Anxiety in Online and Face-to-Face English Classes Amongst Japanese University Students During and After the COVID-19 Pandemic

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Abstract

The COVID-19 outbreak in 2020 prompted a sudden transition from in-person to online education in Japan. This research examined English language learning anxiety in virtual versus traditional classroom settings among 105 Japanese university students at a national university in Ibaraki Prefecture between 2020 and 2023. Students completed surveys about their anxiety levels in both learning environments. Statistical analysis using t-tests showed no significant differences in anxiety between online and in-person classes. Analyses by gender and academic year also revealed no notable distinctions. While mean anxiety scores were slightly higher for traditional classes, female students, and third-year undergraduates, these differences were not statistically significant. The results indicate that foreign language anxiety continues to be a concern in both online and face-to-face English classes for these students during the 2020-2023 period. Additional research into factors affecting anxiety across different learning contexts is needed. This study provides initial evidence that the shift to online learning due to COVID-19 in 2020 did not significantly change anxiety levels for Japanese university students studying English through 2023.

Keywords: anxiety, online, face-to-face, COVID-19, Japanese university students

Introduction

Non-native English speakers commonly experience apprehension when learning the language, particularly in academic settings (Horwitz, Horwitz, & Cope, 1986). This phenomenon is prevalent in Japan, where English is typically taught as a foreign language. Many Japanese students report feelings of unease during English lessons, which can hinder their active participation and negatively affect their performance (Fujii, 2021; Masutani, 2021). Foreign language anxiety is a well-documented issue in educational settings and has been shown to impact students' performance in various language skills such as speaking, listening, and writing (MacIntyre & Gardner, 1994).

The COVID-19 outbreak in 2020 caused significant upheaval in global education systems, forcing a rapid transition from traditional classroom instruction to remote learning platforms (El Said, 2021; Tran & Nguyen, 2022). In Japan, universities closed and moved courses online, relying on tools like Teams and Zoom for virtual instruction. This shift presented new challenges for both educators and students, particularly with regard to how the online environment might affect students' anxiety levels (Hoang & Tran, 2022; Tran & Nguyen, 2022). Factors such as isolation, reduced real-time interaction, and the increasing dependence on

technology could potentially influence foreign language anxiety in this new setting.

The pandemic-driven transition introduced unique challenges inherent to each learning environment, significantly influencing student engagement, performance, and anxiety levels. Yaghi (2021) highlights that Involuntary Prolonged Online Education (IPOE) during the COVID-19 pandemic resulted in significantly increased anxiety and stress among university students due to factors such as social isolation, technical difficulties, and concerns about future employability. In face-to-face settings, students often benefit from direct interactions with instructors and peers, fostering a sense of community and immediate feedback. However, these environments can also exacerbate social anxiety, particularly in activities requiring public speaking or group participation. A study by Ifenthaler et al. (2023) highlights that social anxiety remains a pertinent issue in traditional classroom settings, potentially impeding student achievement.

Conversely, online learning environments offer flexibility and accessibility, enabling students to engage with course materials at their own pace. Despite these advantages, the sudden shift to online learning during the pandemic presented challenges such as technical difficulties, lack of real-time interaction, and feelings of isolation. These factors have been associated with increased anxiety and decreased student engagement. Akpen et al. (2024) conducted a systematic review revealing that the rapid adoption of online learning platforms during the pandemic significantly influenced educational practices, with notable impacts on student engagement and performance.

Understanding how anxiety manifests in these different educational modes is critical, especially as the pandemic has caused long-term changes in educational delivery methods. Educational institutions worldwide, including in Japan, are increasingly adopting hybrid models that blend online and face-to-face learning. As the shift to online education continues to evolve, it becomes important to explore the potential impact of these environments on students' learning experiences, particularly their anxiety levels. This study aims to fill a gap in the literature by comparing foreign language anxiety levels in online and face-to-face classes among Japanese university students during the COVID-19 pandemic, offering insights into the broader field of language learning and anxiety.

To guide this investigation, the following research questions were formulated:

1. What are the levels of foreign language anxiety experienced by Japanese university students in online versus face-to-face English classes?

2. Are there significant differences in anxiety levels based on gender and year of study in these two learning environments?

3. How do students perceive the impact of the shift to online learning on their anxiety levels during the COVID-19 pandemic?

By addressing these questions, this study seeks to provide valuable insights for educators and researchers, particularly in light of the continued integration of online learning into higher education.

Literature Review

Definition of Anxiety

Horwitz et al. (1986) described anxiety as a subjective sensation involving tension, apprehension, nervousness, and worry, linked to the activation of the autonomic nervous system. Scovel (1978) pointed out that anxiety is difficult to define succinctly. Anxiety can be divided into trait and state types (Spielberger, 1983). Trait anxiety refers to a stable tendency to experience anxiety in various situations, while state anxiety is a temporary emotional response with immediate cognitive impacts (MacIntyre, 1995, p. 93).

Language learning anxiety

Anxiety may be experienced more particularly in certain domains, such as in language learning (Gardner, 1985). When students experience anxiety while studying a foreign language, it can diminish their motivation and cause them to develop a negative attitude toward language learning (Wang & Zhang, 2021; Krishnan et al., 2023). Identifying and addressing language anxiety in learners can improve proficiency and performance in a new language (MacIntyre & Gardner, 1991). Language learning anxiety is characterized by feelings of apprehension and tension that arise specifically in language learning environments (MacIntyre & Gardner, 1994). This type of anxiety has been shown to adversely affect second language skills, including speaking, listening, reading, and writing (Teimouri et al., 2019). Horwitz, Horwitz, and Cope (1986) describe it as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors" associated with language learning (p. 128). Language learning anxiety manifests through cognitive, behavioral, and physiological symptoms (Horwitz et al., 1986). Common physiological symptoms of language learning anxiety include nervousness, perspiring, tension, stomach disorders, and increased heart rate (Said & Weda, 2018). High-anxiety learners are also more likely to procrastinate (Zhang & Zhang, 2022) and be absent from classes (Finning, 2020). Language anxiety can arise from multiple sources, including negative prior experiences, low self-confidence, and high self-expectations (Onwuegbuzie et al., 1999). It can stem from the distinctive nature of language learning (Horwitz et al., 1986). Students may feel overwhelmed by complex grammar rules, unfamiliar vocabulary, and fear of making mistakes (Young, 1990). Individuals with higher levels of language anxiety often achieve lower grades in courses and perform worse on oral exams (Horwitz, 2001). Trait anxiety in language learning may therefore be attributed to an individual's general propensity to experience anxiety across various situations, characterized by emotional responses with cognitive effects as an inherent aspect of their personality (MacIntyre, 1995, p. 93). This type of anxiety is viewed in terms of Generalized Anxiety Disorder (Spielberger, 1983). State anxiety while learning a foreign language may increase or decrease more transiently during classes as well as with encounters with the language (Cassady, 2010, p. 96).

Skehan (2014) considers anxiety to be among the factors that can adversely affect second language learning. According to Krashen's (1982) affective filter hypothesis, when students experience high levels of anxiety, fear, and depression, their affective filter is raised, which blocks their access and ability to fully utilize a variety of affective learning strategies. Gardner (1985) notes that anxiety can manifest at various stages of the language-learning process. Horwitz and Young (1991) conceptualize language anxiety in two ways: as a manifestation of other anxieties like trait, test, or public speaking anxiety in language learning contexts; or as situation-specific anxiety. If a student has greater anxiety learning a language, this may be a manifestation of situation-specific anxiety. Even within certain language learning activities anxiety levels may fluctuate depending on the specific activity, such as speaking (Akkakoson, 2016), reading (Kim, 2009), or writing (Tsiriotakis et al., 2017).

Although anxiety in the context of learning a foreign language is generally viewed in terms of its potential negative effects, its role may be more complex, with Kim & Choi (2023) finding that although it may have a debilitating effect on lower-level students, it may have a facilitative function on higher level students.

Anxiety in Online and In-Person Language Learning

Whether students experience greater anxiety during online or face-to-face language learning may be a manifestation of situation-specific anxiety. Research findings are mixed regarding whether foreign language anxiety levels differ between online and in-person learning environments. Some studies have found that online classes may lead to lower anxiety (Pakpahan & Gultom, 2022; Jiang & Feng, 2020). However, other studies have shown the opposite effect, with students reporting higher anxiety in online classes, potentially due to increased self-evaluation anxiety and technical difficulties (Ertmer & Newby, 1996; Wang & Zhang, 2021; Prima et al., 2022). One study surveying students at Hoa Sen University in Vietnam shed light on their perceptions of online learning necessitated by COVID-19 campus closures (Hoang & Tran, 2022). Although a majority acknowledged the flexibility and convenience online classes provided, many expressed dissatisfaction with the lack of real interaction compared to face-to-face instruction. Technical difficulties like internet connectivity issues were also frequently cited challenges. Importantly, over half the students reported feeling anxious or stressed in their university's online classes, potentially due to factors like reduced engagement, distractions in the online environment, and struggles with required digital skills. However, the study also revealed that the majority of students were generally satisfied with how their institution delivered online courses. Huang (2023) found that although anxiety was commonly encountered in the context of online classes, learning online also seemed to be a motivating factor for a significant number of students. Although the purpose of a study by Tran and Nguyen (2022) was not to measure anxiety levels, their research showed that most students had favorable attitudes toward online education during the COVID-19 pandemic in Vietnam. One case study identified that the emergency transition to online learning during COVID-19 posed challenges for students, including technical disruptions from connectivity issues and difficulties staying engaged compared to face-to-face classes (Nguyen, 2021). Despite some flexibility benefits, students expressed a preference for the traditional classroom environment over online learning for more productive educational outcomes (Nguyen, 2021). In terms of gender differences, some studies have suggested that females experience greater anxiety than males when using computers (Todman, 2000; Durndell & Haag, 2002), while others have found no significant differences (Cheng et al., 1999; Sobieraj & Krämer, 2020).

In summary, existing research provides valuable insights but remains limited, especially from Japan. Comparing students' views on online versus in-person learning can clarify whether foreign language anxiety differs across these instructional environments for Japanese university English learners specifically. This study aims to help address this knowledge gap.

Research Design

Educational Context & Participants

The research involved 105 Japanese undergraduates at Ibaraki University, a national university in Ibaraki Prefecture, Japan. The English classes in which the students participated were composed of students from different majors, such as Technology, Humanities, Social Sciences, Science, and Education. The levels of the students were 350-450 on TOEIC, with their average proficiency level taken to be A2 on the Common

European Framework of Reference for Languages. These 105 students completed an online questionnaire, with the original Japanese version questions provided in Table A1 (Appendix A) and the English translation in Table C1 (Appendix C). Ninety-one of the same 105 students also completed a face-to-face questionnaire, with the original Japanese version questions provided in Table B1 (Appendix B) and the English translation in Table D1 (Appendix D). The disparity in the number of respondents between the two formats remains unclear, though potential factors could include loss of interest, forgetfulness, or a decision not to continue participation. Given that participation was voluntary and anonymous, it is difficult to determine the exact reasons for the reduced number of responses to the face-to-face questionnaire. Participants were second- and third-year students enrolled in English classes during 2020-2023, who experienced both virtual and in-person instruction during the COVID crisis. While some responses may relate to different instructors' classes, the primary classes referenced were those taught by the researcher. Throughout the results and discussion sections of this article, the Japanese questionnaire responses are interpreted and analyzed in English, with specific questionnaire items translated as needed for clarity.

Data collection & questionnaires

Ethical approval was secured before data collection began. Participants were briefed on the study's objectives and procedures and gave their informed consent. Questionnaires were administered transparently, and responses were anonymous.

The data collection period spanned from January 31, 2023, at 10:15 AM to February 13, 2023, at 5:00 PM. The questionnaires were administered using Microsoft Forms, with links posted on the university's learning management system, Manaba. Initially, the researcher intended to collect responses during class time; however, following consultation with the Ethics Committee, it was recommended that students be allowed to start the questionnaires during class and complete them online at their convenience within the specified time frame. The Ethics Committee was also concerned about the length of the questionnaires, suggesting that students might feel overwhelmed. For this reason, students were given additional time to complete the online portion.

Two questionnaires adapted from Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) were used. The FLCAS employs Likert scale ratings to assess foreign language anxiety across learning situations (Horwitz et al., 1986; MacIntyre & Gardner, 1994). The FLCAS has been proven to be a valid assessment instrument in multiple studies (Cheng et al., 1999).

The questionnaires for this study contained 24 statements each. For consistency, identical statements were used in both. The first two statements gathered information about respondents' gender and year level. The remaining 22 identical statements encompassed factors like fear of negative evaluation and communication breakdown. Participants indicated their responses using a 5-point rating scale. Distribution of the questionnaires was conducted in a hybrid format, combining online and in-person methods. The researcher was present to facilitate the process during class time and address any potential comprehension issues. This approach aimed to ensure both the convenience of online administration and the advantages of in-person supervision, such as addressing any potential concerns.
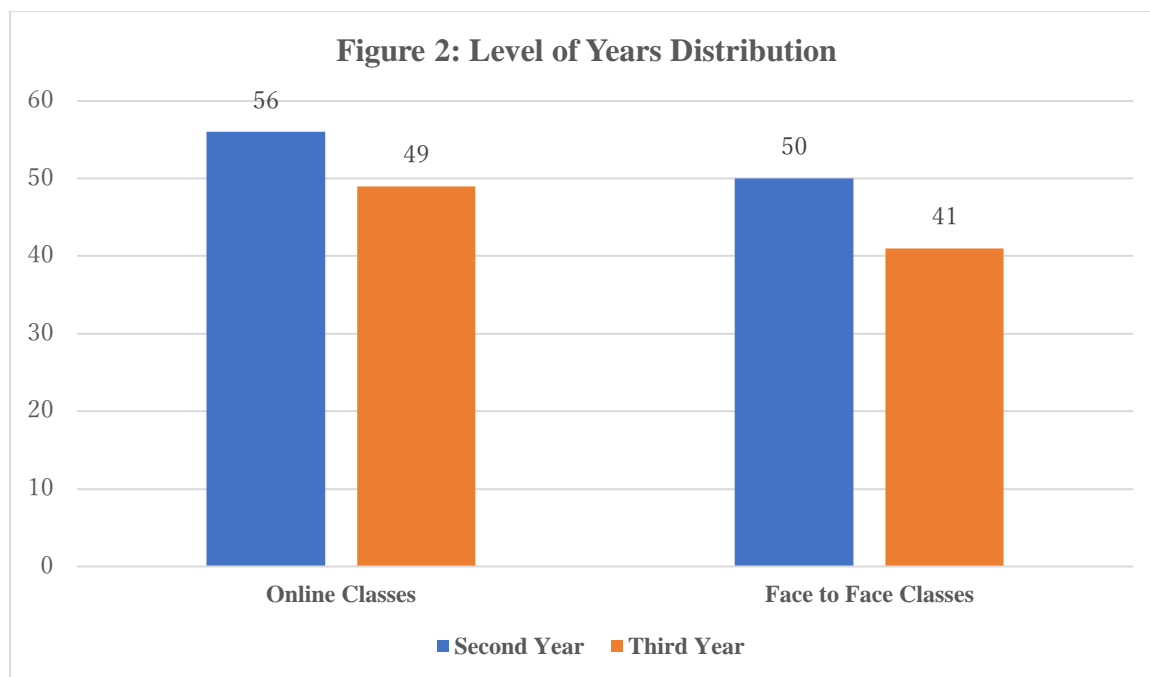
Results

This research aimed to assess differences in anxiety levels between virtual and in-person English classes, with additional analysis based on gender and year of study. Data analysis was conducted using SPSS version 28, including descriptive statistics for categorical data and independent t-tests to compare mean anxiety levels. Outlier screening via standardized z-scores revealed no significant outliers (all $z < 3.29$). Assumptions of normality and homogeneity were met, as skewness and kurtosis values were within ±1, and Levene's test confirmed homogeneity of variance across all groups.

Table 1 and Figures 1 and 2 summarize the demographic characteristics of the study population. Among online class participants, 58.1% were male and 41.9% female, while in face-to-face classes, 57.1% were male and 42.9% female. Regarding year of study, second-year students constituted 53.3% of the online class group and 54.9% of the face-to-face group, with the remaining participants in their third year. These demographics illustrate the comparability of participant groups across instructional modes.

Table 1: Demographic Profile of the Study Participants		Group	
Variable	Category	*Online Classes f (%)*	*Face-to-Face Classes f (%)*
Gender	Male	61 (58.1)	52 (57.1)
	Female	44 (41.9)	39 (42.9)
Level of Year	Second Year	56 (53.3)	50 (54.9)
	Third Year	49 (46.7)	41 (45.1)

Figure 1: Gender Distribution

Figure 2: Level of Years Distribution
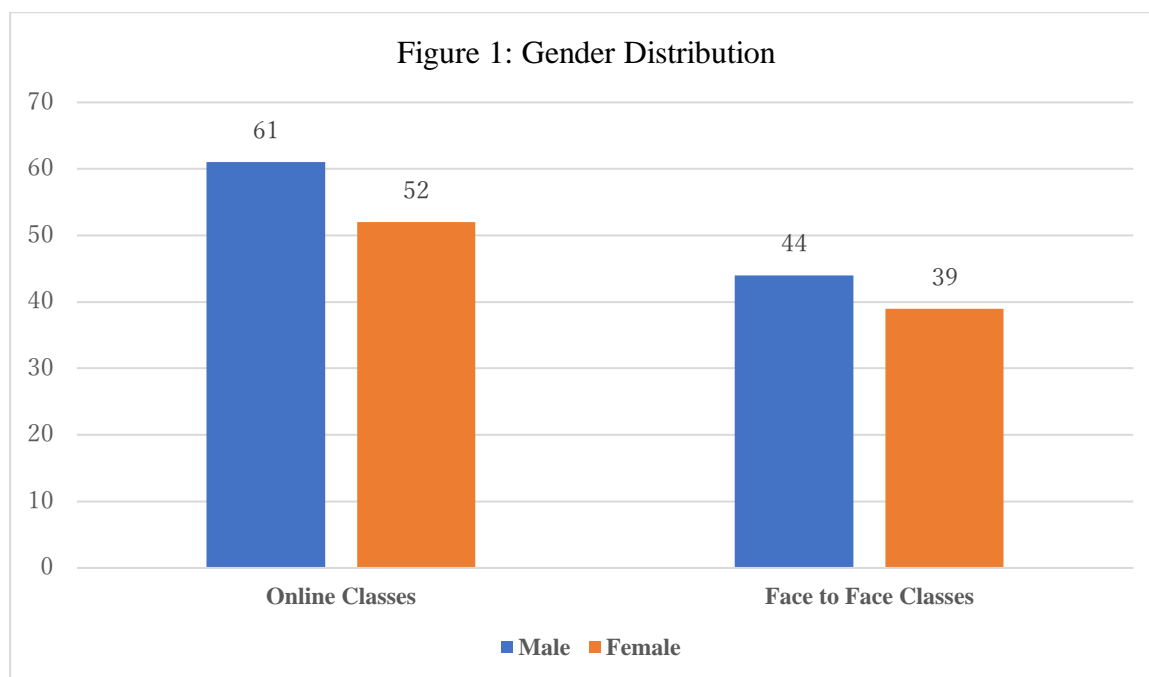
To assess differences in anxiety levels between virtual and in-person classes, as well as differences based on gender and year of study, independent sample t-tests were conducted. Table 2 and Figures 3 to 5 present the comparative analysis.

Students in in-person classes reported slightly higher anxiety levels (M = 70.14, SD = 15.80) compared to those in virtual classes (M = 67.53, SD = 14.24), but this difference was not statistically significant (t = -1.22, p = 0.225). These results suggest that the mode of instruction does not have a substantial impact on anxiety levels. Both groups exhibited similar mean levels of anxiety, indicating that English classes, regardless of instructional mode, may contribute to some degree of anxiety.

Gender-based comparisons showed that female students reported slightly higher anxiety levels (M = 70.59, SD = 16.40) compared to males (M = 67.39, SD = 13.80), though this difference was not statistically significant (t = -1.48, p = 0.140). While there appears to be a minor trend toward higher anxiety in female students, the lack of statistical significance suggests that gender does not strongly influence anxiety levels in this context.

Analysis by year of study revealed a slight difference in anxiety levels, with third-year students reporting higher anxiety (M = 69.53, SD = 15.44) compared to second-year students (M = 68.08, SD = 14.66). However, this difference was also not statistically significant (t = -0.78, p = 0.499), indicating that the year of study does not significantly affect anxiety levels in either virtual or in-person classes.

Table 2: Comparison based on Study Major Variables in terms of Anxiety Level				
Variables	Group		t	p-value
	Mean (SD)	Mean (SD)		
Level of Anxiety	Comparison based on mode of Classes in terms of Anxiety Level			
	Online Classes	*Face-to-Face Classes*		
	67.53 ± 14.24	70.14 ± 15.80	-1.22	.225
	Comparison based on Gender in terms of Anxiety Level			
	Male	*Female*		
	67.39 ± 13.80	70.59 ± 16.40	-1.48	.140
	Comparison based on Level of Years in terms of Anxiety Level			
	Second Year	*Third Year*		
	68.08 ± 14.66	69.53 ± 15.44	-0.78	.499

Figure 3: Level of Anxiety Mean Difference based on Online and Face to Face Mode

Figure 4: Level of Anxiety Mean Difference based on Gender

Figure 5: Level of Anxiety Mean Difference based on Level of Year
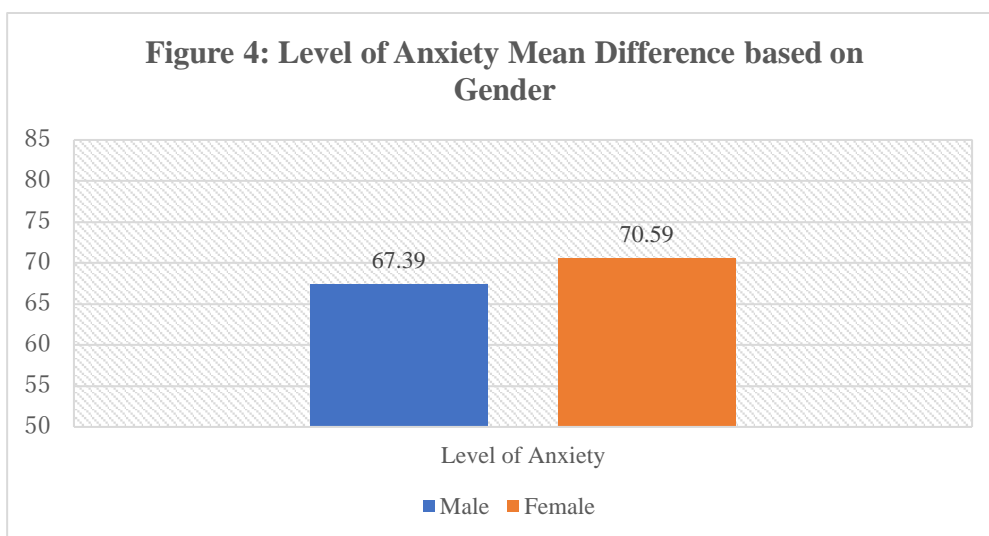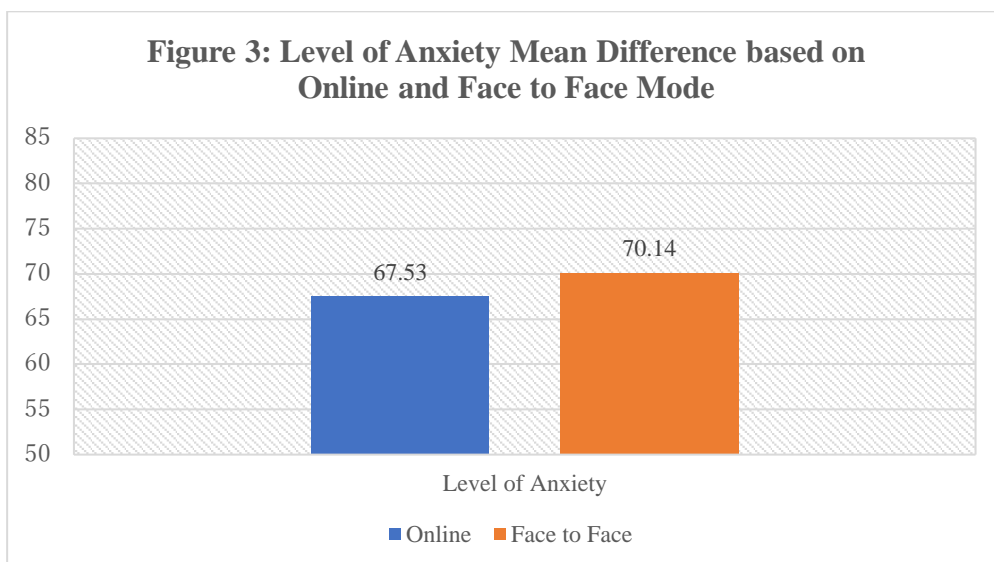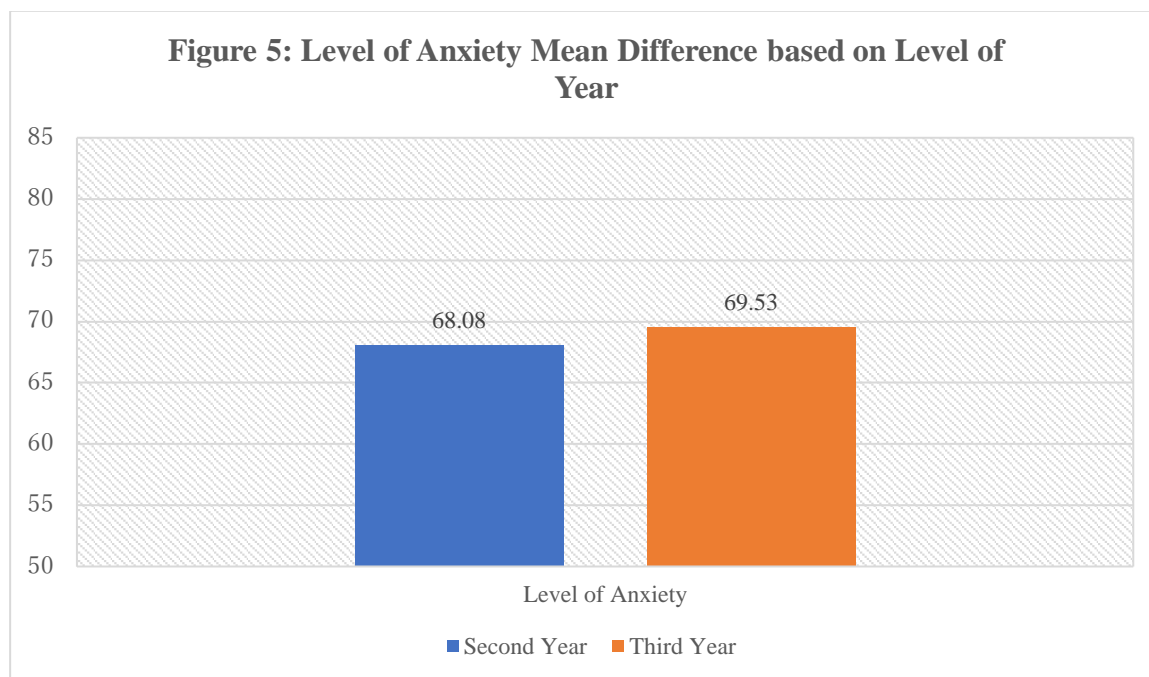
The findings presented in Table 3 and Figure 6 provide insights into varying levels of anxiety among students in virtual and in-person learning environments. Students in both "Online" and "Face-to-Face" groups commonly reported agreement or strong agreement with anxiety-related statements, indicating that a significant portion of learners experience anxiety in English classes, regardless of the instructional mode.

A notable number of students in both groups selected neutral responses, reflecting uncertainty or mixed feelings about their anxiety levels. These neutral responses may be influenced by external factors, such as personal circumstances or variations in teaching approaches, that shape their perceptions of anxiety.

Fewer students in either group expressed disagreement or strong disagreement with anxiety-related statements. This suggests that a smaller subset of students perceive little or no anxiety in English classes, highlighting the diversity of experiences across the student population.

	Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Group	Online	224	617	443	826	200	105
	Face to face	150	519	363	744	226	91
	Total	374	1136	806	1570	426	196

Table 3:
Cross-tabulation of Anxiety Levels by Learning Mode (Group)

Figure 6: Cross-tabulation of Anxiety Levels by Learning Mode (Group)
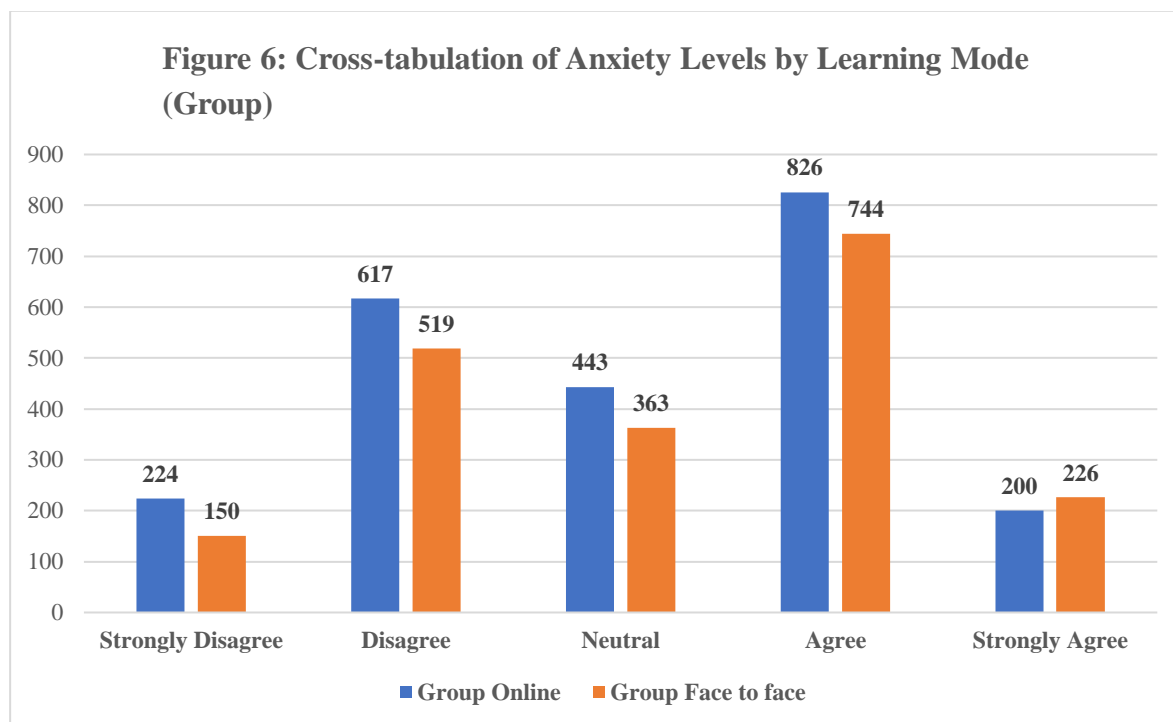
The cross-tabulation analysis of anxiety levels by learning mode (online versus face-to-face) across various questionnaire items reveals both similarities and notable differences, though most findings are not statistically significant. For clarity, the following analysis refers to specific anxiety-related variables, labeled as "Anx," which are derived from the questionnaire. These labels do not correspond directly to the question numbers listed in the appendix.

For items such as Anx1 ("I never felt quite sure of myself when I was speaking") and Anx2 ("I worried about making mistakes"), both online and face-to-face groups showed similar response distributions, with no significant differences observed ($\chi^2 = 0.80$, p = .939 and $\chi^2 = 2.78$, p = .595, respectively). These results indicate that learners in both groups experienced comparable levels of anxiety related to speaking and fear of making mistakes.

In contrast, significant differences were observed in two items. For Anx5 ("It would bother me to take more face-to-face English classes"), a larger proportion of online learners strongly disagreed that it would bother them, compared to those in the face-to-face group ($\chi^2 = 25.57$, p < .001). Similarly, for Anx11 ("I often felt like not going to my face-to-face English class"), online learners were more likely to agree with this statement ($\chi^2 = 19.02$, p < .001). These findings suggest that online learners may have experienced higher anxiety related to face-to-face classes, possibly reflecting discomfort or a lack of confidence in traditional classroom settings.

For other items, such as Anx7 ("I started to panic when I had to speak without preparation") and Anx19 ("I got nervous when I did not understand every word the teacher said"), response patterns were evenly distributed between the two groups, with no statistically significant differences (p > .05). Overall, while some anxiety-related items highlight differences between online and face-to-face learners, most variables do not show significant variation across the two instructional modes. Table 4 provides further details.

Table 4:
Cross-tabulation of Anxiety Levels by Learning Mode (Group) based on Individual Items

Anx1: I never felt quite sure of myself when I was speaking in my face-to-face English class.

Responses	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		χ^2	p
Group	N	%	N	%	N	%	N	%	N	%		
Online	6	54.5	18	47.4	19	55.9	45	55.6	17	53.1	0.80	.939
Face to face	5	45.5	20	52.6	15	44.1	36	44.4	15	46.9		

Anx2: I worried about making mistakes in my face-to-face English class.

Online	10	71.4	23	50.0	10	45.5	56	53.8	6	60.0	2.78	.595
Face to face	4	28.6	23	50.0	12	54.5	48	46.2	4	40.0		

Anx3: I trembled when I knew that I was going to be called on in my face-to-face English class.

Online	9	56.3	30	49.2	22	59.5	34	54.0	10	52.6	1.05	.903
Face to face	7	43.8	31	50.8	15	40.5	29	46.0	9	47.4		

Anx4: It frightened me when I did not understand what the teacher was saying in English in my face-to-face English class.

Online	10	66.7	35	52.2	14	48.3	33	50.8	13	65.0	2.66	.615
Face to face	5	33.3	32	47.8	15	51.7	32	49.2	7	35.0		

Anx5: It would bother me to take more face-to-face English classes.

Online	20	76.9	37	74.0	21	46.7	21	40.4	6	26.1	25.57	<.001
Face to face	6	23.1	13	26.0	24	53.3	31	59.6	17	73.9		

Anx6: During my face-to-face English class, I kept thinking that the other students were better at English than I was.

Online	12	66.7	16	47.1	20	51.3	34	51.5	23	59.0	2.47	.649
Face to face	6	33.3	18	52.9	19	48.7	32	48.5	16	41.0		

Anx7: I started to panic when l had to speak without preparation during my face-to-face English language class.

Online	6	66.7	24	63.2	12	42.9	46	51.7	17	53.1	3.45	.486
Face to face	3	33.3	14	36.8	16	57.1	43	48.3	15	46.9		

Anx8: In my face-to-face English language class, I could get so nervous I forgot things I knew.

Online	7	63.6	30	50.0	17	58.6	41	51.9	10	58.8	1.33	.856
Face to face	4	36.4	30	50.0	12	41.4	38	48.1	7	41.2		

Anx9: It embarrassed me to volunteer answers in my face-to-face English language class.

Online	1	16.7	22	62.9	15	48.4	57	57.0	10	41.7	6.67	.154
Face to face	5	83.3	13	37.1	16	51.6	43	43.0	14	58.3		

Anx10: Even if I was well prepared for my face-to-face English language class, I felt anxious about it.

Online	8	44.4	51	53.1	21	51.2	23	65.7	2	33.3	3.77	.439
Face to face	10	55.6	45	46.9	20	48.8	12	34.3	4	66.7		

Anx11: I often felt like not going to my face-to-face English language class.

Online	24	82.8	34	59.6	24	52.2	17	37.8	6	31.6	19.02	<.001
Face to face	5	17.2	23	40.4	22	47.8	28	62.2	13	68.4		

Anx12: I didn't feel confident when I spoke English during my face-to-face class.

Online	3	42.9	12	50.0	32	60.4	51	54.8	7	36.8	3.63	.458
Face to face	4	57.1	12	50.0	21	39.6	42	45.2	12	63.2		

Anx13: I could feel my heart pounding when I was going to be called on during my face-to-face English language class.

Online	4	50.0	10	40.0	21	67.7	58	54.2	12	48.0	4.72	.317
Face to face	4	50.0	15	60.0	10	32.3	49	45.8	13	52.0		

Anx14: I felt pressure to prepare very well for my face-to-face English language class.

Online	10	71.4	25	58.1	25	59.5	38	44.7	7	58.3	5.55	.235
Face to face	4	28.6	18	41.9	17	40.5	47	55.3	5	41.7		

Anx15: I always felt that the other students spoke English better than me in my face-to-face class.

Online	7	50.0	14	42.4	27	58.7	42	60.0	15	45.5	4.24	.374
Face to face	7	50.0	19	57.6	19	41.3	28	40.0	18	54.5		

Anx16: I felt very self-conscious about speaking English during face-to-face classes.

Online	8	44.4	28	58.3	23	60.5	37	50.7	9	47.4	2.32	.678
Face to face	10	55.6	20	41.7	15	39.5	36	49.3	10	52.6		

Anx17: I felt more tense and nervous during my face-to-face English language class than in my other face-to-face classes.

Online	9	50.0	30	61.2	23	62.2	38	51.4	5	27.8	7.31	.121
Face to face	9	50.0	19	38.8	14	37.8	36	48.6	13	72.2		

Anx18: I got nervous and confused when I was speaking English during my face-to-face English language class.

Online	10	58.8	31	60.8	20	58.8	39	48.8	5	35.7	4.18	.383
Face to face	7	41.2	20	39.2	14	41.2	41	51.2	9	64.3		

Anx19: I got nervous when I did not understand every word the English language teacher said during the face-to-face class.

Online	14	58.3	45	52.9	16	48.5	24	57.1	6	50.0	0.85	.931
Face to face	10	41.7	40	47.1	17	51.5	18	42.9	6	50.0		

Anx20: I felt overwhelmed by the number of rules you had to learn to speak English in my face-to-face class.

Online	17	51.5	49	53.8	26	55.3	12	57.1	1	25.0	1.54	.820
Face to face	16	48.5	42	46.2	21	44.7	9	42.9	3	75.0		

Anx21: I was afraid that the other students would laugh at me when I spoke English during the face-to-face English class.

Online	24	61.5	43	52.4	18	54.5	18	50.0	2	33.3	2.22	.695
Face to face	15	38.5	39	47.6	15	45.5	18	50.0	4	66.7		

Anx22: I got nervous when the English language teacher asked questions that I had not prepared for in advance in my face-to-face classes.

Online	5	55.6	10	43.5	17	54.8	62	56.4	11	47.8	1.63	.804
Face to face	4	44.4	13	56.5	14	45.2	48	43.6	12	52.2		

Discussion

This study examined the levels of foreign language anxiety experienced by Japanese university students in online and face-to-face English classes during the COVID-19 pandemic. The results indicated no statistically significant differences in anxiety levels between the two learning environments, offering key insights into the persistent role of anxiety across instructional modes. Despite the lack of significant variation, the study highlights the multifaceted nature of language learning anxiety and underscores its relevance in both online and face-to-face settings.

A primary finding is that foreign language anxiety remains consistent across online and face-to-face settings. This aligns with previous studies, such as Wang and Zhang (2021), who found that students experience anxiety in both instructional modes due to common stressors like fear of making mistakes and negative evaluation. Woodrow (2006) identified speaking anxiety triggers, such as interacting with native speakers and giving oral presentations, which are particularly pronounced in face-to-face classes. These triggers may be less prevalent in online environments, where virtual platforms can reduce the intensity of live interactions. However, the current study contrasts with findings by Pakpahan and Gultom (2022), who observed reduced anxiety in online classes among Indonesian students. They attributed this reduction to the relative anonymity of virtual platforms, which mitigated fears of judgment.

The lack of a similar reduction in anxiety among Japanese students may stem from cultural norms that emphasize self-criticism, emotional restraint, and avoiding failure. While Heine et al. (1999) and Markus and Kitayama (1991) discuss these traits broadly as part of Japanese cultural values, they likely influence students' experiences in academic settings, where self-assessment and high expectations are prominent. These cultural norms may perpetuate anxiety by encouraging students to focus on their shortcomings and internalize their emotional struggles, even as they progress in their studies.

Conversely, some studies report increased anxiety in online environments. Jiang and Feng (2020) found that online learning could exacerbate anxiety due to the absence of real-time interaction and limited peer support. Yaghi (2021) similarly observed that Involuntary Prolonged Online Education (IPOE) during the pandemic significantly increased anxiety and stress among students due to social isolation, technical issues, and concerns about future opportunities. While this study did not find a statistically significant increase in anxiety for online learning, these challenges may still shape the broader student experience, contributing to perceived difficulties in online learning environments. Barrot, Llenares, and del Rosario (2021), in their study conducted in the Philippines, emphasized that online learning during the pandemic introduced significant

challenges, including limited resources, technological disruptions, and reduced engagement. In the present study, no significant differences in anxiety levels were found between online and face-to-face classes. However, these challenges may still shape the broader student experience, contributing to perceived difficulties in online learning environments.

Gender differences in anxiety levels were not statistically significant in this study, aligning with Sobieraj and Krämer's (2020) findings. This result is consistent with Cazan et al. (2016), who also found no significant gender differences in computer and internet anxiety among Romanian students. They attributed this trend to increased exposure to technology, equitable educational opportunities, and cultural shifts in gender roles, which have helped narrow the gap over time. The uniformity observed here may similarly reflect increased familiarity with technology among students across genders due to the pandemic-driven shift to online learning. Additionally, cultural norms in Japan may contribute to minimizing gender-based differences in reported anxiety levels, as both male and female students face similar academic pressures and expectations.

The comparison of anxiety levels based on year of study revealed no significant differences, contrasting with Kim (2009), who suggested that advanced learners tend to experience lower anxiety. This discrepancy might be attributed to the relatively intermediate proficiency levels of the participants in this study, who may not yet benefit from the confidence associated with higher language proficiency. Furthermore, the shared disruptions caused by the COVID-19 pandemic likely created a uniform anxiety-inducing environment, neutralizing differences between second- and third-year students.

These findings suggest that the mode of instruction—whether online or face-to-face—is not the sole determinant of foreign language anxiety. Individual factors, such as trait anxiety, self-confidence, and motivation, appear to play a more substantial role in shaping anxiety levels. Consistent with MacIntyre and Gardner's (1994) framework, addressing these individual factors through targeted interventions may be more effective than focusing solely on instructional delivery methods.

The meta-analysis by Li (2005), one of the earlier comprehensive studies in this area, provides valuable context. While its findings remain insightful, they should be interpreted with caution due to advancements in technology and changes in communication norms since its publication. Li's work highlights that gender differences in computer-mediated communication can vary significantly depending on cultural, technological, and contextual factors. While this study did not find significant gender-based differences, Li's findings suggest that future research could explore how digital communication platforms interact with gender and cultural norms in influencing anxiety.

Educators should take these insights into account when designing courses. Supporting students' digital competency and providing resources to manage anxiety—such as mindfulness practices or peer support systems—can help mitigate the impact of external stressors. Research has shown that mindfulness techniques, such as mindful breathing (Schmidt-Fajlik, 2020), can help students manage anxiety and improve focus. Moreover, strategies like confidence-building activities (Shelton-Strong & Mynard, 2021) and clear communication (Hativa, 2001; Benton & Li, 2021) may enhance students' learning experiences in both online and face-to-face environments.

Limitations

This study provides valuable insights, but its limitations should be acknowledged. The reliance on self-reported data, especially through Likert scales, introduces potential biases. Participants may interpret scale points differently, leading to inconsistencies in responses (Westland, 2022). Additionally, the discrete nature of Likert scales can result in information loss, as nuanced feelings might not be fully captured (Paap et al., 2024). Response biases, such as social desirability or acquiescence bias, can also affect the validity of self-reported data (Abad et al., 2019).

Although the anonymity of the survey reduces the likelihood of social desirability bias, cultural norms may still influence self-reported data. In Japan, internalized expectations for emotional restraint and a tendency toward modest self-assessment might lead to underreporting of anxiety (Heine et al., 1999; Markus & Kitayama, 1991). These cultural factors should be considered when interpreting the results, as they may contribute to differences in how anxiety is expressed and reported compared to other cultural contexts.

Future research should explore these dynamics through cross-cultural comparisons and alternative data collection methods, such as qualitative interviews, classroom observations, or physiological measures, to

provide a more holistic understanding. Classroom observations could be adapted for both face-to-face and online environments to capture behavioral indicators of anxiety. In face-to-face classes, this could include avoidance of participation, visible nervousness, or hesitation during oral presentations. In online settings, observations might focus on participation patterns, reluctance to use cameras or microphones, and delays in responding to prompts. Comparing these behaviors across instructional modes could provide deeper insights into how anxiety manifests in different learning contexts.

While physiological measures, such as tracking heart rate or breathing patterns, may provide additional insights into anxiety, their feasibility in a university teaching context is limited. When resources and ethical considerations allow, such measures could complement self-reported data to provide a more comprehensive understanding of anxiety. The study's focus on a single cultural context also limits the generalizability of the findings. Investigating the dual role of anxiety—as both a challenge and a motivator—and the impact of interventions aimed at managing foreign language anxiety across diverse English language learning contexts could further enhance understanding in this field.

Conclusion

This study examined anxiety levels related to learning English in online versus face-to-face classes among 105 Japanese university students from 2020 to 2023. Quantitative analysis of survey responses found no statistically significant differences in anxiety between the two formats. Comparisons based on gender and year of study also revealed no significant differences, indicating that foreign language anxiety persisted in both online and face-to-face English classes during this period.

These findings underscore that foreign language anxiety remains a significant issue, regardless of the mode of instruction, aligning with previous research. The consistency in anxiety levels across both environments highlights the importance of individual factors—such as trait anxiety, cultural influences, motivation, and self-confidence—in shaping students' experiences. Moreover, cultural norms in Japan, including emotional restraint and modest self-assessment, may further influence how anxiety is expressed and reported, emphasizing the need to consider broader contextual factors when interpreting results.

While anxiety is often perceived as a barrier to learning, it may also serve as a motivational force for some learners, particularly those with higher proficiency levels. This supports the notion that anxiety can have a facilitative effect, encouraging students to engage more actively with language tasks under certain circumstances. Educators should therefore address both the debilitating and potentially motivating aspects of anxiety when designing courses. Strategies such as mindfulness practices, confidence-building activities, and clear communication can enhance students' learning experiences across instructional modes.

This study provides valuable insights but is not without limitations. The reliance on self-reported data, particularly through Likert scales, introduces potential biases, including social desirability and response variability. Additionally, the study's focus on a single cultural context limits the generalizability of the findings to other educational settings or populations. Future research should explore the longitudinal effects of online and face-to-face learning on anxiety and examine the impact of targeted interventions aimed at reducing foreign language anxiety in diverse cultural and academic contexts. Moreover, investigating anxiety's dual role—as both a barrier and a potential motivator—could offer valuable strategies for leveraging its effects to support students' language learning in various environments.

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Biodata

Ronald Schmidt-Fajlik, originally from Canada, is currently an associate professor at Ibaraki University, Japan. With a career spanning more than three decades in English language education, he has acquired extensive experience across various educational contexts. He holds advanced degrees in English language teaching, including an M.Ed. and D.Ed. His academic pursuits encompass a wide range of topics within the field of language education. Prof. Schmidt-Fajlik has published numerous articles and contributed to textbooks, exploring diverse

aspects of language pedagogy. His current research focuses on the intersections of technology, cultural factors, and affective variables in language acquisition and instruction.

Appendix A

オンライン授業について

このアンケートは、英語のオンライン授業の中で皆さんが何を思いどう感じたかについて調査 し、次に対面形式の授業の場合と比較分析することを目的として実施されます。 またこの調 査結果は、英語の授業をより効果的なものにするために利用されます。 回答は任意です。 な お、調査結果は匿名であり、回答者の名前等の個人情報が公表されることは一切ありません。 個人情報の保護には厳重な配慮がされておりますのでどう. かご安心ください。 アンケートにお 答えいただきますと、 回答結果が調査に使用さることに同意したものとみなされます。 ご協 力をお願いいたします。

Table A1: オンライン授業の質問項目		
質問番号	質問項目	回答選択肢
1	性別	男性 / 女性 / その他
2	学年	1 / 2 / 3
3	オンラインの英語授業で話すとき、自信を持てたことがない。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
4	オンラインの英語授業で間違えることを気にしました。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
5	オンラインの英語授業で、自分が呼ばれると分かると不安で震えた。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
6	オンラインでレッスン中に先生が英語で何を言っているのか分からない時、怖いと感じた。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
7	オンラインの英語の授業をもっと受けるのは私にとって気が重いです。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない

8	オンラインの英語授業中はずっと、他の生徒の方が自分より英語が上手だと考えていた。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
9	オンラインの英会話授業で、事前準備なしで話さなければならないときはパニックになった。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
10	オンラインの英語授業では緊張のあまり知っているはずのことを忘れてしまうことがあった。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
11	オンラインの英語授業で率先して答えを発表するのが恥ずかしかった。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
12	オンラインの英語授業のためにいくら事前の準備をしても不安だった。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
13	オンラインの英語授業に参加したくないと思うことがよくあった。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
14	オンラインの授業中に英語を話す際、自信を持てませんでした。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
15	オンラインの英語授業中、自分が呼ばれそうだと思うと心臓がドキドキするのを感じた。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
16	オンラインの英語授業のためにきちんと準備をしなければならないというプレッシャーを感じました。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
17	オンライン授業では、自分より他の生徒達の英語の方が上手だといつも感じていた。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まったくあてはまらない
18	オンライン授業で英語を話すことにとても気後れした。	とてもあてはまる / あてはまる / どちらでもない / あてはまらない / まっ

			たくあてはまらない
19	オンラインの英語授業では、他の科目のオンライン授業よりも緊張を感じた。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
20	オンラインの英語授業で英語を話す時は緊張してしまい、混乱することがあった。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
21	オンラインの英語授業中、先生が言ったことを一語一句全て理解できないと不安に感じた。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
22	オンラインの英語授業で、英語を話すために覚えなければならない決まり事があまりにも多くに圧倒されてしまった。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
23	オンラインの英語授業では、自分が英語を話すと他の生徒から笑われるのが怖いと感じた。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
24	オンラインの英語授業で先生から事前に準備していなかった質問をされると緊張してしまった。		とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない

Appendix B

対面式の授業について

このアンケートは、英語の対面式授業の中で皆さんが何を思いどう感じたかについて調査し、次にオンライン形式の授業の場合と比較分析することを目的として実施されます。またこの調査結果は、英語の授業をより効果的なものにするために利用されます。回答は任意です。なお、調査結果は匿名であり、回答者の名前等の個人情報が公表されることは一切ありません。個人情報の保護には厳重な配慮がされておりますのでどうかご安心ください。アンケートにお答えいただきますと、回答結果が調査に使用されることに同意したものとみなされます。ご協 力をお願いいたします。

Table B1: 対面式授業の質問項目		
質問番号	質問項目	回答選択肢
1	性別	男性 ／ 女性 ／ その他
2	学年	1 ／ 2 ／ 3
3	対面式の英語授業で話すとき、自信を持てたことがない。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
4	対面式の英語授業で間違えることを気にしました。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
5	対面式の英語授業で、自分が呼ばれると分かると不安で震えた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
6	対面式授業でレッスン中に先生が英語で何を言っているのか分からない時、怖いと感じた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
7	対面式の英語の授業をもっと受けるのは私にとって気が重いです。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
8	対面式の英語授業中はずっと、他の生徒の方が自分より英語が上手だと考えていた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
9	対面式の英会話授業で、事前準備なしで話さなければならないときはパニックになった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
10	対面式の英語授業では緊張のあまり知っているはずのことを忘れてしまうことがあった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
11	対面式の英語授業で率先して答えを発表するのが恥ずかしかった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない

12	対面式の英語授業のためにいくら事前の準備をしても不安だった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
13	対面式の英語授業に参加したくないと思うことがよくあった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
14	対面式の授業中に英語を話す際、自信を持てませんでした。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
15	対面式の英語授業中、自分が呼ばれそうだと思うと心臓がドキドキするのを感じた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
16	対面式の英語授業のためにきちんと準備をしなければならないというプレッシャーを感じました。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
17	対面式授業では、自分より他の生徒達の英語の方が上手だといつも感じていた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
18	対面式授業で英語を話すことにとても気後れした。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
19	対面式の英語授業では、他の科目の対面式授業よりも緊張を感じた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
20	対面式の英語授業で英語を話す時は緊張してしまい、混乱することがあった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
21	対面式の英語授業中、先生が言ったことを一語一句全て理解できないと不安に感じた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
22	対面式の英語授業で、英語を話すために覚えなければならない決まり事があまりにも多くに圧倒されてしまった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まっ

		たくあてはまらない
23	対面式の英語授業では、自分が英語を話すと他の生徒から笑われるのが怖いと感じた。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない
24	対面式の英語授業で先生から事前に準備していなかった質問をされると緊張してしまった。	とてもあてはまる ／ あてはまる ／ どちらでもない ／ あてはまらない ／ まったくあてはまらない

Appendix C

Online classes questionnaire

This survey aims to investigate students' thoughts and feelings about online English classes, comparing them to face-to-face classes. The results will be used to improve English language education. Participation is voluntary, and responses are anonymous. By completing the survey, participants consent to their responses being used for research purposes.

Table C1: Survey Questions for Online Classes		
Question No.	Question	Response Options
1	Gender	Male / Female / Other
2	Grade	1 / 2 / 3
3	I never felt confident speaking during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
4	I was worried about making mistakes during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
5	I trembled with anxiety when I knew I would be called on during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
6	I felt scared when I couldn't understand what the teacher was saying in English during lessons.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
7	The thought of taking more online English classes felt overwhelming to me.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
8	During online English classes I constantly felt that other students were better at English than I was.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
9	I panicked when I had to speak during online classes without prior preparation.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
10	I sometimes forgot things I knew because I was too nervous during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
11	I felt embarrassed to voluntarily answer questions in online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
12	No matter how much I prepared in advance I felt anxious about online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
13	I often did not want to participate in online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
14	I lacked confidence when speaking English during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
15	My heart raced when I thought I was about to be called on during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
16	I felt pressured to properly prepare for online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree

17	I always felt that other students were better at English than I was during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
18	I felt very reluctant to speak English during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
19	I felt more nervous in online English classes than in other online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
20	I became confused because I was nervous when speaking English during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
21	I felt anxious if I couldn't understand every single word the teacher said during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
22	I felt overwhelmed by the number of rules I needed to remember to speak English during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
23	I was afraid of being laughed at by other students when speaking English during online classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
24	I became nervous when asked unexpected questions by the teacher during online English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree

Appendix D

Face-to-face classes questionnaire

This survey aims to investigate students' thoughts and feelings about face-to-face English classes, comparing them to online classes. The results will be used to improve English language education. Participation is voluntary, and responses are anonymous. By completing the survey, participants consent to their responses being used for research purposes.

Table D1: Survey Questions for Face-to-Face Classes		
Question No.	Question	Response Options
1	Gender	Male / Female / Other
2	Grade	1 / 2 / 3
3	I never felt confident speaking during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
4	I was worried about making mistakes during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
5	I trembled with anxiety when I knew I would be called on during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
6	I felt scared when I couldn't understand what the teacher was saying in English during face-to-face lessons.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
7	The thought of taking more face-to-face English classes felt overwhelming to me.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
8	During face-to-face English classes I constantly felt that other students were better at English than I was.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
9	I panicked when I had to speak during face-to-face classes without prior preparation.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
10	I sometimes forgot things I knew because I was too nervous during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
11	I felt embarrassed to voluntarily answer questions in face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
12	No matter how much I prepared in advance I felt anxious about face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
13	I often did not want to participate in face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
14	I lacked confidence when speaking English during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree

15	My heart raced when I thought I was about to be called on during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
16	I felt pressured to properly prepare for face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
17	I always felt that other students were better at English than I was during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
18	I felt very reluctant to speak English during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
19	I felt more nervous in face-to-face English classes than in other face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
20	I became confused because I was nervous when speaking English during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
21	I felt anxious if I couldn't understand every single word the teacher said during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
22	I felt overwhelmed by the number of rules I needed to remember to speak English during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
23	I was afraid of being laughed at by other students when speaking English during face-to-face classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree
24	I became nervous when asked unexpected questions by the teacher during face-to-face English classes.	Strongly agree / Agree / Neutral / Disagree / Strongly disagree

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