

**COMPARING PREPARATORY SCHOOL STUDENTS' FOREIGN LANGUAGE
LEARNING ANXIETY LEVELS IN TWO DIFFERENT CONTEXTS:
CLASSROOM VS ONLINE**

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Eskişehir 2022

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Gizem ŞİMŞEK



MA THESIS

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Department of Foreign Language Education
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**Eskişehir
Anadolu University
Graduate School of Educational Sciences
July 2022**

JÜRİ VE ENSTİTÜ ONAYI



ABSTRACT

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The present study aimed to investigate and compare foreign language anxiety levels (FLA) of English preparatory school students in two different settings, namely classroom and online lessons. In order to accomplish the objectives, an explanatory mixed-method research design was implemented. In the first part, quantitative data were obtained through two questionnaires and 234 students from six state universities in Turkey composed the sample cohort. The data were analyzed through descriptive and inferential statistics over SPSS software. The findings unveiled that English preparatory school students displayed moderate levels of FLA both in classroom and online lessons. It was revealed that there was a statistically significant difference between the FLA levels in two settings. In accordance with findings, semi-structured interviews were conducted with 10 volunteers to gather further information. The qualitative data from the interviews were resolved according to thematic analysis, and accordingly, four major themes were emerged accordingly interaction, anxiety, problems, and language points. In terms of interaction, students favored classroom setting for the reason that they could communicate directly in face-to-face lessons. It was also revealed that technical problems such as disconnection and voice interruptions caused distress in language learners.

Keywords: EFL, Foreign language anxiety, Hybrid learning, Online language anxiety

ÖZET

İNGİLİZCE HAZIRLIK SINIF ÖĞRENCİLERİNİN GELENEKSEL SINIF İÇİ VE ÇEVİRİM İÇİ ÖĞRENME ORTAMLARINDA YABANCI DİL KAYGI DÜZEYLERİNİN KARŞILAŞTIRILIP İNCELENMESİ

Gizem ŞİMŞEK

Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Eğitimi Programı

Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Haziran 2021

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Bu tez çalışması, İngilizce hazırlık sınıf öğrencilerinin yabancı dil kaygı düzeylerini (FLA) sınıf içi ve çevrim içi dersler olmak üzere iki farklı ortamda araştırmayı ve karşılaştırmayı amaçlamıştır. Çalışmanın amacına ulaşmak için açıklayıcı desende karma araştırma yöntemi kullanılmıştır. Bu tez çalışması iki bölümden oluşmaktadır. Birinci bölümde, iki anket aracılığıyla nicel veriler elde edilmiş ve örneklem grubunu Türkiye'deki 6 devlet üniversitesinden 234 öğrenci oluşturmuştur. Veriler, SPSS programı üzerinden betimsel analiz yöntemi ve çıkarsamalı istatistiklerle analiz edilmiştir. Bulgular, İngilizce hazırlık okulu öğrencilerinin hem sınıfta hem de çevrim içi derslerde orta düzeyde kaygı sergilediğini ortaya çıkardı. Bulgular sonucunda öğrencilerin iki ortamdaki kaygı seviyeleri arasında istatistiksel olarak anlamlı bir fark olduğu ortaya çıktı. Elde edilen bulgular doğrultusunda daha fazla bilgi toplamak için gönüllü 10 öğrenci ile yarı yapılandırılmış görüşmeler yapılmıştır. Görüşmelerden elde edilen nitel veriler tematik analize göre çözümlenmiş ve 4 ana tema altında şu 12 alt kategori ortaya çıkmıştır: etkileşim, kaygı, sorunlar ve dil öğrenme nitelikleri. Bulgular, çevrim içi yabancı dil derslerinde oluşan teknolojik problemlerin ve etkileşim sorunlarının, öğrencilerin endişe düzeylerini tetiklediğini ortaya koymuştur.

Anahtar Kelimeler: Çevrim içi yabancı dil öğrenme kaygısı, Harmanlanmış eğitim, EFL, Yabancı dil öğrenme kaygısı



To my beloved parents

ACKNOWLEDGEMENTS

First of all, I would like to thank and express my sincere gratitude to my thesis advisor, Assoc. Prof. Dr. Meral Ceylan apar, for her support and guidance throughout the process of my thesis. Without her encouragement and patience, this thesis would not have been possible. I also would like to express my appreciation to the jury members of my thesis, Prof. Dr. Ümit Deniz Turan and Assoc. Prof. Dr. Hüseyin Kafes for their precious comments and feedbacks.

I owe my special thanks to my beloved friend Pınar Topal who has always been there for me throughout my bachelor's and master's journeys.

I would like to thank to my dear friends who has always been supportive and helpful, Aslıhan Yılmaz for sacrificing her free days, Berna Baydar for encouraging me from the very beginning, Cennet alışmış for helping me with the interviews, Fatma Feyza Öztürk for helping me with the data collection, Ayşe Demirtaş, İrem Yılmaz, and Berkan Berat Turan for strengthening my resolve. I also would like to express my appreciation to my yoga club, especially Nilay Öztürk and Ece Gürbüz for keeping me stable both mentally and physically throughout my thesis.

I would also like to express my gratitude to The Scientific and Technological Research Council of Turkey (TÜBİTAK) for their financial support as a scholar of the 2210-A National Scholarship Program for the Master's Students.

Finally, I am deeply indebted to my mother Gülümser Şimşek and my father İsmail Şimşek for their endless love, complete confidence, everlasting support, and infinite patience. No words are sufficient to express my feelings for them. I always know and appreciate that they have got my back and stand by my side.

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me: that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

CA	: Communication Apprehension
EFL	: English as a Foreign Language
FLA	: Foreign Language Anxiety
FLCAS	: Foreign Language Classroom Anxiety Scale
FNE	: Fear of Negative Evaluation
OLLA	: Online Language Learning Anxiety
OWLAS	: Online World Languages Anxiety Scale
TA	: Test Anxiety

1. INTRODUCTION

Every individual has their own characteristics that they bring to their learning process. This distinctiveness can be applied to every field of study such as psychology or language learning. In the field of language learning, the concept of individual differences has been a major area of interest. These individual differences are defined as affective factors influencing language learning such as motivation, attitudes, and anxiety. Krashen (1981) remarks affective factors and highlights the Affective Filter introduced by Dulay and Burt (1977) through the agency of the Affective Filter Hypothesis. According to the notion, learners with low filter are expected to acquire more language aspects compared to higher filter owners. Additionally, Krashen (1981) claims that anxiety may have strong impact on affective filter and stresses the impact of anxiety on language achievement in different conditions: “formal, and informal” (p.29). High-level affective filter hinders the intake of comprehensible input causing hindrance in language acquisition. Hence, it can be summarized that anxiety has a role in raising affective filter and thus deterring language proficiency.

Anxiety is one of the fundamental aspects affecting the language learning process. The impacts of anxiety on language learning have been subject to myriad of studies (Aguila & Harjanto, 2016; Aida, 1994; Birjandi & Alemi, 2010; Dewaele et al., 2008; Elmalı-Özsaray & Eren, 2018; Horwitz et al., 2009; MacIntyre, 1995). Not only its influence but also its relationship with other elements in language learning have been investigated for decades, including the type of anxiety, the age of students, academic achievement, gender, language proficiency level, the department they study and language learning skills (Bollinger, 2017; Horwitz, 2010).

With the improvement of technology and the necessities of the time, learning has gone beyond the classroom context and developed in different environments such as online platforms. By means of online education, borders are removed between the learner and the learning process. Thus, more learners have been reached through online platforms. Besides that, learners have been attaining multiple lectures through the medium of online education. Language learning is one of the subjects promoted online. Since the online language learning context differs from classroom setting and has its own distinct features in some issues such as interaction type, feedback, technological proficiency, self-direction, and remoteness, investigation in such context is required to improve and enhance language learning. Some universities have been supplying online language learning such as Open University (UK), Anadolu University, and Ataturk University (Turkey). Withal, as a result of the Covid-19 pandemic, other universities have also started providing online education. Due to the outbreak

of Covid-19, education has shifted from face-to-face to online platforms all over the world. Henceforward, all the education stages, from primary to higher education, moved into emergency remote teaching (ERT) (Gacs et al., 2020; Hodges et al., 2020). This condition of education has brought new fashion to language learning research area. Various issues have been examined such as interaction (Harsch et al., 2021; Yang & Lin, 2020), perceptions and opinions (Doğan, 2020a), and anxiety (Doğan, 2020b) in ERT. By virtue of some improvements in science such as the invention of Covid-19 vaccination, steps have been yielded, and the education system in Turkey have returned to face-to-face education incrementally. Thus, there have been three styles of education: face-to-face, online, and blended learning, which is the combination of online and face-to-face lessons.

In spite of the fact that online language learning has already been studied before the pandemic (Doğan, 2016; Hurd, 2007; Pichette, 2009; Russel, 2020), with the outbreak of Covid-19, the significance of research in online language learning has been promoted (Doğan, 2020b). Considering that anxiety has a critical role in language learning, its occurrence in online language learning is vital to explore. Therefore, this current study aimed to investigate anxiety levels of language learners in two different setting: conventional and online classrooms.

1.1. Background of the Study

1.1.1. Anxiety and language learning

One of the affective factors that has an important place in foreign language learning is anxiety. Anxiety has been attracting considerable critical attention since the 1970s with the pioneer studies of Guiora et al. (1972), Chastain (1975), Kleinmann (1977), and Scovel (1978). Guiora (1972) claimed that language learning creates a dread in learners' perception of self and the world, thus, it makes a way for disconcerting psychological position. Since then, a great deal of research has tried to explain foreign language anxiety (Aida, 1994; Gardner, 1985; Horwitz et al., 1991; MacIntyre, 1995; Sparks & Ganschow, 1991). In this fashion, in the early studies two approaches were adopted in the manner of whether the anxiety is progressive or steady, which can be expressed in other words: trait and state anxiety (Spielberger, 1983 cited in Gkonou, 2017). While state anxiety is defined as situation-specific condition being modified according to circumstances, trait anxiety is seen as a characteristic feature which remains steady in different positions (Croznier, 1997).

A pre-eminent study by Horwitz et al. (1986), defined anxiety as “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic

nervous system.” (p.126). Furthermore, they aimed to identify Foreign Language Anxiety (FLA) and indicated that FLA is discrepant from general anxiety by being a specific anxiety reaction. Herewith, they described FLA as a conceptually unique variable. They pointed out three situation-specific anxieties: 1. communication apprehension (CA), 2. test anxiety (TA), and 3. fear of negative evaluation (FNE). In a few words, CA is the worry occurring while communicating with people, TA is “fear of failure” and lastly, FNE is “apprehension about others’ evaluations”. CA is defined by James C. McCroskey (1977) as “...an anxiety syndrome associated with either real or anticipated communication with another person or persons.” (p.28) and it may occur in many forms such as writing, however, oral communication is the most anticipated context. Daly (1991) stated that students encounter angst in communicating with others in some circumstances such as when being monitored or evaluated by others. The higher vagueness of evaluation, the higher level of anxiety is encountered (Young, 1991). Moreover, von Wörde (2003) explained that fear of negative evaluation is caused by students’ negative assumptions to be judged by others in any circumstances. Horwitz (2017) claims that the article (Horwitz et al., 1986) has sometimes misunderstood as FLA is formed from those three specific-anxieties. Nevertheless, she explains in detail that FLA is not the sum of three mentioned constructs (p.33), it has its own distinctive features. To put it another way, previous mentioned anxieties are independent from FLA.

Apart from the definition and explanation of anxiety, numerous studies have been conducted to investigate effects of FLA (Horwitz, 2010). In terms of its effects two types of anxiety were identified: debilitating (detrimental) and facilitating (beneficial). While there are studies promoting facilitating anxiety (Bailey, 1983; Ellis, 1994; Kleinmann, 1977), research demonstrate debilitating anxiety predominantly (Brown, 2007; Dikmen, 2021; Horwitz et al, 1986; Horwitz, 2017; Liu and Huang, 2011; MacIntyre, 1999). Most of the research embody a negative standpoint against the relationship between FLA and language achievement, and performance (Aida, 1994; Horwitz, 1986; Kunt, 1997; Liu, & Zhang, 2013; MacIntyre, 1999; MacIntyre, & Gardner, 1991; Yan, & Wang, 2001; Young, 1991) which is also presented by meta-analyses (Botes et al., 2020; Dikmen, 2021)

1.1.2. Online language learning and anxiety

Kentnor (2015) provided a recent definition of online education as “a form of distance education that uses computers and the internet as the delivery mechanism.” (p.28). Owing to the developments in technology and Web 2.0 tools, online education has grown rapidly. Doğan (2020b) highlights that there are several reasons behind the aforementioned fact that online

courses are flexible, accessible, and affordable (Sun & Chen, 2016). While the world was experiencing an online movement, Turkey also moved with the times. Bozkurt (2017) provided a comprehensive history of distance education and its current state in Turkey and explained that distance education was first provided in the late 1900s in all the education levels. According to the study, distance education took place at the idea level until 1950s and turned into practice by completing the development stage before entering the 2000s, so it became a part of the mainstream in education (Bozkurt, 2017).

Just like other fields of study, language learning is one of the subjects provided in distance or online education prominently (Meskill & Anthony, 2010). By dint of integrating technology into language classrooms which generated Computer Assisted Language Learning (CALL) and interest in social networks, online language learning has stepped forward (Blake, 2011). Because of the Covid-19 pandemic, online language learning has gained a divergent dimension. That is, while learners preferred online language learning because of its flexibility and accessibility or a part of their curriculum, with the outbreak of the virus, distance or online education became mandatory. Thus, the learners who took face-to-face education had to administer online courses due to the emergency remote teaching (ERT). During ERT, faculty departments administered online courses in a synchronous or an asynchronous system. Moreover, some universities employed hybrid model in which the courses were delivered both online and face-to-face. Even after the vaccination, for instance, some universities in Turkey proceeded hybrid model (Adnan Menderes University, Afyon Kocatepe University, Anadolu University, Gaziantep University, Hacettepe University, İzmir Katip Çelebi University, Uludağ University, Yıldırım Beyazıt University).

Considering that affective factors play a vital role in language learning process, this field of study has been investigated in online setting as well (Hurd, 2006), such as impact of motivation (Ushida, 2005), self-regulation (Lin et al., 2017), and anxiety (Pichette, 2009). Moreover, perceptions of learners about online language learning were investigated in several studies (Doğan, 2020a; Schulze & Scholz, 2018). Both Doğan (2020a) and Schulze & Scholz (2018) found that learners held negative attitudes towards online language learning.

It was found that there has been little research on the anxiety factor in online setting (Bárkányi & Melchor-Couto, 2016; Bollinger, 2017; Chametzky, 2019; Doğan, 2020b; Donahoe, 2010; Hurd & Xiao, 2010; Hurd, 2007; Majid et al, 2012; Martin & Alvarez-Valdivia, 2017; Pichette, 2009; Russell, 2020; Shirvan & Taherian, 2018; Yang & Quadir, 2018) compared to classroom context.

1.4. Purpose of the Study

Language learners deal with challenges during language learning. Some factors such as cognitive, cultural, and affective may cause challenges during the learning process. Anxiety, one of the affective factors, occupies an important place in language learning. It has been studied for decades and showed that it effects language learning process. Considering most learners uttered that they feel overwhelmed or worried (Horwitz et al., 1986) during language learning, it is crucial to investigate the state of learners in terms of their anxiety level. The distressed context that makes learners angst should also be examined to enounce solutions. A great deal of research embodies that anxiety hinders language performance (Krashen, 1981), and impact of anxiety on language achievement proceeds not only conventional classrooms (Xiao & Wong, 2014) but also in different settings such as distance or online education (Hurd & Xiao, 2010). A prominent study by Hurd (2007a) revealed that distance foreign language classes contain aspects that bring on anxiety such as dearth of rapid feedback, struggle in evaluating individual development, remoteness, and lack of determination throughout autonomous learning. With the increasing number of online courses as a result of the Covid-19 pandemic, investigation of distance language learning anxiety is crucial. Thus, this current study aims to investigate Turkish preparatory school students' anxiety levels in language learning in two different contexts: conventional and online classrooms.

1.5. Significance of the Study

One of the affective factors that has an important place in foreign language learning is anxiety, which has been the subject of investigation in many studies, yet these studies are limited to the conventional classroom environment (Russell, 2020). Hurd (2006) stated that distance language class has different aspects from the conventional classroom specifying that foreign language learning in distance education would be challenging in terms of the acquisition of speech skills, practice and assessment, the physical absence of the tutor, and lack of peer interaction. Considering the environment characteristics mentioned in the same direction, it is expected that students' language learning concerns will differ in traditional and online classrooms, which are two different contexts. As a result, it is important to identify the levels of anxiety of students in different environments and to examine the underlying causes of emotional state of learners so that necessary measurements can be taken in the process of foreign language education, as well as in the care of organizing and developing education and training.

Due to the pandemic that has affected the whole world, contemporary approaches have been applied in education. This contemporary system is called emergency online education, by way of other explanation, students participated in the courses online. Essential measures were also taken in Turkey, and an emergency online education system was implemented for the 2020-2021 academic year. As a result of scientific developments, many countries have applied corona virus vaccine, so that regulations have been made on most restrictions affecting public life. For the new 2021-2022 academic year, universities have taken decisions in this direction in Turkey as well, and three different educational approaches have been formed: face-to-face, online, and hybrid (mixed method).

In face-to-face learning, it has been acknowledged that anxiety impedes language learning process and achievement. In addition to this, learners reflected that they experience trouble and worry, and even physical suffering such as fast heart-beating during foreign language production (Horwitz et al., 1986). It has also been approved that FLA effects language achievement negatively (Aida, 1994; Liu, & Zhang, 2013). Henceforth, it is crucial to identify anxiety levels of language learners both in face-to-face and online learning and explore the sources of anxiety so that necessary actions can be taken, and language learning process can be developed to gather utmost efficiency. Thus, this current study focused on to analysis of foreign language learners' anxiety levels in two different settings namely face-to-face and online courses.

1.6. Research Questions

In the light of all the facts mentioned above, to accomplish the aforesaid purposes and to contribute to the field of language learning anxiety, this study administered the following research questions:

- 1- What are the anxiety levels of preparatory school students in state universities in Turkey?
 - 1.a- What is the anxiety level of learners in conventional language classroom?
 - 1.b- What is the anxiety level of learners in distance language class?
 - 1.c- Is there a difference in foreign language anxiety levels between the two types of learning settings: conventional vs distance?
- 2- What are the learners' opinions about the two settings in terms of their language anxiety level: conventional vs distance?

1.7. Terminology

Anxiety: The term anxiety is defined in Oxford Dictionaries as “the state of feeling nervous or worried”. In the same manner, one of the prominent scholars Spielberger (1983) described as “the feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (p.1).

Foreign Language Anxiety (FLA): Horwitz et al. (1986) described FLA as “a complex of self-perceptions, beliefs, sentiments, and behaviors that arise from the uniqueness of the language learning process” (p.128).

Online Language Learning (OLL): Referred as “a number of learning arrangements: a Web-facilitated class, a blended or hybrid course, or a fully virtual or online course” by Blake (2011, p.19).

Blended Learning: Garrison and Vaughan (2008) defined blended learning as a “thoughtful fusion of face-to-face and online learning experiences” (p.5).

2. LITERATURE REVIEW

2.1. Language Learning Anxiety

By its very nature, language learning is complicated and multifaceted. This causes some learners to struggle during the learning process. With the aim of revealing unfavorable aspects affecting the process of language learning, many studies have been conducted (Burstall, 1975; Chastain, 1975; Gardner & MacIntyre, 1993; Skehan, 1991). It has been approved that foreign language anxiety is a phenomenon effecting language learning process though there are some counter arguments about its direction. Three major anxiety types have been underlined in research of psychology namely trait anxiety, state anxiety and situation-specific anxiety. While trait anxiety is interpreted as a personality characteristic, state anxiety is specified as a momentary feeling formed in a certain time and place. To clarify, Sieber et al. (1977) described trait anxiety as “stable personality differences in anxiety proneness” (p.98). Additionally, Scovel (1978) signified that when an individual has a constant minding about being anxious, trait anxiety appears. It is defined as a regular individual tendency. Thus, considering it is a personality characteristic, trait anxiety remains unfluctuating in progress of time. On the other hand, state anxiety is described as a sentimental circumstance. For the state anxiety, Spielberger (1972) expressed that it is the emotional response or reaction that arises in a person who considers a specific circumstance as a personally hazardous or threatening, regardless of the presence or absence of objective danger (p.490). In addition to this, Young (1998) described this type of anxiety as an emotion of worry that can differ in a period of time and fluctuate heavily. Lastly, situation-specific anxiety is explained as a distress emotion appeared in certain and remote circumstances such as exams, and oral-presentations (Ellis, 2008, p.691). Situation-specific anxiety appears in a specific period of time. Nevertheless, these anxiety types from psychology have not been sufficient to explain FLA. In an attempt to examine FLA many studies have been conducted in the field and MacIntyre (2017) entitles the onset of the FLA research as “confounded phase” considering that at first, all kinds of anxiety that were considered and measured were associated with language learning.

Therewithal, Horwitz et al. (1986) specified foreign language learning anxiety as a unique type of anxiety. That is to say, language learning anxiety is differentiated from general anxiety state. In an effort to examine concept of anxiety in language learning many studies have been conducted in the field. As a consequence of conducted studies many elements were uncovered such as factors playing role in language learning anxiety, reasons behind anxiety state, and result of anxiety aspect.

2.1.1. Sources of FLA

Learning a foreign language is considered as an uneasy process and nerve-racking (Horwitz, 2000). Moreover, Dewaele and Thirtle (2009) described the producing early utterances in foreign language as stepping on a thin ice which is breathtaking and frightening at the same time. Thus, the process of language learning is distinctive to individuals and there are factors effecting not only their progress but also the emotional state of them such as teachers, methods, and techniques in terms of teaching and learning, learning environment, and relationships. In EFL context, the classroom setting carries a crucial role considering that the learners encounter the target language almost entirely in the classroom. The classroom setting has the ability to provoke FLA and relieve it as well. Thus, it is crucial to examine classroom environment as it influences FLA. Learners also bring a variety of characteristics to the class, some of which are unrelated to the learning process yet may intervene with language learning.

There are several sources of anxiety such as number of students, objectives of the activities, how difficult is the lesson (Kitano, 2001; Tani-Fukichi, 2005) condition of the interaction (Koch & Terrel, 1991; Price, 1991), error correction, fear of failure, and individual breakdown (Mak, 2011). In other respects, learners' proficiency levels (Liu, 2006; Pichette, 2009; Toth, 2010), assessment (Liu & Jackson, 2008; Elkhafaifi, 2005), attitudes of learners (Yan & Horwitz, 2008), incapacity in vocabulary (Koçak 2010) were found to be among the causes of FLA.

MacIntyre (2017) clarified that anxiety involves internal and social aspects and is affected by “internal physiological processes, cognitive and emotional states along with the demands of the situation and the presence of other people, among other things, considered over different timescales.” (p. 28). Thus, not only learners' internal traits but also environmental factors influence their FLA levels. Research has shown that among the learner-internal factors, self-esteem (Young, 1991), self-evaluation (Liu, 2006), fear of failure (Mak, 2011), language proficiency levels (Liu, 2018; Dewaele, 2019), motivation status (Teimouri, 2017), perfectionism (Dewaele, 2017) found to be playing role in FLA levels. On the other side, learner-external factors involve error correction, (Mak, 2011), teacher attitude (Aida, 1994), teacher interaction (Koch & Terrell, 1991), peer relations (Dewaele & Dewaele, 2017).

2.1.1. Related studies on FLA

Considering that English is the universal language and the global augmentation, foreign language learning has been the focus of interest for decades and it is still proceeding an

attraction. Language learners encounter several challenges throughout language learning process such as anxiety. As Dewaele and MacIntyre (2016) stated that language anxiety has been examined extensively as an unfavorable affection. FLA was outlined and determined as situation-specific construct by Horwitz et al. (1986). In the light of this, many studies have been conducted to examine FLA in different contexts.

In terms of the relation between FLA and performance, a meta-analysis study was done by Dikmen (2021) very recently. In order to conduct the study, ten electronic databases were inspected, and eligible studies were elected according to inclusion and exclusion criteria. In total, 69 studies were selected and analyzed. It was found that the research was mostly conducted respectively in China, Iran, Turkey, Indonesia, Malaysia, Saudi Arabia, and Yemen. The analysis displayed that the direction of the relationship between FLA and achievement was negative which was also supported by the other studies in the field (Al-Saraj, 2014; Batumlu & Erden; 2007; Elaldi 2016; Oruç, 2020). The correlation between FLA and language achievement was found to be $-.61$ which was determined by the researcher as a medium effect. Additionally, the results indicated that FLA explained 37% of the total difference of language achievement. Consequently, the study confirmed that FLA has a significant effect on EFL learners' language achievement. In terms of moderator variables, it was found that culture, type of anxiety, and publication year had a significant moderator effect. It was revealed that the country in which the studies were administered was a moderator effect at a significant level on the relation between the aforementioned two variables. The researcher stated that culture is acknowledged as a strong variable on foreign language anxiety levels. Furthermore, type of anxiety was also found to be a significant moderator effect on the relation between FLA and language achievement. Respectively from high to low effect, listening, test, speaking, reading, and writing anxiety had the most influence on EFL achievement. Additionally, the publication year was found to be a predictor variable of the negative relationship between FLA and EFL achievement. The researcher concluded that the negative relationship between FLA and EFL achievement had increased in recently as the study comprised of contemporary studies.

2.1.2. Related studies on FLA in Turkey

Demirdağ and Bozdoğan (2013) conducted a study examining FLA in Turkish context. The researchers investigated FLA levels of 331 preparatory school students aged between 17-27 and their language learning performances. The study comprised of three research questions as follows: 1) What are the FLA levels of the learners? 2) What is the relationship between FLA levels of learners and their academic achievement? 3) Does gender play a significant role in

FLA levels? In order to measure the participants' FLA, the researchers administered the well-known anxiety measurement tool FLCAS (Horwitz, 1986) and to detect their language performance, achievement test scores were calculated. The data were analyzed by means of SPSS software, and Pearson correlation analysis was run to determine the relationship between participants' FLA levels and their achievement scores. Findings showed that the participants displayed low levels of FLA with a mean score of 93.5. ranging from 37 to 145. In terms of gender factor, independent t-test was performed, and the results indicated a significant relationship between the learners' gender and their FLA levels. In other words, it was found that female learners felt angst highly than male learners. In the last part of the study, the relationship between FLA levels of learners and their language performance was elicited. The two factors were found to be correlated negatively at a significant level. That is to say, when the FLA level raises, the achievement score gets lower. Although the study found that the female learners displayed higher anxiety levels at a significant level, there has been an inconsistency in gender factor in FLA field as there are studies yielding contrasting results (Elaldı, 2016; Kitano, 2001; Sertçetin, 2006) or providing no relationship at all (Aida, 1994; Kao & Craigies, 2010).

Another study examining FLA and achievement was accomplished by Doğan and Tuncer (2016). The correlational survey study focused on not only the relationship between FLA levels and the learners' achievement scores but also whether the two aforementioned aspects changed over several variables such as gender, abroad experience, income status and having a third language. 683 students attending compulsory English preparatory school in Firat University comprised the sample cohort. The participants consisted of 215 female and 468 male students. In order to collect the data, initially a demographic information questionnaire was applied, to measure learners' FLA levels, an adapted version of FLCAS (Horwitz et al., 1986) developed by Gürsu (2011) employed, and lastly to gather learners' achievement scores were obtained from School of Foreign Languages. The analysis revealed that FLA levels and achievement scores differed in regard to gender factor at a significant level. Specifically, females found to have higher levels of anxiety than male learners. However, while learners' FLA levels changed significantly according to their perceived income status, having an abroad experience and third language did not significantly affect their FLA levels. Lastly, in a similar vein with Demirdağ and Bozdoğan (2013) the study found a statistically significant negative correlation between the FLA levels of learners and their achievement scores.

In contrast to Doğan and Tuncer (2016), Elaldı (2016) found that male learners had higher levels of foreign language anxiety than female learners. The study investigated and compared

98 English Language and Literature students' foreign language anxiety levels obtained in preparatory school and in fourth grade. In order to measure learners' anxiety levels FLCAS (Horwitz et al., 1986) administered to participants. The participants showed moderate level of anxiety in both times. Specifically, while in preparatory school, learners' FLA level was found to be 102.22, and in fourth grade, FLA levels of the learners was determined as 105.59. Hence, the study revealed that participants' anxiety levels did not decrease from preparatory school to fourth grade. Therefore, the researcher signified that FLA did not certainly decrease in accordance with learners' language development from prep-school to senior year. Adversely, in the study, FLA levels of participants increased slightly within that time period. In terms of gender factor, the study revealed that male learners found to have higher anxiety levels compared to female learners in both academic years.

2.2. Online Language Learning and Anxiety (OLLA)

Online language learning platforms developed expeditiously with the improvement of Web 2.0 (Petersen, 2014) and at the present time there is an inclination to online language learning (Schulze and Scholz, 2018). Likewise, Bozkurt (2017) indicates that there has been an increase in distance education research especially since the beginning of 2000. There are various rationales behind the application of distance education such as the purpose of increasing the quality and diversity of education, the aim of reaching more learners and, to reduce economic costs (Doğan, 2020b). From the learners' perspective, distance education is advantageous in terms of removing transportation trouble and holding a job concurrently (Pichette, 2009).

As stated above while there have been several reasons to utilize distance or online education, because of the Covid-19 pandemic which has affected the whole world, learners and teachers have been obliged to stay at home and participate online education (Demir & Özdaş, 2020). Thus, the multiple versions of hybrid education which is defined as combining face-to-face and online courses (Cleveland Innes & Wilton, 2018; Rooney, 2003) emerged. Cleveland Innes and Wilton (2018) asserted three different modes in terms of hybrid education. In the first mode, while face-to-face education is taken as basis, it is supported by online activities. In the second mode, education is administered with both face-to-face and online courses. In the last mode, education is provided online with synchronous and asynchronous activities (Tonbuloğlu & Tonbuloğlu, 2021). Thus, it is safe to say that in several universities in Turkey such as Anadolu University employed second mode of hybrid education

since the courses are planned and implemented both in face-to-face and online. In the present study with the term hybrid education, second mode of Cleveland Innes and Wilton (2018) is represented.

In the same manner with conventional language classrooms, distance language classes embody constructs of language learning including individual differences: motivation, self-efficacy, attitudes, anxiety and so forth. Nevertheless, compared to FLA studies in conventional classroom context, there is a relatively small body of research that concerns with distance language learning anxiety (Hurd, 2007; Pichette, 2009; Russel, 2020).

Hurd (2007) declared that due to the lack of instant feedback, feeling of isolation, and absence of tutor and peers, online language classes give rise to higher anxiety states. This finding was supported by the study of Sun (2014) as it was revealed that learners struggle in autonomous learning, in other words, they have difficulty in shaping and following their own learning process.

2.2.1. Related studies on OLLA

Pichette (2009) is one of the first studies to compare anxiety factor in conventional classroom with distance language class. Considering prior to his study there were no empirical data about the difference between mentioned settings. The study was conducted with 186 adult French speaking learners of English or Spanish, 107 being classroom learners and 79 being distance learners. The study aimed to examine anxiety profiles of classroom and distance language learners and to identify whether there is a difference between anxiety profiles or not. The study also questioned whether the learners' anxiety levels were high for the first semester. To measure general FLA, FLCAS which is developed by Horwitz et al. (1986) was applied. Moreover, on the purpose of measuring learners' anxiety profiles with regards to reading and writing, two scales were also administered: Daly-Miller Writing Apprehension Test (WAT; Daly & Miller, 1975), and the Foreign Language Reading Anxiety Scale (FLRAS; Saito et al., 1999). It was found that there was no significant difference between the anxiety profiles of learners in terms of study context: classroom and distance class. What is more, in terms of semester, no significant difference between the groups was found. Pichette discussed that the probable reason behind the results could be that the participants were experienced language learners. Besides, learners of Spanish found to be less anxious when compared to learners of English. What lies behind this tendency is that learners of Spanish had already taken English classes as a second language, which means that Spanish was their third language. In other

words, Spanish learners were already accustomed to the process of learning a language different from their mother tongue, yet this implication requires further investigation.

A seminal work was administered by Hurd (2007b) in The Open University (UK) with 500 lower-intermediate French learners. The research aimed to discover three main questions as why learners attend distance courses, what the anxiety and non-anxiety aspects in the distance courses are, and lastly what strategies learners apply to lower their anxiety levels. In order to gather data, questionnaires, audio-recorded think-aloud, and semi-structured interviews through telephone were conducted. Hurd discussed that FLCAS gives priority to classroom setting which makes it irrelevant to the distance environment. Consequently, she developed a questionnaire that would be suitable to the study and its purposes. Hurd reported that the participants expressed the following difficulties they faced during distance language courses, *(1) language acquisition factors: developing fluency, having enough practice, and finding opportunities to talk to others, (2) metacognitive factors: prioritizing, assessing strengths and weaknesses and measuring progress, and (3) affective factors: worrying about failure and feeling isolated.* With regards to anxiety factor further investigation was carried out and the results were analyzed according to MacIntyre and Gardners's (1994) anxiety measure which includes stages of language learning: *input, processing, output.* Results were interpreted in the way that participants did not have difficulty during processing phase on the grounds that they could arrange their own speed while studying. Nevertheless, it was found that the output phase had the highest anxiety level. With further examination, the following anxiety aspects associated with distant factor were found: lack of instant feedback, difficulty assessing personal progress in comparison with other students, isolation, lack of opportunities for speaking practice, lack of confidence when working on your own, task instructions, answer keys, nature of task.

In accordance with the Hurd's (2007b) study, Hurd and Xiao (2010) conducted an analogous study in Chinese context and compared the findings with the former one. The study administered to 550 undergraduate level distance learners of English in China. In Chinese context, participants were found to be more stressed about productive skills compared to receptive skills. The most rated anxiety components were associated with active use of new vocabulary items. With regard to comparison, it was found that Chinese learners were not specifically distressed about speaking in English while their English counterparts in Hurd's (2007b) study were found to be nervous while speaking French. The researchers ascribe this result to the motivation of the participants learning English which has an instrumental background. In other words, learners in China stated the reasons for their preference of distance

English learning as “for work”, and “to get a certificate” while the most important reason for English students learning French was contentment or attraction.

A further examination in Chinese context was done by Chen and Ren (2021) more recently with a different scope by examining foreign language listening anxiety (FLLA) in online English lessons. The study investigated four subjects respectively; English language classroom anxiety, foreign language listening anxiety, gender factor on the anxiety levels of the participants, relationship between the learners’ classroom anxiety and listening anxiety. In order to explore the aforementioned issues, a 56-itemed questionnaire adapted from Liu and Li’s (2019) study measuring FLLA and FLCA administered to 261 first-year university students aged between 17 to 21. In terms of classroom anxiety, findings revealed that the participants had moderate level of English language learning anxiety. In the same manner, their language listening anxiety was also measured as moderate level. Those findings corroborate previous studies conducted in conventional classrooms (Kim, 2000; Liu, 2019; Thompson & Lee, 2014), which also revealed moderate level of foreign language anxiety. In regard to gender factor, it was found that there was no statistically significant difference between female and male participants in terms of neither FLCA nor FLLA. Moreover, the study reported that more anxious learners are inclined to have higher levels of listening anxiety in online English classroom context. Thus, general foreign language classroom anxiety and foreign language listening anxiety are found to be correlated in online learning context.

Another study examining online language learning anxiety was conducted by Barkanyi and Melchor-Couto (2017). The study examined not only anxiety but also learner attitudes and self-efficacy beliefs of beginner Spanish language learners in Massive Open Online Course (MOOC). The MOOC is offered by Open University in UK and comprised of six four-week courses. In terms of anxiety, the study found that the participants experienced insecurity while they were recording their voice. However, during speaking activities they stated that they felt comfortable because of the technological items they could use. The study concluded that in online courses FLA exist and could have deterrent effects.

One of the studies examining the relationship between foreign language anxiety with a different aspect was conducted by Bosmans and Hurd (2016). The study with a survey design examined the correlation between learners’ FLA and their phonological attainment in distance language learning. The study administered with 87 French Beginner level distance learners in Open University, UK. In order to measure the participants’ FLA levels, the researchers used an adapted version of Horwitz’s FLCAS. The items related to pronunciation anxiety were formed the adapted version of the scale. With aim of measuring phonological attainment, the

researchers formed phonological attainment rating table. Notably, the findings revealed a correlation at significant level between low FLA levels of the participants and their high pronunciation scores in the distance learning classroom.

Doğan (2020a) investigated opinions of learners who took compulsory English lessons online for the first time. The findings revealed that most of the learners had negative attitudes towards online language learning. In the findings, the 10th item in the scale enquired about online learning and language anxiety by asking “Distance education decreases my anxiety towards language learning”. Only 21,3 of the participants agreed on this statement. Nevertheless, just as the author explains, the reason behind this attitude could result either from FLA they already had or the online language learning setting in which they were very novice. The author concludes the study with a piece of advice that while the learners have already been reported experiencing anxiety in online context (Doğan, 2016), necessary steps should be taken to reduce anxiety-inducing situations.

Korkmaz and Mirici (2021) conducted an empirical study investigating the impacts of online flipped learning in terms of foreign language anxiety and self-regulated learning. Flipped learning signifies that a learner is assigned to study the course materials outside of the classroom, then captivating activities were held in the classroom time through the agency of teacher. Due to the COVID-19 pandemic precautions, lessons have been administered online. Thus, the term flipped learning evolved to online flipped learning. The study seeks the possible influence of online flipped learning on self-regulated learning strategies and foreign language learning anxiety. In order to investigate potential impacts of online flipped learning, the researchers generated empirical study by forming 4 groups (2 experimental, 2 control groups) of participants studying in a preparatory school in a state university. The findings revealed that there was no significant difference between the groups in terms of foreign language learning anxiety scores. Hence, the flipped learning did not relieve anxiety of the participants. To reinforce questionnaire scores, the researchers conducted semi-structured interviews with ten volunteer participants. Through the interviews, it was found that ninety percent of the participants felt distressed while speaking in the class in any case. The reasons that the participants declared varied from active use of vocabulary to peer judgement. Some learners explained that they were afraid of producing incorrect vocabulary items and uttering the vocabulary erroneously. Some others stated that they abstained from speaking in front of their peers due to the assumption that their peers would criticize them.

A very recent study administered by Chen and Chew (2021) to examine FLA in two different contexts. The study was conducted with 40 English freshman in a state university in

China. The study found a significant difference between the anxiety levels of the participants in SVC (synchronous video chat) and F2F (face to face) lessons. The Participants were found to be less anxious in SVC. Along the further investigation with interviews, some participants explained that in SVC they had time to think and prepare which made them less anxious.

Briefly, this chapter showed that there are various aspects that alter FLA levels of learners. These aspects can be divided as learner-internal and learner-external. While learner-external factors such as classroom environment and teacher factor generate exclusive of individual, learner-internal factors such as proficiency levels, motivation status, self-esteem depend on learners. In either way, research in the field yielded that those aforementioned aspects play crucial roles in learners' FLA levels. Further examination revealed that there is a relationship between FLA levels and learner performance. The greater part of the literature display that there is negative relationship between FLA and language achievement. In other words, learners with high anxiety levels tend to have lower language performance. As one of the sources of FLA, classroom environment has a fundamental role in language learning process. Considering the developments in education modes in terms of shifting to hybrid education, it is vital to examine learners' FLA levels in regard to classroom environment.

3. METHODOLOGY

In this section, the underpinnings of the current study are explained. Particularly, the type of research, and how the data were collected and analyzed are explained in detail. In other words, in order to conduct the current study, which method was employed, who administered the study, where the study took place, which tools were used to collect data, how the data were analyzed, and lastly the procedure of the study are clarified.

3.1. Research Design

The aim of this study is to investigate and compare anxiety levels of foreign language learners in two different settings: conventional and online classrooms in Turkey. Within the framework of this aim, two types of data quantitative and qualitative were gathered by adopting explanatory mixed methods design.

In the first part of the study, to measure the anxiety levels of the participants a survey design was adopted, and quantitative data was gathered. Survey design helps to portray “trends, attitudes, or opinions of a population by studying a sample” (Creswell, 2014, p.57) in a numerical manner. There are various advantages of survey design such as economy, practicality, and utility. Employing surveys are inexpensive especially in online modes, in fact, there are cost-free websites where you can create forms and send it to participants such as Google Forms and SurveyMonkey. Furthermore, it is useful in getting fast responses from a large group of participants. Most of all, surveys are frequently employed in social sciences to explain how “the societies work” and to question “theories of behavior” (Fowles, 2009, p.21). Hence, with the aim of examining anxiety levels of learners, two Likert-type scales were administered to the participants and the quantitative data was collected.

In the second part of the study, to gain deeper understanding of the learners’ standpoint, semi-structured interviews were carried out with volunteers Creswell (2014) underlines that qualitative research promotes extensive understanding of behaviors and attitudes (Yıldırım & Şimşek, 2013). Thus, to examine the participants’ attitudes towards anxiety in a broader manner, qualitative data were gathered by semi-structured interviews.

As demonstrated, the current study adopted a mixed methods design, particularly explanatory sequential mixed methods due to the fact that semi-structured interviews were conducted to reveal learners’ attitudes in two different settings after the analysis of quantitative data, which was collected via two scales and analyzed Creswell, 2014). A number of scholars have considered the benefits of mixed methods design (Greene et al., 1989; Holmes, 2007;

Tashakkori & Teddlie, 2010). Greene et al. (1989) analyzed 57 empirical mixed-method studies and discussed that adopting two models is helpful to gain broad understanding in regard to explaining research questions. Along the same lines, Holmes (2007) stated that using mixed approaches is effective in elucidating the outcomes. A broadly similar point has also been made by Creswell (2014) that mixed methods design has got “strength of drawing on both qualitative and quantitative research” and it decreases “the limitations of both approaches” (p. 386).

Therefore, to measure the anxiety levels of language learners and have a better understanding of it, this current study was administered with 234 participants who study English at preparatory schools in Turkish state universities. Detailed information about the participants, setting, data collection instruments and the analysis will be supplied in the following sections.

3.2. Participants

The current study aimed to analyze and compare anxiety levels of English learning preparatory school students in two different contexts: actual classroom and online classroom in Turkey. To do so, one of the non-probability sampling methods, convenience sampling was employed. In total, 234 preparatory school students volunteered and took part in the study. The participants were from 6 state universities in Turkey. Each and every participant was attending face to face and online English courses.

The participants were preparatory school students in the spring term during the 2021-2022 academic year. Thus, they had already reached a certain proficiency level which was B1 level. Although every school has their own assessment and evaluation techniques, the participants were appointed as B1 level. According to the Common European Framework of Reference for Languages (CEFR), B1 level of proficiency is termed as “independent user” and “intermediate level”. As reported by CEFR, B1 level user can comprehend the main idea expressed in plain standard English on topics that are frequently met at work, school, leisure, and other places. So, the participants were considered to have sufficient proficiency level of English to interpret and give response to the questions.

In the first part of the online questionnaire, demographic information about the participants was collected. The questions in the first part were about gender and age of the participants. The age of the participants ranged between 18 and 24. Only two participants were over 25. detailed information about the age factor is demonstrated below in Table 3. 1.

Table 3.1. *Age dispersion of the participants*

Age	Frequency
18	62
19	74
20	64
21	32
25	2

While male students formed 52.99% (124) of the participants, 47.01% (110) of the participants were composed of female students. Gender distribution of the participants is presented below in Table 3.2.

Table 3.2. *Gender distribution of the participants*

Gender	N
Male	124
Female	110

In the demographic information part, additional questions related to technology such as “Do you have your own computer?”, “Do you have a stable internet connection?”, “Did you get an online course before?”, and “Do you feel confident while using technological tools?” were also asked. The results of the answers are presented in Table 3.3.

Table 3.3. *Technological inquires*

	Yes	No
Do you have your own computer?	206	28
Do you have a stable internet connection?	192	42
Did you get an online course before?	150	84
Do you feel confident while using technological tools?	179	65

As presented in the table, 88% (206) of the participants had their own computer while 28 of them did not possess a personal computer. In terms of a stable internet connection, the participants marked that 82% (192) of them utilized a steady network, but the rest of them (42) did not own a durable connection. As background information, the participants responded that more than half of them (150) attended an online course earlier while 36% of them did not take

an online lesson. Lastly, in regard to confidence, the participants indicated that 76% of them identified themselves as self-confident in using technological tools, the rest (65) did not feel confident about technological items.

In the second part of the study, semi-structured interviews were conducted with 10 volunteers. According to Polkinghorne (1989) interviewing 5 to 25 people is optimal for semi-structured interviews. Thus, the number 10 was seen as suitable for the current study. In terms of gender, 6 of the students were female while 4 of them were male.

3.3. Setting

As specified above, after obtaining necessary permission, universities that applied hybrid education such as Anadolu University, Hacettepe University, Uludağ University, Yıldırım Beyazıt University were reached and the link of an online questionnaire was sent. Nevertheless, only six universities that displayed in Table 3.4. below responded to the inquiry. Thus, convenience sampling method was employed, and the participants were contacted. 234 students volunteered and responded to an online questionnaire; thus, the qualitative data was gathered. The Participants enrolled in 6 state universities formed the sample cohort. Names of the universities and number of the students participated in the study are presented in table 3.4. below.

Table 3.4. *Distribution of participants over universities*

	N
Afyon Kocatepe University	8
Anadolu University	21
Eskişehir Technical University	5
İzmir Democracy University	33
İzmir Institute of Technology	104
İzmir Kâtip Çelebi University	65

The universities included in the current study all have preparatory schools. These universities applied blended learning during the 2021-2022 academic year. Cleveland Innes and Wilton (2018) described blended learning as using “traditional classroom teaching methods together with the online learning for the same students studying the same content in the same course” (p.2) and they indicated that the terms *hybrid* and *mixed-mode learning* are also used

to mean blended learning. Thus, for blended learning, this study is using the definition of Cleveland Innes and Wilton (2018).

The preparatory schools of the aforesaid universities employed blended learning. The departments provided lesson in both face-to-face classroom and online courses. Although the contents of the English lessons differed from university to university, all of them conducted lessons both in the classroom and online setting. Additionally, the platforms to convey the online lectures they used were diverse. Nevertheless, all of them provided online courses in which the teachers and the learners actively took part simultaneously. The percentile of the courses was as follows; 60% face-to-face in the classroom setting and 40% in online platforms.

3.4. Data Collection Tools

This current study aimed to investigate and compare anxiety levels of foreign language learners in two different contexts: conventional and distance. For this reason, two questionnaires, respectively, Turkish version of Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, 1986) developed by Aydın et al. (2017) and Online World Languages Anxiety Scale (OWLAS) created by Chametzky (2019) were administered to collect quantitative data. The former questionnaire was adopted to measure anxiety levels of the participants that emerged during the classroom practice while the latter one was used to explore participants' anxiety levels developed during the online courses. The two questionnaires are similar to each other as Chametzky (2019) explained in the study that the stimulus for OWLAS came from FLCAS, thus the modifications were done for the online setting. So, the two questionnaires were found suitable to measure anxiety aspect in two different settings. Both questionnaires consist of 33 items that examine the anxiety status of the participants. The first questionnaire was delivered in participants' native language, Turkish, for the reason that the permission to administer it in English could not be obtained. The second questionnaire was given in its original language, English, since the Turkish version of it did not exist., the participants were at sufficient level to comprehend and respond to the questions.

In order to shed light into analysis of anxiety levels and gain a broader understanding of the participants' points of view about the two distinct contexts, semi-structured interviews were carried out. So the qualitative data was obtained through interviews. The Interviews were held in the participants' native language so as to have effective communication and understand each other to a greater degree. In the following part, data collection instruments will be justified in detail.

3.4.1. Foreign language classroom anxiety scale (FLCAS) and the Turkish version

Foreign Classroom Anxiety Scale (FLCAS) was developed by Horwitz et al. (1986) to supply researchers with a “standard instrument” (Horwitz, 1986, p.559), which measures anxiety levels of foreign language learners. Horwitz (1986) elucidates the factors that played role in developing the FLCAS as student self-reports, clinical practice, and an analysis of relevant materials. The elements in the scale were created according to statements of students from the support groups and the creator’s experience with anxious learners. The scale consists of 33 items with 5-point Likert-type scoring (see Appendix B). The options comprised of the following statements: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Horwitz (1986) reported that FLCAS has been applied in various studies with nearly 300 students at University of Texas and showed high reliability ranging from .33 to .65. In one of the studies with 108 participants, scores were between 45 and 147 ($M=94.5$, $Mdn=95.0$, $SD=21.4$). FLCAS’s internal consistency calculated by means of Cronbach’s Alpha coefficient was .93 and test-retest reliability over 8 weeks was statistically significant ($r=.83$, $p=.001$, $n=78$). FLCAS has been considered as a convenient instrument to measure and investigate foreign language learning anxiety. Therefore, numerous studies adapted FLCAS and conducted foreign language learning anxiety research in different contexts (Aida, 1994; Toth, 2008; Yaikhong & Usaha, 2012).

One of the recent studies, Aydın et al. (2016) has developed a Turkish version of FLCAS for a number of reasons. The study highlighted that administering FLCAS to get detailed data in varied settings and contexts is essential. It was emphasized that proficiency levels, cultural and intercultural aspects, education contexts would affect the data collected by the original scale. Thus, the items of FLCAS were translated and adapted in Turkish EFL context by Aydın et al. (2016). The study was conducted with 85 third- and fourth-year English Language Teaching students at Balıkesir University. The procedure of the study comprised of three phases: translation, administration, and analysis. In the first part, five experts from the field translated the scale into Turkish. Afterwards, the five translations were compared in three panels. After reaching a consensus about the items, the English version of the scale was administered to the participants in the middle of the 2015 – 2016 academic year. After one month break, the Turkish version of the scale was assigned to the participants. In the last part, statistical analysis was performed with SPSS software. In terms of internal consistency, analysis revealed that the Cronbach’s Alpha level of Turkish version was .86 while the English version was calculated .77. In regard to construct validity, findings revealed that in the Turkish version, the rotated two factors explained 73.58 of the Variance. In conclusion, the Turkish version

showed higher reliability coefficient compared to the English version. It was acknowledged that the Turkish version of FLCAS was convenient to determine foreign language anxiety levels of Turkish learners. Hence, the Turkish version of FLCAS generated by Aydın et al. (2016) was employed in the current study to measure foreign language classroom levels of the participants (see Appendix A) and the Cronbach's Alpha coefficient for the current study indicated a high reliability with .94.

3.4.2. Online world languages anxiety scale (OWLAS)

Online World Languages Anxiety Scale (OWLAS) was developed by Chametzky (2019). The author expressed that the scale was stimulated from FLCAS with having both differences and correspondences concurrently. The scale consists of 33 questions as in FLCAS and in addition to this, in the pilot study, there were 4 questions about demographic information. Due to the limited demographic information questions (4), there is no existing general description of participants. Chametzky grouped the statements in the scale into 12 categories, for anxiety is caused by various aspects that learners feel and experience. These 12 categories were named as follows: 1) comfort, 2) embarrassment, 3) concern, fear, and overwhelm, 4) help, 5) linguistic interference, 6) listening, 7) inadequacies, 8) oral production, 9) the need to practice saying or writing before submission, 10) positive thinking, 11) putting oneself down, and 12) demographics. The instrument is a 5-point Likert-type scale, that is to say, there are five options to the questions: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

In order to investigate practicability, reliability and validity of OWLAS, Chametzky (2019) conducted a pilot study with seven participants who had enrolled in at least one online foreign language class. As the demographics of the participants were not specified in the article, there is no knowledge about their age, gender, and school they attend. Accordingly, Chametzky (2019) already noted a criticism about the small sample size. As a consequence of small sample size, Cronbach's alpha was calculated as 1.0 with a high internal consistency. As reported, the standard deviation for the pilot study ranged between .4 – 1.83. The questions were examined and validated by four professionals from the field in terms of reliability and validity, and adjustments were made. Along these lines, the scale has been determined as reliable and valid to examine online foreign language learning anxiety. Thus, in the current study OWLAS was administered to 234 participants to gather their online foreign language anxiety levels (see Appendix C). The internal consistency of the scale was measured and with regard to reliability analysis, the Cronbach's Alpha coefficient calculated .87 which indicates an acceptable result.

3.4.3. Semi-structured interviews

In order to investigate the participants' views and perceptions of anxiety in detail, semi-structures interviews were conducted. The interview questions were constructed according to the findings and results of the current study's first part, which is the analysis of the participants' FLA levels through an online questionnaire. In addition to that, the researcher generated an interview guidelines including crucial subjects to be discussed in the interviews. In this fashion, the interview questions were established in accordance with the relevant literature review and research objectives. The interview questions consisted of eleven Turkish questions about English lessons in classroom and online courses (see Appendix D). During the development of the questions, opinions of two experts from the field were gathered. In conclusion, an approval from the research advisor was ensured. Additionally, the researcher formed some further questions throughout the interviews due to the course of events.

3.5. Data Collection Procedure

In the first place, an application was filed to Anadolu University Social Sciences Ethics Committee at the end of the fall semester of the 2021-2022 academic year. Subsequently, research ethics committee approval was obtained for the current research (see Appendix E). The data collection tools, two Likert-type scales were written on Google Forms, which is a cost-free online software used for creating and analyzing surveys, polls, questionnaires etc., and the online versions of the scales were created. Afterwards, the online versions of two scales were put together under one main questionnaire and demographic information questions were placed at the beginning of the main questionnaire. At the beginning of the questionnaire, the purpose and the content of the current research were explained in detail followed by the consent form (see Appendix F). In other words, one main questionnaire was formed, and it consisted of four parts in the following order: exordium and consent form, demographic information questions, Turkish version of Foreign Language Classroom Anxiety Scale, and Online World Languages Scale.

All of the items in the questionnaires were typed completely, and in order to prevent data loss, answering all the items was made obligatory. That is to say, the participants were not able to skip any questions without answering the current one. In the demographic information part, to preserve anonymity, the participants were not asked to fill out their full names. Their identities were kept confidential. After the preparation of the online questionnaire, a link was

obtained over Google Forms. The link was shared with 7 state universities that had hybrid model along with research ethics approval through the medium of cover letter in January 2022. In the first place, a few number of participants (18) responded to the questionnaire, so a second cover letter was sent as a request to administer the questionnaire. After sufficient responses, quantitative data collection was completed, and the data was analyzed through Statistical Package for the Social Sciences (SPSS) software. According to the findings, semi-structured interview questions were developed with peer review. The participants was asked whether they would volunteer for an interview after the online questionnaire. The ones who volunteered entered their e-mail addresses. Thus, the researcher contacted volunteer participants through e-mail and informed the volunteers before obtaining their consent. In the final phase, semi-structured interviews with 10 volunteers were conducted via different mediums of communication according to the choices of volunteers such as phone calls and video calls. Ultimately, the interviews were transcribed and analyzed according to thematic analysis. Detailed explanation of the analysis will be discussed in the following part.

3.6. Data Analysis

The qualitative data provided by the online questionnaire was analyzed through IBM SPSS (Statistical Package for the Social Sciences) software. With the aim of answering the first research question, descriptive statistics were employed. Initially, the mean score of foreign language classroom anxiety levels of the participants were computed. Accordingly, online language anxiety levels of the participants were calculated. Thereafter, in order to answer the research question presented in 1.c, one sample t-test was run to reveal whether there was a significant difference between the mean scores of anxiety levels or not.

In order to summarize and display the data, descriptive statistics are used. The research questions and the type of data determine the selection of summary statistics (Peers, 1996). T-tests are employed to compare mean scores gathered from the data. Ross and Willson (2017) affirmed that one sample t-test is used to compare “the mean scores of a single group, examined at two different points in time” (p.17) and possible study groups contain the same group of people at distant positions in their career or the same group of learners in two courses which is the current case in the present study. Additionally, Zimmerman (1997) remarked that paired data is analyzed through one sample t-test as it is one-sample Student t-test produced on difference scores. One of the advantages of one-sample t-test is that the error term differs from the independent-samples test because the correlation associated with pairing or matching of

observations minimizes the standard error of the difference between means (Zimmerman, 1997). Thus, in the current study, as there were two mean scores obtained from the same sample cohort, one sample t-test was found to be suitable to summarize the data.

As regards the findings of the qualitative data, the researcher prepared interview questions to investigate the second research question which inspects opinions of the participants. The questions were edited according to the leading expert review. After the interviews were conducted and recorded, the recordings were transcribed. The transcriptions were proofread by an expert. In order to examine the transcripts, a thematic analysis (Braun and Clarke, 2006) was adopted. Braun and Clark (2020) defined reflexive TA as follows:

...fully embraces qualitative research values and the subjective skills the researcher brings to the process – a research team is not required or even desirable for quality. Analysis, which can be more inductive or more theoretical/deductive, is a situated interpretative reflexive process. Coding is open and organic, with no use of any coding framework. Themes should be the final ‘outcome’ of data coding and iterative theme development. (p.6)

In accordance with the transcriptions, main ideas were coded, and the major themes were emerged. The procedure of TA (Braun and Clarke, 2006) is presented below.

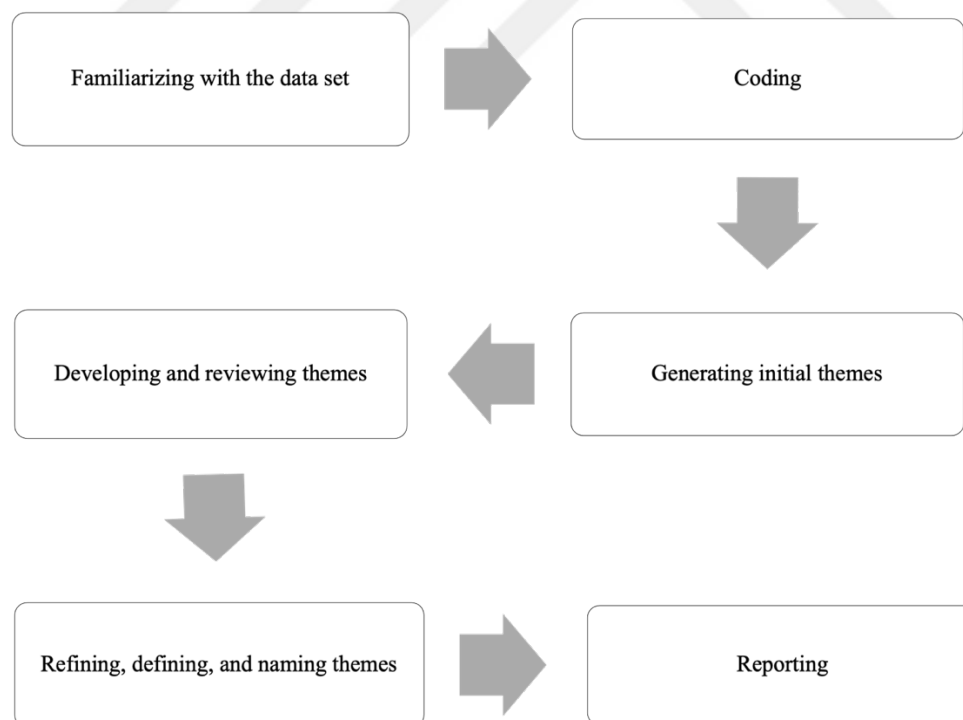


Figure 3.1. *Procedure of Thematic Analysis (Braun & Clarke, 2006)*

4. FINDINGS

4.1. Research Question 1: What are the Language Anxiety Levels of Preparatory School Students in State Universities in Turkey?

The first research question intended to examine whether the preparatory school students encounter anxiety and to what level they experience anxiety. In order to answer the research question, sub-questions were generated considering the current status of education due to the COVID-19 precautions. Most of the universities in Turkey administered education in combined method which is conducting lessons both face to face and online. Thus, many universities such as Anadolu University, Afyon Kocatepe University, İzmir Democracy University, İzmir Kâtip Çelebi University and so on, conducted English preparatory lessons in combined lessons. Thus, to answer the research question, the following sub-questions were created.

4.1.1. What is the anxiety level of learners in conventional language classroom?

This question aimed to investigate foreign language classroom anxiety levels of the learners. In order to answer the research question, Turkish version of Foreign Language Classroom Anxiety Scale (FLCAS) (Aydın et al., 2016) was applied to the participants. The 5-point Likert-type FLCAS consists of 33 items. Thus, the minimum score to be obtained is 33 while the maximum score to get is 165. The scores were categorized under three groups: low-level anxiety (ranged between 33-77), moderate-level anxiety (78-121), and high-level anxiety (122-165).

In order to reveal the foreign language anxiety level of preparatory school students, descriptive statistics was employed, and mean scores gained through the questionnaire were calculated. Additionally, frequencies and percentages of the participants were also calculated in the same manner, using descriptive statistics. To demonstrate the anxiety levels experienced by the participants in detail, the number of participants experiencing each anxiety level which are categorized above, namely, low, moderate, and high level was verified as well. The findings are presented in the Table 4.1. below.

Table 4.1. *The level of foreign language classroom anxiety*

	N	M
FLA in classroom	234	89.34

Table 4.1. (Continued) *The level of foreign language classroom anxiety*

	Frequencies	Percentages
Low level of classroom anxiety	70	29.92
Moderate level of classroom anxiety	154	65.81
High level of classroom anxiety	10	4.27
Total	234	100

The results show that 234 the English preparatory school students participated in the current study experienced moderate level of foreign language classroom anxiety with a mean score of 89.34 in face-to-face English classes. Furthermore, as demonstrated in the table, the analysis revealed that more than half of the participants ($f=154$) experienced moderate level of anxiety with 65.81 percent. Additionally, one third of the participants ($f=70$) showed low level of anxiety while 4.27 percent ($f=10$) of them experienced high level of foreign language anxiety.

4.1.2. What is the anxiety level of learners in online language class?

In line with the previous question, this research question also investigated foreign language anxiety levels of the participants but in a different context: online classes. In order to reveal whether the participants experienced anxiety and the degree of it in online English classes, Online World Languages Anxiety Scale (OWLAS) developed by Chametzky (2019) was applied to the aforementioned participants. OWLAS is a 5-point Likert type questionnaire comprised of 33 items. Thus, the maximum score and the minimum score to obtain from the questionnaire are same with FLCAS which are 33 and 165. Hence the anxiety levels are grouped in the same vein. In other words, scores between 33-77 are described as low-level anxiety, scores ranged between 78-121 are declared as moderate-level anxiety, and lastly, scores between 122-165 are labelled as high-level anxiety. Accordingly, the number of the participants in each level of anxiety groups is analyzed in the same way. Findings are presented in the Table 4.2. below.

Table 4.2. *The level of foreign language online anxiety*

	N	M
FLA in online lessons	234	98.17

Table 4.2. (Continued) *The level of foreign language online anxiety*

	Frequencies	Percentages
Low level of classroom anxiety	18	7.69
Moderate level of classroom anxiety	204	87.18
High level of classroom anxiety	12	5.13
Total	234	100

The findings revealed that 234 English preparatory school students participated in this study experienced moderate level of online foreign language anxiety with a mean score of 98.17 in their online English lessons. Furthermore, as it is displayed in the table most of the students, which is more than half of the participants ($f=204$), experienced moderate level of anxiety. Moreover, 7.69 percent of the participants had low level of foreign language anxiety while 5.13 percent of them experienced high level of anxiety.

4.1.3. Is there a significant difference in foreign language anxiety levels between the two types of learning settings: conventional vs distance?

This question aimed to investigate the difference between the anxiety levels experienced by the participants in face-to-face lessons and online lessons. In order to reveal the difference, a paired samples t-test was run through SPSS for the reason that there was just one group and two different situations. The findings are displayed in Table 4.3. below.

Table 4.3. *Paired Samples Test*

	Paired Differences				
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	
				Lower	Upper
Classroom – Online	-8.83761	14.25516	.93189	-10.67361	-7.00160
Significance					
	t	df	One-Sided p	Two-Sided p	
Classroom - Online	-9.484	233	<.001	<.001	

The analysis revealed that foreign language classroom anxiety and foreign language online anxiety scores were significantly strongly and positively correlated ($r=.645$, $p<0.001$). The analysis displayed that there was a significant average difference between the anxiety scores in two different contexts: classroom and online ($t_{233}=9.484$, $p<0.001$). On average, foreign language online anxiety scores were 8.83 points higher than foreign language classroom anxiety scores (95% CI [7.00, 19.67]). The results of the correlation analysis is presented in Table 4.4. below.

Table 4.4. *Paired Samples Correlations*

	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Classroom - Online	234	.645	<.001	<.001

Briefly, there was a statistical difference between the mean scores obtained from the questionnaires. By way of explanation, participants' foreign language classroom anxiety level was significantly different from their online foreign language anxiety level.

4.2. Analysis of the Research Question 2: What are the Learners' Opinions about the Two Settings in Terms of Their Language Anxiety Level: Conventional vs Distance?

This question focused on opinions and perceptions of the participants about two language learning settings: classroom and online. In order to obtain views and perceptions of the participants, semi-structured interviews were conducted. The interviews were analyzed through thematic analysis (TA) established by Braun and Clarke (2006). Six stages of TA were employed respectively.

Themes emerged from the data were divided as major themes and sub-themes. After the scrutiny of transcripts produced from the recordings, 13 sub-themes under 4 major themes were generated. In order to secure the reliability and validity, discussions were held with two researchers from the field about the categories formed, and an agreement was reached. Themes are presented in Figure 4.1. below.

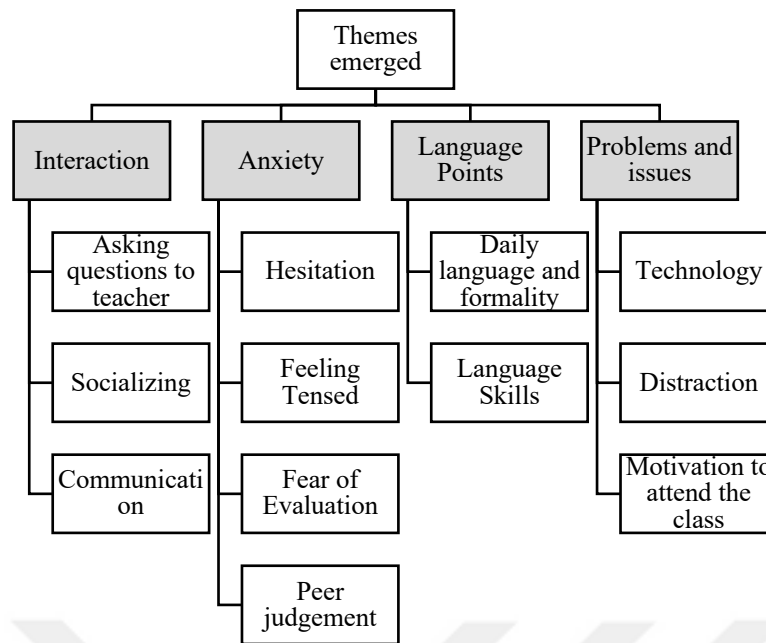


Figure 4.1. Major themes

4.2.1. Interaction

The participants were asked how they felt in two settings in regard to interaction with the teacher, and classmates as well. The interviews revealed the following three main points regarding interaction, ‘asking questions to teacher, socializing and communication. While eighty percent of them approved classroom setting, the rest of them advocated online setting. The Findings exhibited three main issues. In the first place it was found that most of the students appreciated classroom setting in respect to asking questions to teacher and felt comfortable. In the same direction, secondly learners found classroom setting better in the matter of interacting with peers and socializing with each other. Lastly, it was discovered that the participants developed anxiety when there was detachment in online setting as they could not identify aspects of nonverbal communication. These findings are detailed in the following parts.

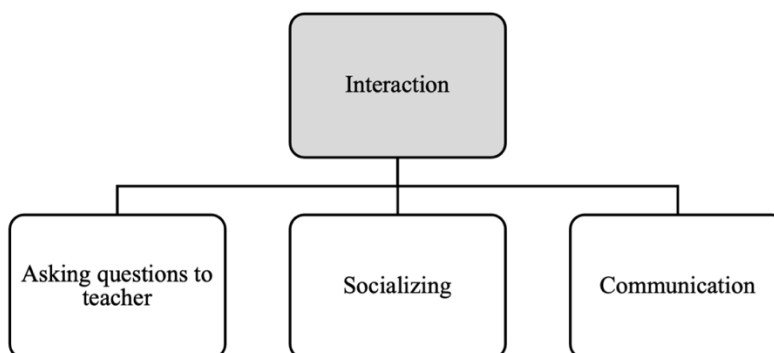


Figure 4.2. Theme “Interaction”

4.2.1.1. Asking questions to the teacher

The Learners stated that they could ask questions to the teacher directly in the classroom setting and get an immediate response. Thus, they declared that this circumstance makes them comfortable in the classroom setting while learning English. Furthermore, they specified that they learned English better in the classroom context as they could communicate with the teacher effortlessly since there was no disconnection problems as in online courses. Moreover, they asserted that asking a question to the teacher was more straightforward in the classroom than in online since the teacher could see who was asking while in online setting the teacher does not interpret who is interrupting and continues to lecture. The students stated that it was much easier to establish communication in classroom setting since they could see each other's gesture and facial expressions.

Nevertheless, one of the students specified that she abstained from asking questions to teacher in either setting, yet the hesitation is higher in face-to-face lessons in the classroom. Congruently, another student stated that he could not ask something that he did not understand in the classroom setting as he declared himself having an introvert personality. Accordingly, he affirmed that he could communicate and interact in English in online lessons without difficulty and anxiety. He expressed this situation in the following phrase:

“... ama bilmediğim bir şeyi yüz yüze soramıyorum, çekiniyorum.”

“... but I cannot ask something I don't know face-to-face, I hesitate.”

Over and above, with regard to asking questions in the lesson, the learners stated that online lessons were more advantageous considering that they were not compelled to ask questions to teacher as they were able to learn what they wondered or did not comprehend by using online searching and translation engines.

Nonetheless, in general the learners advocated classroom setting with regard to putting a question for the reason that they could analyze the body language, gesture, and mimics of the speaker. It was revealed that when the learners did not perceive nonverbal communication components, they felt distressed and displayed unwillingness.

4.2.1.2. Socializing

The Learners emphasized that they felt relaxed in the classroom setting as they could socialize with their teacher and other students in the classroom. Furthermore, they declared that in the online sessions they could not practice what they had learnt as they could not interact with their peers properly. In fact, three of the participants declared that socializing in English

in online courses was at zero level. Hence, as they did not socialize with each other, the learners signified that they felt stranger and abstained from taking the floor while speaking in English.

4.2.1.3. Communication

In terms of communication, some learners commented that interaction with the teacher and their peers were more efficient in the classroom setting when compared to online courses. They affirmed that when there was a disconnection, a voice interruption would occur, and their communication would be broken. In fact, they declared that this condition made them distressed. Furthermore, the students expounded that they did not have sufficient activities in terms of communicating in English in online lessons. Thus, this made the online setting insufficient with regard to interaction in English. Additionally, two of the participants asserted that in online lessons, they communicated with their classmates only in “break out rooms” which they found insufficient for language learning since the time in breakout rooms were quite limited. One of the participants clarified the situation as follows:

“Online derslerde ... aynı anda sadece odada bir kişi bir kişiyle konuşabiliyor bu da tabi ki ortamdaki çoğul iletişimlerin önüne geçiyor maalesef”

“In online courses ... one can only talk with one person so unfortunately this prohibits diversified communication”

In the same direction, communication with the teacher and classmates was also defined as more suitable compared to online setting by some learners on account of body language, gesture, and mimics. More than half of the learners favored classroom setting in terms of interaction with the teacher and classmates since in online courses, even when the cameras were on, the learners felt distant towards the teacher and their classmates.

It was found that most of the learners favored classroom setting in terms of interaction and communication with the teacher and classmates because of disconnection and interruption occurring in online lessons which caused learners to feel anxious and abstain from talking.

Nevertheless, one of the learners stated that he held back from interaction with neither teacher nor classmates in the classroom context. He defined that he was more comfortable talking English with both the teacher and classmates online. However, he elucidated that this was due to his personality.

4.2.2. Anxiety

The findings from the transcripts showed that learners experienced anxiety in both classroom and online courses due to various reasons such as technological problems or fear of

being judged by others. According to the participants' expression, three main subjects emerged as follows; hesitation, feeling tense and fear of being judged.

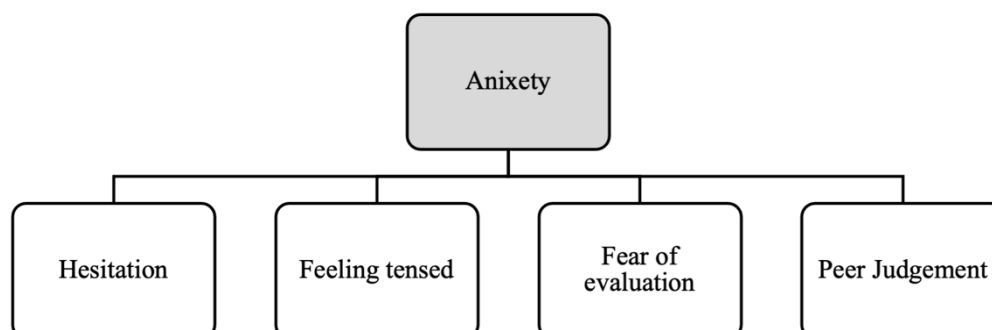


Figure 4.3. Theme “Anxiety”

4.2.2.1. Hesitation

Learners expressed that they abstained from making any comments or responding a question in English when they did not comprehend the learning subject in both settings. For the matter, they hesitated to ask questions indicating that they did not understand the course. In other respects, some students reported that the aforementioned situation happened in the classroom setting. They explained further that being present in the classroom in front of a lot of people caused a tension and urged them to stay silent. For some students, this condition diminished in the online courses as they felt more relaxed in the online setting. One of the learners affirmed that she did not avoid talking in the online lectures considering that she felt secure as she did not open her camera. Furthermore, another student described that while he was unwilling to speak in the classroom setting, he could even make a wisecrack in English in online lessons. For example, he expressed the situation with the following words:

“Online’da çok daha rahat iletişim kurabiliyorum ... hocayla bile online ortamda daha rahat konuşuyorum ama bilmediğin bir şeyi yüz yüze soramıyorum, çekiniyorum.”

“I can communicate online more comfortably ... I can even talk with the teacher easily in online setting but in face-to-face (lessons) I cannot ask what I do not know, I hesitate.”

Nonetheless, there were learners who declared that they felt comfortable in the classroom setting compared to those online courses because of some technical problems occurring in online setting. They stated that they refrained from taking the floor in online lessons considering that there could be a voice interruption or breakdown in the connection. They added that this circumstance held them back from talking in English during online lectures. One of the students,

on the contrary to aforementioned one in the above paragraph, declared that he did not feel comfortable online as he could not open his camera because of the context he situated.

4.2.2.2. Feeling tense

Learners indicated that when there were unknown language points such as new vocabulary, they felt distressed during the activities. Some learners defined this feeling of tense higher in the classroom considering they could check online dictionaries or translation tools in online lessons.

One of the students indicated that he could not raise hand and begin to speak in the classroom setting because he felt nervous. He explained that when there was no such a tension, he could concentrate on the lesson better. contrary to that student, one of them asserted that he could not feel comfortable in online setting which made his self-confidence diminish. He said that in such circumstance, he did not contribute to the activities online, and he preferred classroom setting. Thus, it can be said that some learners felt distressed in classroom context while some others were worried in online courses.

4.2.2.3. Fear of being judged

More than half of the students expressed that they avoided talking English during the lessons in both settings on the grounds that they worried about the judgments that might come from the others. Two students declared that being in the same setting with a lot of people made them nervous. One of them stated that fear of making a mistake was always on one side of her head which made her anxious during the lessons. She continued that she always prepared well for the lesson so that she would not have a fault. She thought that if she said or wrote something wrong the others would make fun of her. Additionally, some students specified that the others could be prejudiced which made them worry about the crowd.

4.2.3. Problems and issues

Participants were asked whether they experienced any problems upon English language learning in both settings: classroom and online. The findings demonstrated the following three main themes: technology, distraction, and motivation to attend the class.

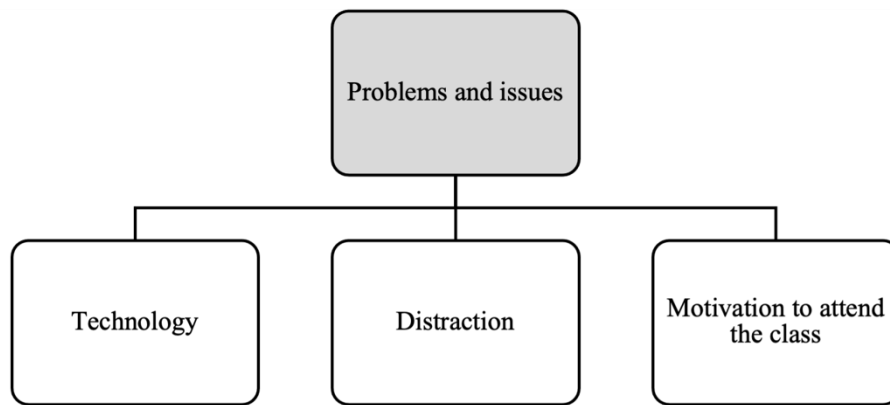


Figure 4.4. Theme “Problems and issues”

4.2.3.1. Technology

The analysis displayed that all of the learners experienced technological problems concerning English language learning during the online lessons. In fact, the participants defined online education insufficient in terms of technology. All of the learners stated that they experienced internet connection cut off which made them distressed. The most technical issue specified was related to voice. They signified that when there was voice interruption during the online lessons, they became concerned and worried. In addition to voice interruption, there was voice resonance occasionally due to the connection errors which recurrently created a stressful environment. Another problem aroused in online education was associated with homework and tasks. Learners ascertained that they could not upload their tasks or homework due to the errors occurred in the software programs in which online lessons were conducted.

Most of the learners mentioned equality of opportunity with regard to having a computer or having a stable internet connection. Most of the learners commented on the opportunity issue on behalf of their friends though they had their own computers and stable internet connection. Additionally, one of the learners stated that she did not have microphone, thus, she could not attend the online lessons which made her concerned about the lesson.

Learners indicated that the teachers were incompetent in using technology and did not know how to use various software. Hence, this condition of teachers caused commotion and disorder which led the learners experience angst.

Nevertheless, learners stated that online education was practical in that they could watch the lesson recordings afterwards when they did not comprehend subjects or could not attend the lesson due to the several reasons such as illness or gratuitous absenteeism.

4.2.3.2. *Distraction*

The analysis revealed that the half of the students stated that they were easily distracted in online education lessons as they were relaxed and comfortable in a house environment. Moreover, they declared that they directed their attention easily to other websites during online lessons. In fact, one of the students asserted that he could even fall asleep during the lesson.

4.2.3.3. *Motivation to attend the class*

Learners stated that they preferred both face-to-face education accompanied with online lessons. One of the reasons behind their choice was the motivation to go to the class. They explained that in online courses they felt relaxed since they did not open their cameras, sitting on their chair loosely at their homes or dormitories. However, five of them declared that they felt motivated and forced when they had to wake up, prepare and go to the school. This obligation to move and commuting drove them to study before the lesson and pay attention to learn English in the classroom considering they made an effort to be present in the classroom. The learners further detailed that occasionally they needed a break from this life fluency which was provided by online lessons.

4.2.4. Language points

The problems with language learning skills that participants had were inquired during the interviews. The transcripts revealed that the students had difficulty with different language skills from each other and had divergent reasons. Though there was not a consensus, there were some points that the students agreed upon. Those points were marked under two topics as daily language and formality, and language learning skills.

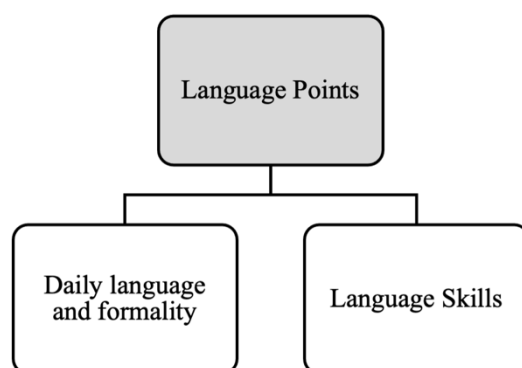


Figure 4.5. Theme “Language Points”

4.2.4.1. Daily language and formality

The analysis showed that three of the participants criticized that the lessons were extremely formal and had academic use of English. They stated that they felt uneasy during the lessons as they struggled about academic learning.

One of the learners stated that he practiced English through social media so that he learned colloquial language. Thus, he felt upset when he was perceived erroneous because of producing daily use of English.

4.2.4.2. Language learning skills

Participants asserted that when they had no idea about the subject or were not interested in the topic of reading material, they could not do the tasks and find answers to the questions. Additionally, two of the participants pointed out that when they encountered new vocabulary items while reading or listening a material, they experienced anxiety. One of them explained the situation with the following statements:

“Metni okuduğumda anlamıyorsam, kelimeleri bilmediğim zaman benim endişe seviyem artıyor ve ‘reading’e odaklanamıyorum”

“If I don’t understand the text when I read it, and when I don’t know the words, my anxiety level increases, and I can’t focus on the ‘reading’.”

Nevertheless, learners stated that they could check the dictionaries or use online translation engines in online courses which made them relieved and relaxed. Likewise, three of the participants mentioned that they could ascertain pronunciation of the words by means of online dictionaries through the online courses. Thus, this opportunity decreased the unease. One of the participants told the situation in the following words:

“Sınıf içinde mesela ben nasıl telaffuz edeceğimi bilmiyorumdur. O kelimeyi orada öğreniyorumdur. Yani o esnada yaşadığım endişe aslında onlineda çok daha aza iniyor.”

“For example, in class, I don’t know how to pronounce it. That’s where I learn that word. So, the worry I’m having at the time is actually getting a lot less online.”

In terms of writing two of the learners indicated that they felt comfortable in online lessons as they were accustomed to using keyboard and they could write with a keyboard effortlessly. While some learners stated that they could have feedback for the writings efficiently in the classroom, the others declared the opposite. They affirmed that when they sent a writing task online, they could get the feedback expeditiously.

In terms of listening tasks, the participants favored the classroom setting for the reason that there were technical problems during the activity such as connection breakdown and sound disruption. Additionally, another student specified that she felt distressed during online courses

as she did not have a microphone and could not attend the lesson. In the same direction, students preferred online for the speaking activities indicating that disconnection and the quality of sound and video complicated to observe nonverbal communication aspects like gesture and mimics. In fact, one of the participants declared that he attended the courses willingly while he did not join previous speaking lessons as they had been conducted online. On the other hand, two of the students declared that they had difficulty in speaking skills not due to the context but because of the English being a foreign language.



5. DISCUSSION

The current study examined and compared the anxiety levels of English preparatory school students in two different settings, classroom and online. Additionally, the study explored learners' opinions about the aforementioned settings. In order to accomplish the study, two research questions with three sub-categories were generated. With regard to the aim and objectives of the study, an explanatory mixed-method design was adopted. The research questions with their analysis and findings are discussed in the following sections.

5.1. Discussion of the Research Question 1

The first research question focused on examining and comparing anxiety levels of English preparatory school students in two different settings. Thus, the first research question was divided into three sub-categories. The three sub-questions with their analysis and results are discussed in detail in the following sections.

5.1.1. Discussion of the research question 1a

The first sub-question, aimed to investigate learners' foreign language anxiety levels in the classroom setting. In order to measure FLA levels of the participants, the Turkish version of FLCAS (Horwitz, 1986) developed by Aydın et al. (2016) was administered and the data were analyzed through descriptive statistics.

The descriptive analysis revealed that the learners experienced moderate level of FLA in the face-to-face classroom lessons with a mean score of 89.34. This can be interpreted as that though the mean score was not high, learners still felt angst during English lessons in the classroom. Moderate level anxiety indicates that learners might be considered as slightly anxious (Horwitz, 2008). In other words, learners experience distress in certain situations. In order to reveal those situations and the underlying reasons, semi-structured interviews were conducted. The interviews displayed that some learners encountered anxiety in the classroom when they did not know the key vocabulary for an activity. The same source of anxiety was also affirmed by Korkmaz and Mirici (2021). They also found that students feared to speak in front of their peers because they thought their friends would judge their speaking skills. In the current study, the same finding was unveiled as some learners indicated that they hesitated to talk in the classroom in front of their peers due to fear of being judged. Moreover, some learners defined themselves as shy individuals which provoked their emotions and restrained them from

producing the target language. As the students defined themselves timid, the anxiety they experienced might be a type of trait anxiety.

As a consequence, the learners felt uncomfortable in certain situation in face-to-face classroom lessons which explains the finding of moderate level anxiety. What is important is to provide learners with activities that relieve their anxiety levels such as using humor in the classroom (Oxford, 2016).

5.1.2. Discussion of the research question 1b

The second sub-question focused on the learners' foreign language anxiety levels in online lessons. With the aim of defining FLA levels of the participants in online lessons, OWLAS developed by Chametzky (2019) was applied to the participants and the data were analyzed through descriptive analysis. The descriptive statistics displayed that the learners had moderate level of FLA in the online lessons ($M=98.17$). The mean score found to be close neither lower bound nor higher bound. This means that even though the mean score is not high, learners still experienced distress during online lessons.

In the similar vein with classroom setting, the learners displayed anxiety in certain situations which were unveiled through the interviews. First of all, the learners indicated that they favored classroom setting in terms of communication for they could not make use of nonverbal communication aspects like gesture and mimics. This caused them to hesitate and not to attend the lesson. Chametzky (2021) signified that learning can be just as efficient in an online environment as it is in a classroom. However, there are several constraints (Chametzky, 2016a) and variances (Cochran & Benuto, 2016) while using an online venue. Additionally, learners affirmed that the technological breakdowns generated angst during online lessons. Thus, it is crucial to improve and upgrade technical tools for online lessons so that there would not be communication breakdowns or sound shift during the lessons which had caused learners to feel distressed in the current study. This matter is defined in the study by Chametzky (2013a) as teachers and learners would feel tremendous stress if they were unaware of disparities in online interaction. This unawareness can lead to frustration and learner abandonment which is a highly undesirable behavior (Lee & Choi, 2011)., Another study which supports the findings in terms of interaction is by Eygü and Karaman (2013). They found that it is essential to enable students in online lessons to interact with various components such as chat, discussion board, private messaging or face-to-face interaction in order to make learners feel belonging to the group and to prevent social isolation. Consequently, learners experienced anxiety at moderate level in online lessons due to the aforementioned causes.

5.1.3. Discussion of the research question 1c

The third sub-question compared FLA levels of the learners in the two settings. As there was just one group and two different circumstances, a paired samples t-test was run through SPSS to compare the anxiety levels obtained by the same participants. Statistical analyses revealed that there was a statistically significant difference between the mean scores of FLA levels in two different settings. This can be interpreted as that learners experienced anxiety at higher level in online courses compared to the classroom setting.

The results of the current study differ from the findings of the study conducted by Pichette (2009) and Baez-Holley (2013), who found no difference in two contexts with French speaking learners of English or Spanish. A study by Côté and Gaffney (2021) found a significant difference in terms of anxiety levels in two different learning settings. Nevertheless, the difference they found is in the opposite direction from the current study. In other words, they found that students experienced less anxiety and showed more contribution to the lesson in the online setting whereas in the current study learners displayed less anxiety in the classroom than in online setting. The possible reason for the contrasting findings might be related to learners' technological competence or technological breakdowns as in the current study further investigation through interviews revealed that learners experience angst when there is technological problem during the online lessons. Even though the results of the current study differ from some earlier studies (Côté & Gaffney 2021; Pichette, 2009), they are consistent with those of Kaisar and Chowdhury (2020). They found that the learners were less anxious in face-to-face classrooms than in online lessons. It is noteworthy that Côté and Gaffney (2021) and Kaisar and Chowdhury (2020) conducted their studies during the Corona virus pandemic, which may had an effect on the affective status of the learners.

5.2. Discussion of the Research Question 2

The second research question focused on the opinions of learners in terms affective factors regarding two learning settings. With the aim of obtaining learner opinions, semi-structured interviews were conducted. The data from the recordings were analyzed through thematic analysis, and 4 major themes with 13 sub-themes were revealed.

In terms of interaction, most of the learners stated that they could ask questions to the teacher directly and receive an instant answer in the classroom setting. Additionally, learners advocated classroom setting as they could observe aspects of nonverbal communication. With

regard to communication, learners criticized online lessons as there were connection problems/issues or voice interruptions. White (2003) signified that because learners are unattended while trying to regulate their anxiety, the specific setting of distance learning offers an additional scope that can have a significant impact on affect, as the teacher is absent there and there is virtually no direct peer assistance. In the same vein, Zhang and Cui (2010) declared that learning a language online might be more compelling than other topics, specifically in regard to speaking skills considering the absence of teacher in terms of observing learner production, providing feedback, and evaluating learner achievement. These might be the reasons why in the current study the participants experienced more anxiety in online classes.

In regard to affective status, the learners felt tense when they did not comprehend the learning subject. Furthermore, nearly half of the learners stated that they had the fear of being judged by others. This finding supports the previous study conducted by Korkmaz and Mirici (2021) which found that learners abstained from talking in front of their classmates for the reason that the audience may criticize or even laugh at them. Similarly, in the current study, the learners defined that they hesitated to talk in front of their peers due to the fear of being judged.

Some of the learners in the current study stated that they made more preparation for the face-to-face classroom lessons as they felt tension due to the being present in front of a lot of people. This finding is in line with the study administered by Kim (2017) which found that learners were less distressed about possible errors in online courses considering that they could not observe their classmates. Learners defined that having technological problems made them anxious about the learning subject in online courses. Most of the students expressed that they felt distressed during online course as there could be voice breakdowns or internet disconnections.

6. CONCLUSION

6.1. Summary of the Study

The current study aimed to investigate two main subject matters. The First one was to determine foreign language anxiety levels of Turkish preparatory school students studying English in hybrid education which is having both face-to-face and online lessons at the same time. The Second objective of the present study was to compare the two classroom settings, conventional and online courses, with regard to state of anxiety. In order to achieve these objectives, two research questions with three sub-categories were proposed. With the aim of fulfilling the objectives through the research questions, explanatory mixed-method study design was employed. In order to accomplish research aim, certain universities which adopted hybrid learning system were elected. To decide the sample cohort, the convenience sampling method, one of the non-probability sampling methods, was used. 234 English preparatory school students from 6 state universities in Turkey formed the sample. The participants attended the English courses 60% face-to-face in the classroom and 40% online. The data collection tools were applied to the participants in the spring semester of 2021-2022. the participants' proficiency levels ranged between B1 and B2.

The main focus of the present study was foreign language anxiety in different settings. After the emergency remote teaching era, most of the universities administered education in hybrid model which involves both face-to-face classroom and online lessons. As the current study adopted an explanatory mixed-method design, it is comprised of two phases. In the first part with the aim of measuring anxiety levels in those two different contexts, two distinct scales were used as data collection tools. The First one was the Turkish version of FLCAS (Horwitz et al. (1986) developed by Aydın et al. (2016), the other one was OWLAS generated by Chametzky (2019). Both scales had pilot studies and proved to be reliable and valid with statistical confirmations. Thus, the current study did not include a pilot study. In order to be efficient and economical, both of the questionnaires with additional demographic questions were typed to an online survey program provided by Google Inc. which is called Google Docs. Thus, three sections under one main online questionnaire were created and it was delivered to the participants via e-mails. In the second part of the study, to get further information and bring explanation to the first phases' findings, semi-structured interviews were conducted with 10 voluntary students. The interview questions were prepared by the researcher and approved by the current study's advisor. The interviews were conveyed with voice calls and recorded in

various platforms based on the volunteers' preferences. The recordings were transcribed, and raw data obtained. Hence, the data collection procedure lasted three months.

The analysis part also contained two stages as follows: statistical analysis of the questionnaire results and thematic analysis of the semi-structured interviews. In the first part the findings from the questionnaire were calculated with SPSS software. For the first research question's subcategories which inquire anxiety levels of the participants in two settings, descriptive analysis, for the last part of the first research question, a paired samples t-test was run. In order to analyze the semi-structured interviews, thematic analysis was employed.

Statistical analysis revealed that English preparatory school students had moderate level of FLA ($M=89.34$) in the classroom setting. In the same vein, the participants showed moderate level of anxiety for online language lessons ($M=98.17$). For the last part of the first research question which compared the anxiety levels in two settings, t-test analysis revealed that there was a significant difference between the mean scores of FLA in two settings. Additionally, it was found that the participants' anxiety scores in two settings were strongly and positively correlated. In the light of those findings, semi-structured interviews were established. The thematic analysis revealed 12 sub-themes under 4 major themes. The major themes included *interaction*, *anxiety*, *problems and issues*, and *language points*. In terms of interaction and communication, it was found that most of the participants felt comfortable in the classroom setting considering that they could ask questions to the teacher and observe aspects of nonverbal communication such as body language, gesture, and mimics. With regard to anxiety, it was revealed that more than half of the participants felt distressed in both settings because of being present in front of many people, and fear of being judged. Furthermore, the analysis displayed that technological problems and issues in online courses created angst among the participants. Lastly, the participants indicated that they worried about the subjects they did not know and the new vocabulary in the activities.

6.2. Limitations of the Study

The current study includes certain limitations. In the first place, the study was conducted with 234 English preparatory school students from 6 state universities, which indicates a relatively small sample size. As there were other state and private universities, the results cannot be generalized to all English preparatory school students. The current study adopted an explanatory mixed-method design and aimed to examine anxiety levels and reasons behind those anxiety circumstances. Thus, 10 volunteers were interviewed which might look a small

sample. So, the reasons stated by the volunteers cannot be generalized to all English preparatory school students.

6.3. Implications of the Study and Suggestions for Further Research

With regard to the limitations of the present study, further recommendations are made. The current study applied only interviews as a qualitative data collection, to have deeper insight into the affective status of learners other qualitative methods such as reflection papers, diaries or think aloud tasks can be applied. As the current study was done with only preparatory school students, different study groups such as undergraduates from different faculty departments, high school students, and primary school students can be investigated in order to enlarge the scope of the study. Furthermore, online language learning setting should be examined from different aspects with regard to anxiety phenomenon as the findings from the current study revealed that FLA levels of learners in online lessons were significantly higher than classroom setting.

The current study proposes some implications for the stakeholders in foreign language education. The Results obtained from the current study indicates that foreign language learners experience anxiety both in classroom and online settings. Thus, it is important to take precautions and apply techniques or tasks to reduce learners' anxiety levels such as reminiscing activities. Jin et al. (2021) conducted an experimental study by virtue of a positive psychology approach. In the study, anxiety levels of experimental group which carried out the reminiscing activity significantly decreased compared to control group. Hence, it is important for the lecturers to bring tasks that alleviate the anxiety levels of learners.

Another important finding was the source of anxiety status. Learners affirmed several conditions that increase their angst in online lessons. One of those conditions was technological problems. Hence, fixing technical breakdowns and improving mechanical systems might relieve the distress that learners experience. Learners also indicated that the interaction problem such as not observing nonverbal communication aspects during online lessons held them back from attending the tasks. Hence, choosing proper activities according to the setting carries a crucial role.

The current study examined anxiety levels of learners in two different contexts and found out that English preparatory school students had moderate level of FLA. Yet, in online setting the mean score of FLA levels were significantly higher than in the classroom. The study further examined learners' perceptions about aforementioned two settings and revealed that certain aspects such as technological problems and issue related to interaction led them experience

angst in online courses. Hence, the study concludes that taking efficient precautions and conducting activities that decrease their FLA levels is crucial in language learning process.



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APPENDIX-A. Turkish Version of Foreign Language Classroom Anxiety Scale (FLCAS)

Aydin, S., Harputlu, L., Güzel, S., Savran-Çelik, Ş., Uştuk, Ö. & Genç, D. (2016b).

Children's Foreign Language Anxiety Scale: Preliminary tests of reliability and validity.

Turkish Online Journal of English Language Teaching, 1(3), 144-150.

1: Hiç katılmıyorum 2:Katılmıyorum 3:Ne katılıyorum ne de katılmıyorum 4:Katılıyorum

5:Tamamen katılıyorum

	1	2	3	4	5
1) Yabancı dil derslerinde konuşurken kendimden asla emin olamıyorum.					
2) Yabancı dil derslerinde hata yapmak beni endişelendiriyor.					
3)Yabancı dil derslerinde bana söz verileceği zaman titriyorum.					
4) Öğretmenin yabancı dilde söylediklerini anlamamak beni korkutuyor.					
5) Daha fazla yabancı dil dersine girsem bile sıkılmam.					
6) Yabancı dil derslerinde kendimi dersten başka şeyler düşünürken buluyorum.					
7) Diğer öğrencilerin yabancı dil konusunda benden daha iyi olduklarını düşünüyorum.					
8) Yabancı dil derslerinin sınavlarında genellikle rahatım.					
9) Yabancı dil derslerinde hazırlıksız konuşmam gerektiğinde panik olmaya başlıyorum.					
10) Yabancı dil derslerinde başarısız olmamın sonuçları beni endişelendiriyor.					
11) Bazı insanların yabancı dil derslerinde neden mutsuz olduklarını anlamıyorum.					
12) Yabancı dil derslerinde bildiğim şeyleri unuttuğumda çok sinirlenebiliyorum.					
13) Yabancı dil derslerinde parmak kaldırmaya utanıyorum.					
14) Yabancı dilimi ana dili olarak kullanan biriyle konuşurken gerilmezdim.					

15) Öğretmenimin yaptığı düzeltmeyi anlamadığımda üzülüyorum.					
16) Çok iyi hazırlanmış olsam bile yabancı dil dersinde kaygılı hissediyorum.					
17) Sıklıkla yabancı dil derslerine gitmeyi istemiyorum.					
18) Yabancı dil derslerinde konuşurken kendime güveniyorum.					
19) Yabancı dil öğretmenim yaptığım her hatayı düzeltecek diye korkuyorum.					
20) Yabancı dil derslerinde bana seslenildiği zaman kalbimin çarptığını hissedebiliyorum.					
21) Yabancı dil dersinin sınavına ne kadar çok çalışırsam kafam o kadar çok karışıyor.					
22) Yabancı dil derslerine çok iyi hazırlanınca kendimi baskı altında hissetmiyorum.					
23) Diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını her zaman hissediyorum.					
24) Diğer öğrencilerin önünde yabancı dilde konuşurken çok sıkıldığımı hissediyorum.					
25) Yabancı dil dersleri öyle hızlı ilerliyor ki geride kalmaktan endişeleniyorum.					
26) Yabancı dil derslerinde diğer derslerinkinden daha gergin ve sinirli hissediyorum.					
27) Yabancı dil dersinde konuşurken sinirleniyorum ve kafam karışıyor.					
28) Yabancı dil dersine giderken kendimi rahat ve güvenli hissediyorum.					
29) Yabancı dil öğretmenimin söylediklerini kelimesi kelimesine anlayamayınca sinirleniyorum.					
30) Yabancı dili konuşmak için öğrenmem gereken kuralların sayısı beni boğuyor.					
31) Yabancı dilde konuşurken diğer öğrencilerin bana güleceklerinden korkuyorum.					
32) Öğrendiğim yabancı dili ana dili olarak kullananların yanında kendimi muhtemelen rahat hissedirdim.					

33) Yabancı dil öğretmeni hazırlanmadığım yerlerden sorular sorduğunda sinirleniyorum.					
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APPENDIX-B. Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz, E.K., Horwitz, M.B., Cope, J., 1986. Foreign language classroom anxiety. *Modern Language Journal*, 70 (2), 125–132.

1: Strongly Disagree 2: Disagree 3: Neither Disagree nor Agree 4: Agree 5: Strongly Agree

	1	2	3	4	5
1) I never feel quite sure of myself when I am speaking in my foreign language class.					
2) I do not worry about making mistakes in language class.					
3) I tremble when I know that I'm going to be called on in language class.					
4) It frightens me when I do not understand what the teacher is saying in foreign language.					
5) It wouldn't bother me at all to take more foreign language classes					
6) During language class, I find myself thinking about things that have nothing to do with the course.					
7) I keep thinking that the other students are better at language than I am.					
8) I am usually at ease during my tests in my language class.					
9) I start to panic when I have to speak without preparation in language class.					
10) I worry about the consequences of failing my foreign language class					
11) I don't understand why some people get so upset over foreign language class.					
12) In language class, I can get so nervous I forget things I know.					
13) It embarrasses me to volunteer answers in my language class.					
14) I would not be nervous speaking the foreign language with native speakers.					
15) I get upset when I don't understand what the teacher is correcting.					

16) Even if I am well prepared for language class, I feel anxious about it.					
17) I often feel like not going to my language class.					
18) I feel confident when I speak in foreign language class.					
19) I am afraid that my language teacher is ready to correct every mistake I make.					
20) I can feel my heart pounding when I'm going to be called on in language class.					
21) The more I study for a language test, the more confused I get.					
22) I don't feel pressure to prepare very well for language class.					
23) I always feel that the other students speak the foreign language better than I do.					
24) I feel very self-conscious about speaking the foreign language in front of other students.					
25) Language class moves so quickly I worry about getting left behind.					
26) I feel more tense and nervous in my language class than in my other classes.					
27) I get nervous and confused when I am speaking in my language class.					
28) When I'm on my way to language class, I feel very sure and relaxed.					
29) I get nervous when I don't understand every word the language teacher says.					
30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31) I am afraid that the other students will laugh at me when I speak the foreign language.					
32) I would probably feel comfortable around native speakers of the foreign language.					
33) I get nervous when the language teacher asks questions which I haven't prepared in advance.					

APPENDIX-C. Online World Language Anxiety Scale (OWLAS)

Chametzky, B., 2019. The Online World Languages Anxiety Scale (OWLAS). *Creative Education*, 10, 59-77.

1: Strongly Disagree 2: Disagree 3: Neither Disagree nor Agree 4: Agree 5: Strongly Agree

	1	2	3	4	5
1) I am anxious when I need to record myself speaking in the foreign language.					
2) I have sufficient time and opportunities to prepare before I give an oral response in the foreign language.					
3) I get anxious when I have to do listening exercises in the e-book or online homework and cannot understand the speakers in the foreign language.					
4) I have to write down my answers so I feel confident in them before I can record them for class.					
5) I have to practice saying my answers several times so I feel confident in them before I can record them for class.					
6) I am anxious about making mistakes in the online foreign language class when I participate orally.					
7) I am anxious about making mistakes in the foreign language when I submit written work in my class.					
8) I would enjoy taking more online foreign language classes.					
9) I am at ease during oral tests.					
10) I am at ease during written tests.					
11) I feel confident in my speaking abilities in class.					
12) I feel confident when I write in the foreign language.					
13) I would feel anxious if I were around native speakers of the foreign language and tried speaking with them in their native language.					
14) I am comfortable doing several things at one time (for example, reading and listening or writing and listening) in my online foreign language class.					

15) I am comfortable using all the required technological tools (for example, but not limited to web browser, learning management system [like Blackboard], multimedia tools, Discussion Board, and so on) in my online foreign language class.					
16) Based on what I read and hear in the course area, I think other students are doing better in this class than I.					
17) I ask for help from the instructor publicly in the Discussion board when I have questions.					
18) I ask for help from the instructor privately via e-mail when I have questions.					
19) I ask for help from other students when I have questions.					
20) I am concerned about the consequences of failing my online foreign language class.					
21) In my online foreign language class, I become so nervous that I forget things I studied.					
22) Because my class moves so quickly, I am anxious about falling behind in the coursework.					
23) I feel more tense and nervous in my online foreign language class than in my other classes (traditional or online).					
24) I feel overwhelmed by the number of grammar rules you have to learn to speak a foreign language.					
25) Because of my anxiety, I become more confused when I study for a test.					
26) I feel overwhelmed by the complexity of the online learning environment.					
27) I do not know how the required assignments and tasks contribute to my success in the online foreign language course.					
28) I use positive thinking (or other calming stimuli) to reduce my anxiety and stress from the online foreign language class.					
29) I want to take another online foreign language class.					
30) I have studied one or more foreign languages prior to this one.					
31) Words from other foreign languages “pop up” when I try to use the current language.					

32) I am anxious when words from other foreign languages “pop up” while I am trying to use the current language.					
33) My lack of understanding of grammar in my native language makes it difficult for me to succeed in my online foreign language class.					

APPENDIX-D. Interview Questions

Görüşme Soruları:

1. İngilizce öğrenirken hangi ortamda daha rahat hissediyorsun; yüz yüze mi online mı?
2. Hangi ortamda İngilizceyi daha iyi öğrendiğini düşünüyorsun?
3. Her iki ortamı da yaşadığın sorunlar açısından karşılaştırabilir misin?
4. Hangi derse daha motive ve daha hazırlıklı katılıyorsun?
5. Hangi ortamda daha özgüvenli hissediyorsun?
6. Hangi ortamda daha endişeli, gergin hissediyorsun?
7. Yüz yüze eğitimde İngilizce öğrenmenin hangi alanında zorluk çekiyorsun, yazma, okuma, dinleme, konuşma?
8. Online eğitimde İngilizce öğrenmenin hangi alanında zorluk çekiyorsun, yazma, okuma, dinleme, konuşma?
9. Hangi ortamda sınıf arkadaşların ile iletişim daha kolay?
10. Hangi ortamda öğretmen ile iletişim daha kolay?
11. Bir şansın olsa hangisini seçersin: Bütünüyle yüz yüze eğitim, bütünüyle online eğitim, karma eğitim? Neden

Interview Questions:

1. In which setting (English classroom) do you feel more comfortable and relaxed; face-to-face or online?
2. In which setting (English classroom) do you think you learn English better?
3. Can you compare the two settings (online and face-to-face classes) in terms of problems you experience while learning English?
4. Which course do you attend more motivated and more prepared; face-to-face or online?
5. Which course do you feel more confident; face-to-face or online?
6. Which course do you feel anxious, stressed or tense; face-to-face or online?
7. In which area of learning English in face-to-face education do you have difficulty, writing, reading, listening, speaking?

8. In which area of learning English in online education do you have difficulty, writing, reading, listening, speaking?
9. In which course is it easier to communicate with your classmates?
10. In which course is it easier to communicate with your teacher?
11. If you had the chance, which course would you choose; fully face-to-face, fully online, or hybrid / mixed (both face-to-face and online courses)? Why?



APPENDIX-E. Etik Kurul İzni

Evrak Kayıt Tarihi: 15.10.2021

Protokol No: 196244

Tarih: 26.10.2021



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizce Hazırlık Sınıfı Öğrencilerinin Geleneksel Sınıf-İçi ve Çevrimiçi Öğrenme Ortamındaki Kaygı Düzeylerinin Karşılaştırılıp İncelenmesi Comparing Preparatory School Student's Foreign Language Learning Anxiety Levels in two Different Context: Classroom Vs Online
PROJE/TEZ YÜRÜTÜCÜSÜ:	Dr. Öğr. Üyesi Meral ÇAPAR
TEZ YAZARI:	Gizem ŞİMŞEK
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

APPENDIX-F. Araştırma Gönüllü Katılımcı Bilgilendirme Formu

Bu çalışma, İNGİLİZCE HAZIRLIK SINIFI ÖĞRENCİLERİNİN GELENEKSEL SINIF-İÇİ VE ÇEVİRİMİÇİ ÖĞRENME ORTAMINDAKİ KAYGI DÜZEYLERİNİN KARŞILAŞTIRILIP İNCELENMESİ başlıklı bir tez çalışması olup İngilizce hazırlık bölümü öğrencilerinin yüz-yüze ve çevrim içi öğrenme ortamlarındaki kaygı durumlarını karşılaştırma amacını taşımaktadır.

Bu araştırma; Anadolu Üniversitesi, İngilizce Eğitimi programında tezli yüksek lisans eğitiminin tez aşamasında olan Gizem ŞİMŞEK tarafından Dr. Öğr. Üyesi Meral ÇAPAR rehberliğinde yürütülmektedir. Araştırma sonunda elde edilen sonuçlar, harmanlanmış öğrenme sisteminde yabancı dil öğrenirken yaşanan kaygı durumunu ve sebeplerinin anlaşılmasına önemli bir katkı sağlayacaktır. Çalışmanın amacı doğrultusunda iki anket uygulanarak nicel veri, daha sonrasında analiz sonuçlarına göre şekil alacak akran onaylı sorular ile görüşme sağlanıp nitel veri toplanacaktır. Yapılacak bu tez çalışmasında, kişisel bilgilendirme formu, iki likert-tipi ölçek, açık uçlu sorular yoluyla bilimsel araştırma verileri elde edilecek, bu veriler sadece bilimsel amaçlı kullanılacaktır.

Anketlerden ilki Horwitz ve Cope tarafından 1986 yılında geliştirilen, 33 maddeden oluşan, Foreign Language Classroom Anxiety Scale (FLCAS) (Sınıf içi yabancı dil öğrenme kaygı ölçeği) dir. İkinci anket ise Chametzky (2019) tarafından geliştirilen, 33 maddeden oluşan, Online World Languages Anxiety Scale (OWLAS) (Çevrim içi Dünya Dilleri Kaygı Ölçeği) dir. Açık uçlu sorular, anket sonrası görüşme için gönüllü katılımcılar ile icra edilecektir.

Bu çalışma sonunda elde edilen bilgiler, araştırmanın amacı dışında veya bir başka çalışmada kullanılmayacaktır. Bu bilgiler katılımcıların bilgisi dışında kopyalanarak araştırmacı dışındaki kişilerle paylaşılmayacaktır. Araştırmaya katılan kişiler istekleri dahilinde kendilerinden toplanan bilgi ve verileri inceleyebilir. Araştırmaya katılımlarda gönüllülük şartı aranmaktadır. Araştırmaya gönüllü olarak katılan her katılımcının kişisel bilgileri hiç kimseyle paylaşılmayacak ve gizli tutulacaktır. Katılımcılardan elde edilen veriler, gizlilik ilkesine göre beş yıl süreyle arşivlenerek koruma altına alınacak ve sonrasında imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı aşağıda bilgileri verilen Gizem ŞİMŞEK'e yöneltebilirsiniz.

Araştırmacı Adı: Gizem ŞİMŞEK

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

CURRICULUM VITAE

Name, Surname :

Foreign Languages :

Place and Year of Birth:

E-mail:

Educational Background:

Work Experience:

