gardner (1994), language anxiety can be defined as the feeling of apprehension specifically associated with second language contexts. They assert the presence of the FL anxiety is a developing field of inquiry. In Gardner's discussion of the socio-educational model, he addresses individual differences. When discussing the model, he proposes that "the beliefs in the community concerning the importance of learning the language, the nature of skill, development expected, and the particular role of various individual differences in the language 12 learning process will influence second language acquisition." (Gardner, 1985). As illustrated in Figure 1, in the socio-education model, cultural beliefs are a precursor in the "social milieu" to four individual differences; intelligence, language aptitude, motivation and situational anxiety.

**Figure-1.** Socio-educational Model. From “Gardner, R.C. (1979). Social psychological aspects of second language acquisition” by Giles, H. and St. Clair, R. N., 1979, *Language and Social Psychology*, p. 196.



On the whole, literature on FL anxiety generally supports the tenets advanced by Horwitz *et al.* (1986). The foreign language classroom is often a strong breeding ground for student anxiety especially when connected with oral production of the language in front of the instructor and peers (Mak, 2011; Poza, 2005). Since the 1990s, negative correlations have continued to be revealed between anxiety measures and students' performance in second language learning classrooms (Mak, 2011; Marcos Llinas and Garau, 2009). Technological resources may help teachers provide an environment that will decrease anxiety levels and be perceived as less threatening to learners (Crookall and Oxford, 1991; Pufahl and Rhodes, 2011). Researchers found that studies incorporating text-based computer-mediated communication have decreased participants' anxiety levels due to less pressure to formulate responses under a time constraint (McIntosh *et al.*, 2003).

## 7. Research Method

### 7.1. Participants and Setting

The participants of the study were EFL students of the Zand Higher Education Institute in Shiraz, Iran. They were in their second year, 2016, of studying English Translation. The study took place during the first five weeks of the college term. The class consisted of 15 students, with 7 males and 8 females. To reduce the rater-effect, the teacher was the researcher herself. She had about 11 years of experience teaching at higher education institutes and universities. Her experience was strongly founded in communicative approach to language teaching and testing.

All the steps of the study were conducted in their own classroom at the Zand Higher Education Institute in Shiraz, Iran.

### 7.2. Procedure

Students participated in the study over a five-week period. They attended in a panel discussion as an activity of the spoken course in a face-to-face situation. Each learner was given two pictures from two different places to describe at first. Further, they were asked to choose one of the places in where s/he would prefer to spend her/his holiday. The next task was to explain why s/he would choose the place or why not. The technique was selected according to learners' positive attitudes to the pictures, and the topic was relevant to their interests.

By this time, learners had been practicing vocabulary related to holidays. Other skills, which were assessed, such as expressing likes and dislikes and their ideas corresponded to the overall skills of picture comparison technique.

The language was natural and comprehensive for the learners. The technique in the first part can rarely be found in the real-life situations; therefore, it was not authentic. For a student, it would lose the point of completing the task when the teacher knew the picture, as there was no information gap. However, in the second task, the learner had an

opportunity to express what s/he liked or where s/he preferred to go on holidays. This technique was appealing for the students and the teacher as well.

It was recommended to give learners time to look at the pictures. Also the content of the pictures should be neither too comprehensive nor too simple. Nevertheless, learners were not guided by any written instructions. The technique was mainly designed to the oral interview technique and the use of written instructions was avoided. Fulcher (2003) also suggested that pictures were used as a springboard to wider discussions of topical issues. There were also a lot of possibilities to combine other techniques with pictures to elicit data.

To reduce time and practice effects, the second elicitation technique was used just a week later. The teacher, the researcher, and the students installed Voice Thread and made their own accounts in advance. Since the teacher was the researcher herself, teacher training was not required. However, the teacher trained the students on the particular application, Voice Thread. They were trained to use it to record their voice messages. Each student was assigned to perform the same task, picture description, audio-record his/her performance in his/her account, and forward it to the teacher for scoring and later evaluation based on the same criteria of the same rating scale as the first step of the test.

## 7.3. Instrument

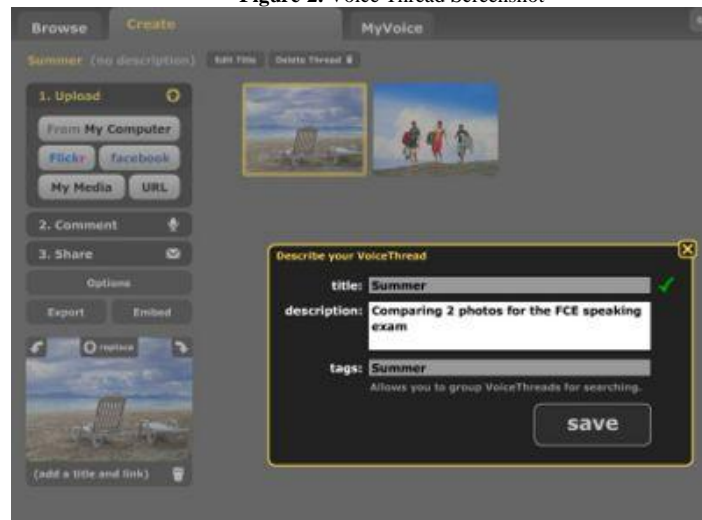
### 7.3.1. Questionnaire

Foreign Language Classroom Anxiety Scale (FLCAS) has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item- total scale correlation (Appendix 1).

### 7.3.2. Voice Thread

The participants used *Voice Thread* to practice speaking. It is an asynchronous voice conferencing technology that allows learners to communicate by posting voice recordings to a web using cell phones or microphones to record their voices from a computer, and it is free to use. The technology allows students to post comments in English around an image, a video or a sound clip, or a question or series of questions provided by the teacher. Students created their own accounts and were required to have a username and a password to access the account. A screen shot of *Voice Thread* can be viewed below.

Figure-2. Voice Thread Screenshot



### 7.3.3. The Oral Interview

The oral interview adapted from Von Worde (2003) was an structured interview comprising of five questions designed to help the researcher investigate the participants' experiences and attitudes towards foreign language learning after using Voice Thread, and how feelings of anxiety might affect their abilities to acquire L2. It was completed in the classroom setting (Appendix 2). It provided in-depth information and permitted exploration of spontaneous responses.

### 7.3.4. Scoring

The design of the study included both a self-reporting survey adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz *et al.* (1986) and an oral survey method adapted from Von Worde (2003). The FLCAS (Appendix 1) was a 33-item, self-report measuring instrument, which was scored on a five-point Likert Scale. The five points ranged from "strongly agree" to "strongly disagree", and was developed to capture the specific essence of foreign language anxiety in the classroom setting, and to provide the researcher with a standard measure (Von Worde, 2003). An individual evaluation form was also used to evaluate responses of the participants' to the oral interview. The source of the form was *U.S. Office of Interview Guide and Evaluation Materials of Structured Interview* (2005). The form was presented in Appendix 3.

The oral interview (Appendix 2) was comprised of five questions which were answered by the participants in the classroom setting. It was designed to help the researcher investigate their experiences and attitudes towards foreign language learning after using Voice Thread, and to study how feelings of anxiety might affect their ability to acquire L2.

The design of the study was a mixed method research for both qualitative (through the use of the oral survey) and quantitative (through the use of the FLCAS) was used. The first step was to allow the students to complete the FLCAS, while the second step was for the participants to complete the oral survey. The FLCAS took no longer than 15-20 minutes, and the oral survey should take no longer than 3-5 minutes. The study focused on the participants' beliefs, experiences, and feelings in an attempt to comprehend the phenomenon of anxiety associated with second language learning, and to understand the following four research questions which this study sought to answer.

## 8. Data Analysis

Responses to all FLCAS items and the percentages refer to the number of the students who agreed or strongly agreed (or disagreed and strongly disagreed) with statements indicating foreign language anxiety. Percentages were rounded to the nearest whole number. According to the gathered data, the five most provoking anxiety situations were listed in Table 1.

**Table-1.** The five most provoking anxiety situations

FLCAS Items	%
I can feel my heart pounding when I'm going to be called on in language class.	82
I am afraid that the other students will laugh at me when I speak the foreign language	79
I get nervous and confused when I am speaking in my language class.	64
Language class moves so quickly that I worry about getting left behind.	57
I always feel that the other students speak the language better than I do.	51

The results of the descriptive analyses showed that there were 16 items whose means were above 3.00. And of all the statements the 20th one had the highest index of 3.6571. The mean of the anxiety indices of all the students in the classroom, as Table 1 shows, was 2.9309, which indicated that the students indeed had the feeling of anxiety in their classroom. Moreover, through the computation of means and standard deviations of each kind of anxiety, it was found that students' fear of negative evaluation, the mean of which reached 3.1831, was especially serious. Among the 16 items whose mean values were higher than 3.00 there were 7 statements concerning it, especially item 3, the mean of which was as high as 3.6579.

**Table-2.** The overall situation of students' anxiety in the classroom.

Anxiety Variables	Mean	Standard Deviation
Communication Apprehension	2.8867	.48557
Fear of Negative Evaluation	3.1831	.76055
Test Anxiety	2.7734	.71570
Anxiety of English Classes	2.7415	.66185
English Classroom Anxiety	2.9309	.60911

Regarding the oral interview, data collected from human instrument were in a narrative format. Answers to the questions were tape-recorded. Analysis emphasized understanding phenomena as they existed, not following pre-determined hypotheses.

As the result, data analysis was different from quantitative inquiry. An inductive analysis was used to proceed from data to theory or hypothesis to prove that whether using Voice Thread can help the learners cope with affective filters in the process of 2<sup>nd</sup> language learning or not. The interviewer wanted to get a look inside the students' thoughts and emotions to make sure they were thorough and organized. The very first thing she did was to clearly define the problem or objective, so she had a solid direction. Second, she explored the data and became more familiar with them. This was extremely critical especially because the researcher was working with a new set of data. Next, she prepared the data for modeling. This entailed data validation, detecting outliers, treating missing values, etc. With those steps completed, she began modeling the data until discovering the most significant or valuable results. Lastly, she implemented the model and tracked the results. It is illustrated in Table 3. This process could vary slightly based upon the type of problem and the data and tools available.

**Table-3.** Interview Guide and Evaluation Materials of Structured Interview (Bureau of Human Resources, 2005, p. 9)

Before interview	During interview	After interview
Determine purpose	Provide background	Score responses
Develop questions	Ask questions	Follow up
	Probe	Evaluate responses
	Record responses	

## 9. Results and Discussion

Research has shown that the effects of anxiety can adversely affect a person's ability to acquire a second language, which involves four levels of competency: speaking, listening, writing, and reading. Woodrow (2009) found that anxiety can adversely affect oral communication for the students who speak English as their second language, while MacIntyre and Gardner (1989) concluded that anxiety leads to deficits in learning and performance. Saito *et al.* (1999) found that students with higher levels of foreign language anxiety also tended to have higher levels of reading anxiety, noting that students with higher levels of reading anxiety received significantly lower grades than students with lower anxiety levels.

The relationship between communicative competence and communication anxiety has concerned theorists in speech communication and in second language acquisition (Foss and Reitzel, 1988). However, they also noted that anxiety associated with foreign language learning differs from general communication anxiety, further noting that language learners have the dual task of not only learning a second language, but also performing in it. How a student performs in the second language can potentially be seen as a manifestation of how anxiety affects her/his ability to acquire it.

Teachers should be aware of the potential effects anxiety has on their students' abilities to acquire a second language. Matsuda (2003), in a study on the possible relationships between general foreign language classroom anxiety and foreign language reading anxiety, found that one way to dissipate any feelings of anxiety, may be to foster the student's self-confidence, implying that teachers need to reduce anxiety and enhance self-confidence by encouraging students' involvement in classroom activities while at the same time creating a comfortable atmosphere.

Matsuda (2003) also noted that students feel more comfortable about speaking with small numbers of classmates than confronting the whole class. In terms of reading anxiety, Saito *et al.* (1999) found that reading in a foreign language is anxiety provoking, also noting that there are two basic options for teachers to consider: 1) help students cope with the anxiety-producing situation, and 2) make the learning context less stressful. As for the present study, it was assumed that the participants would show signs of the effects of anxiety on second language acquisition and the results proved the assumption.

After analyzing the data, the findings suggested that in the majority of the participants, feelings of anxiety did have effects on their abilities to acquire a second language. The methods employed were implemented in previous studies (Horwitz *et al.*, 1986; Von Worde, 2003) and were used in an attempt to understand the phenomenon of how anxiety affects the acquisition of a second language. The lack of anxiety seen in the participants who were using Voice Thread was likely due to the relaxed atmosphere created by the tool, in which their practices made learning be fun and enjoyable.

The participants, and their classmates, engaged in the activities that both encouraged independent learning, as well as the activities that had them practice speaking with one another. The speaking activities helped students learn a second language, as it encouraged speaking fluency, as well as positive interactions with those that may speak the language with greater fluency. The fact that the teachers provided a relatively stress-free and calm learning atmosphere, might have led to the results that the current study provided. Due to the lack of responses on the oral interview after using Voice Thread that would have indicated lowered levels of anxiety while learning a second language, it appeared that the teacher's ability to create a positive learning environment had lowered her students' levels of anxiety.

## 10. Conclusion

The broad purpose of most teachers is to give the learners some hints, and encourage them to speak. Furthermore, good techniques are those which elicit not only enough speech to allow a rating to take place but also behaviors which can be reliable and valid indicators of the ability in which the researcher was interested.

The students viewed Voice Thread as appropriate and useful. In the researcher's opinion, the tool was positively perceived by learners. Moreover, it can be helpful for beginner teachers who can get positive ideas and attitudes toward speaking. It also had a good impact on learners who realized their strong and weak sides of their language communicative competence. As their voices were recorded and evaluated later while they were using Voice Thread, unlike in the face-to-face panel discussion, there were performances in which it was difficult to stop the students' discussion because they got very excited about using the new on-line technique.

It can't be concluded just based on the result of the present study that a technique is better than the other, neither can the result be generalized to the other pedagogical contexts. However, Voice Thread was rated a good and successful elicitation technique for the particular EFL learners, the participants of the study, and satisfied the needs of both the teacher and the students. The technique was not found to be difficult from the standpoint of the teacher and the learners. Also, some learners said that the technique was simple and interesting because they were tested based on an interesting topic presented in the pictures which enabled them to talk about the topic in a free and informal manner. From the point of view of the teacher, the technique was practical; moreover, sociolinguistic competence became very valuable in the Voice Thread technique.

## 11. Limitations of the Study

Working with on-line applications has its own limitations, particularly if the application has to be used in a crowded institute, the setting of the study, which was equipped with an internet service that was not fast enough. The

students' devices were disconnected while they were recording and forwarding their voice messages. So, they had to shift to their mobile phone nets. Not only was it time-consuming, but it was stressful in some cases; especially with low-achievers.

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## Appendix 1

### Foreign Language Classroom Anxiety Scale (FLCAS)

- 1. I never feel quite sure of myself when I am speaking in my foreign language/EFL class.**
  1. Strongly agree
  2. Agree
  3. Neither agree nor disagree
  4. Disagree
  5. Strongly disagree
- 2. I don't worry about making mistakes in language/EFL class.**
  6. Strongly agree
  7. Agree
  8. Neither agree nor disagree

9. Disagree
10. Strongly disagree
- 3. I tremble when I know that I'm going to be called on in language/EFL class.**
11. Strongly agree
12. Agree
13. Neither agree nor disagree
14. Disagree
15. Strongly disagree
- 4. It frightens me when I don't understand what the teacher is saying in the foreign language.**
16. Strongly agree
17. Agree
18. Neither agree nor disagree
19. Disagree
20. Strongly disagree
- 5. It wouldn't bother me at all to take more foreign language/EFL classes.**
21. Strongly agree
22. Agree
23. Neither agree nor disagree
24. Disagree
25. Strongly disagree
- 6. During language/EFL class, I find myself thinking about things that have nothing to do with the course.**
26. Strongly agree
27. Agree
28. Neither agree nor disagree
29. Disagree
30. Strongly disagree
- 7. I keep thinking that the other students are better at languages than I am.**
31. Strongly agree
32. Agree
33. Neither agree nor disagree
34. Disagree
35. Strongly disagree
- 8. I am usually at ease during tests in my language/EFL class.**
36. Strongly agree
37. Agree
38. Neither agree nor disagree
39. Disagree
40. Strongly disagree
- 9. I start to panic when I have to speak without preparation in language/EFL class.**
41. Strongly agree
42. Agree
43. Neither agree nor disagree
44. Disagree
45. Strongly disagree
- 10. I worry about the consequences of failing my foreign language/EFL class.**
46. Strongly agree
47. Agree
48. Neither agree nor disagree
49. Disagree
50. Strongly disagree
- 11. I don't understand why some people get so upset over foreign language/EFL classes.**
51. Strongly agree



- 52. Agree
- 53. Neither agree nor disagree
- 54. Disagree
- 55. Strongly disagree

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

- 56. Strongly agree
- 57. Agree
- 58. Neither agree nor disagree
- 59. Disagree
- 60. Strongly disagree

**13. It embarrasses me to volunteer answers in my EFL class.**

- 61. Strongly agree
- 62. Agree
- 63. Neither agree nor disagree
- 64. Disagree
- 65. Strongly disagree

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

- 66. Strongly agree
- 67. Agree
- 68. Neither agree nor disagree
- 69. Disagree
- 70. Strongly disagree

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

- 71. Strongly agree
- 72. Agree
- 73. Neither agree nor disagree
- 74. Disagree
- 75. Strongly disagree

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

- 76. Strongly agree
- 77. Agree
- 78. Neither agree nor disagree
- 79. Disagree
- 80. Strongly disagree

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

- 81. Strongly agree
- 82. Agree
- 83. Neither agree nor disagree
- 84. Disagree
- 85. Strongly disagree

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

- 86. Strongly agree
- 87. Agree
- 88. Neither agree nor disagree
- 89. Disagree
- 90. Strongly disagree

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

- 91. Strongly agree
- 92. Agree
- 93. Neither agree nor disagree
- 94. Disagree
- 95. Strongly disagree

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

- 96. Strongly agree
- 97. Agree

97. Neither agree nor disagree  
98. Disagree  
99. Strongly disagree
- 21. The more I study for an EFL test, the more confused I get.**
100. Strongly agree  
101. Agree  
102. Neither agree nor disagree  
103. Disagree  
104. Strongly disagree
- 22. I don't feel pressure to prepare very well for EFL class.**
105. Strongly agree  
106. Agree  
107. Neither agree nor disagree  
108. Disagree  
109. Strongly disagree
- 23. I always feel that the other students speak the foreign language better than I do.**
110. Strongly agree  
111. Agree  
112. Neither agree nor disagree  
113. Disagree  
114. Strongly disagree
- 24. I feel very self-conscious about speaking the foreign language in front of other students.**
115. Strongly agree  
116. Agree  
117. Neither agree nor disagree  
118. Disagree  
119. Strongly disagree
- 25. EFL class moves so quickly I worry about getting left behind.**
120. Strongly agree  
121. Agree  
122. Neither agree nor disagree  
123. Disagree  
124. Strongly disagree
- 26. I feel more tense and nervous in my EFL class than in my other classes.**
125. Strongly agree  
126. Agree  
127. Neither agree nor disagree  
128. Disagree  
129. Strongly disagree
- 27. I get nervous and confused when I am speaking in my class.**
130. Strongly agree  
131. Agree  
132. Neither agree nor disagree  
133. Disagree  
134. Strongly disagree
- 28. When I'm on my way to EFL class, I feel very sure and relaxed.**
135. Strongly agree  
136. Agree  
137. Neither agree nor disagree  
138. Disagree  
139. Strongly disagree
- 29. I get nervous when I don't understand every word the teacher says.**
140. Strongly agree  
141. Agree

- 142. Neither agree nor disagree
- 143. Disagree
- 144. Strongly disagree

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

- 145. Strongly agree
- 146. Agree
- 147. Neither agree nor disagree
- 148. Disagree
- 149. Strongly disagree

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

- 150. Strongly agree
- 151. Agree
- 152. Neither agree nor disagree
- 153. Disagree
- 154. Strongly disagree

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

- 155. Strongly agree
- 156. Agree
- 157. Neither agree nor disagree
- 158. Disagree
- 159. Strongly disagree

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

- 160. Strongly agree
- 161. Agree
- 162. Neither agree nor disagree
- 163. Disagree
- 164. Strongly disagree

## Appendix 2

### Oral Survey Instrument Adapted from Von Worde (2003)

- 1) What do you like best about your EFL class?
- 2) When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?
- 3) How do you think people in your classroom will react if you make mistakes?
- 4) Do you have any ideas of ways to make the EFL/foreign language class less stressful?
- 5) How do you feel now, after using Voice Thread?

### Some of the oral survey responses:

#### What do you enjoy most about your EFL class?

- Participant1: "My friends. And we get to talk in English."  
P2: "I like getting the opportunity to learn something that you wouldn't normally get to learn."  
P3: "We're learning something new."

#### When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?

- P1: "I try to get away, try to get out of the situation. I try to do my best, but if I can't, I will go in early the next day and ask the teacher for help."  
P2: "I normally seek a solution. I just try to go with the flow."  
P3: "I try and look for a solution."

#### How do you think people in your classroom will react if you make mistakes?

- P1: "They laugh. I think they are laughing at me."  
P2: "In my class, I don't think they would be mean whatsoever. I think they would try to help you fix (the mistake)."  
P3: "If I make a mistake, they make a little joke then I get corrected."

**Do you have any ideas of ways to make the EFL/Foreign Language Class less stressful?**

P1: "We try to do our best and make the class relaxed, but sometimes we can't. I just try and do my work."

P2: "Not really."

P3: "Not really. I think the teacher does a really good job."

**How do you feel now, after using Voice Thread?**

P1: "I feel good. It feels good to talk about it."

P2: "I feel relieved."

P3: "It's a lot of fun. It's a very relaxed environment. If you get something wrong, you don't get attacked. It's a nice correction, you can move on and learn from your mistakes."

**Appendix 3**

**Individual Oral Interview Evaluation Form**

**Student to be assessed:** -----

**Date of interview:** -----

<b>Problem Solving</b>				
<b>Definition:</b> Identifies problems, determines accuracy & relevance of information, uses sound judgments to generate & evaluate alternatives.				
<b>Question:</b> Describe a situation in which you identified a problem & evaluated the alternatives to make a decision. <i>What was the problem? Who was affected?</i>				
<b>Probes:</b> <i>How did you generate and evaluate your alternatives? What was the outcome?</i>				
<b>Describe specific behaviors observed.</b>				
1-low	2	3-average	4	5-outstanding
<b>Final Evaluation</b>		<b>Printed Name</b>		<b>Signature</b>

Source: Interview Guide and Evaluation Materials of Structured Interview (*Bureau of Human Resources*, 2005, p. 9)