



FACULTAT
D'EDUCACIÓ, TRADUCCIÓ
I CIÈNCIES HUMANES

UVIC | UVIC-UCC

Scaffolded Feedback Through Computer-Based Tools

Aiming at Reducing Public Speaking Anxiety

Treball de Final de Màster Universitari en Formació del Professorat
d'Educació Secundària Obligatòria i Batxillerat, Formació Professional i
Ensenyaments d'Idiomes (especialitat llengua anglesa)

Author: Marc Brachs Ribé

Academic year: 2022-2023

Supervisor: Àngel Custodio Raluy Alonso

Vic, June 2023

Resum

El present estudi té la intenció de contribuir al desenvolupament d'eines per tal de reduir els nivells d'ansietat als adolescents a l'hora de parlar en públic. L'estudi es va portar a terme en dues classes de 1^{er} d'ESO a les quals se'ls va assignar una presentació oral individual. Una de les classes va actuar com a grup control i l'altra com a grup experimental. Al grup experimental, se li van assignar dues tasques que anaven acompanyades de *feedback* i s'havien de completar abans de la presentació. Per completar-les també era imprescindible l'ús d'eines informàtiques. La primera tasca va consistir en l'entrega d'un missatge de veu amb la presentació i la segona va consistir en l'entrega d'un vídeo on es veia l'alumne fent la presentació. Els alumnes van rebre *feedback* de les dues tasques a través d'un missatge de veu. Tenint en compte que el nivell d'anglès dels alumnes era baix, van rebre instruccions clares i universals per completar les tasques. Addicionalment, dues enquestes per mesurar el nivell d'ansietat van ser administrades als dos grups, una després d'informar-los que haurien de fer una presentació oral i l'altra un cop la presentació estava feta. Posteriorment, les enquestes van ser comparades i els resultats van mostrar que el grup experimental va reduir el nivell d'ansietat un 9,22% després de la presentació, mentre que el grup experimental tan sols un 2,24%.

Paraules clau: ansietat, parlar en públic, 1^{er} d'ESO, tecnologia, *feedback*.

Abstract

The present case study aims at contributing to the development of tools in order to reduce public speaking anxiety in teenage students. The study was implemented in two classes of 1st of ESO which were assigned the performance of an individual oral presentation. One of the classes acted as the control group and the other one as the experimental group. Two tasks from which they obtained scaffolded feedback before the performance and involved computer-based tools were assigned to the latter. The first task consisted in submitting a voice message including the presentation to be performed and the second one in submitting a video also including the presentation. The feedback provided was through a private voice message. Taking into account that their level of English was low, clear and universal instructions of the tasks were provided. In addition, two surveys measuring the public speaking anxiety were handed to both groups, the first one was administered after being informed about the oral presentation task and the second one after having performed it. Afterwards, the surveys were compared between groups and the

results showed that the experimental group reduced the level of anxiety by 9,22% after the oral presentation, whereas the control group only by 2,24%.

Keywords: anxiety, public speaking, 1st of ESO, technology, feedback.

TABLE OF CONTENTS

1- Introduction.....	6
2- Theoretical framework.....	7
2.1- Introduction to foreign language anxiety.....	7
2.2- The role of the affective filter in teenage students.....	9
2.3- Anxiety measurement tools.....	11
2.4- The role of technology to enhance language use/learning.....	12
2.5- Technology and speaking anxiety.....	14
2.6- Scaffolded feedback.....	15
3- Methodology.....	17
3.1- General methodology.....	17
3.2- Participants.....	17
3.3- Tools.....	18
3.4- Procedure.....	20
3.5- Analysis.....	21
4- Results.....	21
5-Discussion and limitations.....	26
5.1- Discussion.....	26
5.2- Limitations of the study.....	29
6- Conclusion.....	29
7- References.....	31
Appendix.....	36
1- TFM survey.....	36
2- Yaikhong and Usahas' (2012) Preliminary survey.....	37
3- Yaikhong and Usaha's (2012) final survey.....	38
4- First task instructions.....	38
5-Second task instructions.....	39

List of figures

Figure 1. Affective Filter diagram.....	10
Figure 2. Different types of scaffolding and possible tools.....	16
Figure 3. The results of both groups obtained in the first survey.....	23
Figure 4. The results of both groups obtained in the second survey.....	24
Figure 5. The results of both surveys of the control group.....	25
Figure 6. The results of both surveys of the experimental group.....	25

List of tables

Table 1. Research questions and objectives 7

Table 2. 1st D first survey grid with the number of answers, given value and results 22

Table 3. 1st E first survey grid with the number of answers, given value and results..... 22

Table 4. 1st D second survey grid with the number of answers, given value and results..... 23

Table 5. 1st E second survey grid with the number of answers, given value and results. 24

1- Introduction

Communicative approaches have been widely spread in secondary education schools requiring students to prepare and perform a considerable number of communicative tasks. Thus, oral presentations have become part of the student's daily routines with the purpose of practicing speaking, gaining confidence and getting their productive skills assessed. The fact of talking in front of the whole class may not be a big deal for some students but it can panic some others, some students can feel anxious for some different reasons such as lack of confidence or fear of looking like a fool when making mistakes. This anxiety increases significantly in most cases when the oral presentation must be delivered in an L2 which adds an extra layer of difficulty to the task. In addition, the fact of experiencing certain levels of anxiety can lead to slowing down the students' learning process and, in some cases, even block or make them grow a feeling of hatred towards the learning of an L2.

Numerous studies have been carried out to undergraduate or teenage students and have shown that this anxiety can be treated and reduced by completing some tasks before performing an oral presentation. However, these tasks or activities must be complemented with feedback in order to be effective. The fact that students are nowadays familiar with computer-based tools since they employ them on a daily basis in and out of the classroom sheds some light on the idea that these tasks together with the feedback could be created and submitted by using computer-based tools. Furthermore, as it can be seen in everyday secondary school classes, it seems that the use of technology keeps them engaged and motivated.

My interest in this topic is due to the lack of preparation that students receive before performing oral presentations other than some instructions and an example by the teacher. This study is not intended to blame the teachers or the curriculum because the lack of preparation might only be a matter of time but to try to find a tool to help those students who experience high levels of anxiety when there is the need of an oral presentation performance.

Teachers must always carry out research in their classrooms to the extent possible according to Burns (2010). For this reason, this case study was carried out during my last four weeks of placement in a public secondary school and the main objectives can be seen in the table below:

RESEARCH QUESTIONS	OBJECTIVES
<ol style="list-style-type: none"> 1. Do students feel anxious before performing oral presentations? 2. Can computer-based resources be applied together with scaffolded feedback easily in a 1st of ESO class? 3. Can pre-task activities with scaffolded feedback reduce the students' anxiety before doing oral presentations? 	<ol style="list-style-type: none"> 1. Explore the students' levels of anxiety before oral presentations by handing them a survey. 2. Explore dynamic computer-based resources and employ them for the two activities. 3. Examine the second survey, compare it with the control group and see if the activities have helped them to reduce the anxiety for future oral presentations.

Table 1. Research questions and objectives.

2- Theoretical framework

2.1- Introduction to foreign language anxiety

Foreign language anxiety is commonly found among students all over the world and according to Horwitz (2001) it refers to the feeling of nervousness, tension, unease and apprehension when learning a foreign language and it may arise when learning or practising the skills of reading and listening (MacIntyre and Gardner, 1994). Nonetheless, anxiety has a significant relationship with the skill of speaking, the skill in which anxiety tends to manifest itself in the strongest manner (Kamaruddin et al., 2020).

Psychologists employ the term specific anxiety reaction for differentiating those who feel anxiety in many different situations from those who show anxiety in a very specific situation. Hence, anxiety does not affect students equally. Horwitz et al. (1986) point out that many people admit to having a mental block against learning a foreign language. Although these same students may be bright in other subjects, do not lack motivation and are interested in the target language, they are unable to achieve the desired goal. Thus, they may have an anxiety reaction which holds them back from performing successfully in a foreign language class. Related to this latter idea, Deawele and MacIntyre (2014) sustain that foreign language anxiety has an impact

on language acquisition, retention and production, thus, the entire target language learning process may be negatively affected. Krashen (1985) also claims that anxiety contributes to an affective filter which makes the individual unreceptive to language input. Hence, the student is unable to decode the messages and the target language acquisition does not progress.

Researchers had already identified different types of anxiety associated with different academic subjects, but Horwitz et al. (1986) found a gap when it came to relating anxiety and the acquisition of a foreign language. So, they were able to classify foreign language anxiety as a conceptual distinct variable and its symptoms should become identifiable to those related to classroom language learning and teaching. Foreign language anxiety can also be classified as “social anxiety” (MacIntyre and Gardner 1989) which includes three dimensions: cognitive (decrease in cognitive processing ability), affective (apprehension, tension and uneasiness), and behavioural (inhibited actions and increase in sympathetic nervous system). Also, foreign language anxiety may also be classified as situational anxiety, since it is related to a specific situation (Gardner and MacIntyre, 1993 as cited in Paradowski, 2015).

Horwitz et al. (1986) divide the conceptual foundations of foreign language anxiety in three main groups: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation. Communicative apprehension is a type of shyness which appears in different types of interaction involving oral communication such as public speaking, speaking in more reduced groups or even communicating with people in general. Communication apprehension plays a large role in foreign language anxiety since people who typically have difficulties to communicate with other people will probably get even more anxious when having to communicate in a target language. Communication apprehension may affect distinctively depending on the personal knowledge of every individual. Some people who are very talkative in their L1 can be somewhat shy in the target language due to the lack of knowledge and the fear of not being understood. On the other hand, people who are shy in their L1 can be very talkative in the target language because they feel they are hiding behind a different code, like actors hide behind a character.

Test-anxiety is related to the fear of failure. Aydin (2008) defined test anxiety as “an apprehension towards academic evaluation and is described as fear of failing in a test and an unpleasant experience held either consciously or unconsciously by the learners in various situations” (p.423). Although the brightest students make errors when communicating in a target language, for some students, the feeling of not having lived up to expectations or anything less than a perfect performance in oral tests can be considered as failure (Gordon and Sarason, 1980 as cited in Horwitz et al.,1986). In the same regard, when students fail to achieve their goals,

they construct negative thoughts about their language abilities (Tallon, 2008 as cited in Bouaziz and Ghouli, 2022).

Fear of negative evaluation refers to the apprehension about others' evaluations and the fear of being evaluated negatively. Although it may be related to test-anxiety, negative evaluation comprises a wider scope since it is not only limited to test-taking situations but also to social situations or classroom situations. Some students fear of being negatively evaluated by others by not making a social impression (Aydin, 2008) and some can be quite sensitive to their teacher's or other students' evaluations whether they are real or imagined (Watson and Friend, 1969). Young (1991) also reported that some students are reluctant to participate in classroom activities for the fear of making verbal mistakes.

The effects of foreign language anxiety are essentially the same as for any specific anxiety. Students experience worry, apprehension or even dread. They may experience palpitations, sweat, become forgetful and have difficulty in concentrating, trembling or headaches (Horwitz and Young, 1991). They also postpone homework and avoid going to class. They may feel comfortable repeating drills but tend to freeze in role-play situations. Boyce et al. (2007) also claims that when talking in front of the whole class some students can also experience nausea, weak knees and dry mouth and Ortega (2009) also suggests that apart from freezing up, students may get very confused even though they have studied hard. Kleinmann (1977) back in the 70's already had stated that students with high levels of debilitating anxiety employed different types of grammatical structures that made them less anxious, and Horwitz and Steinberg (1986) found that more anxious students attempted fewer concrete messages than those who were more relaxed. So, more anxious students try to avoid difficult or personal messages in the target language.

2.2- The role of the affective filter in teenage students

A filter can be something which blocks material or strains it before reaching a container with the result that part of the material never reaches its final destination (Iris-Wilbanks, 2013). In terms of language acquisition, the container would be the language learners, the filter would be different variables and the material the comprehensible input. Therefore, the filter is crucial to determine the amount of comprehensible input that reaches the learner. Some students are open to the input and some are not (Krashen, 2003).

The affective filter hypothesis was firstly proposed by Durlay and Burt in 1977 (as cited in Chen, 2020) but truly explored and developed by Krashen (1982) with the theory of comprehensible input, in which he states that no matter how much input is provided to a language learner, the affective filters will stand in the way of effective acquisition. This explains why it is possible to receive a great deal of comprehensible input and still never reach a native speaker level.

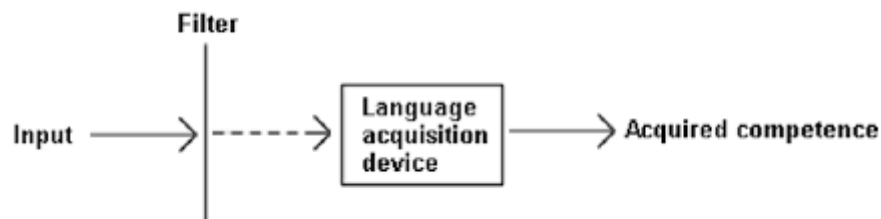


Figure 1. Affective Filter diagram (Krashen, 1982)

According to Krashen (1982), depending on how high or how low the affective filter is, it will determine its strength in blocking certain input and it will also determine the level of accomplishment in language acquisition. In other words, what Krashen (1982) means is that if someone's filter is too thick, the comprehensible input will have more difficulties in reaching the devices of language acquisition, whereas the filter is thin, the acquisition is more likely.

Krashen (1982) also states that there are three main factors that determine the strength of the filter. These three main factors include self-confidence, motivation and anxiety. So, if a student is highly motivated and confident and has low anxiety will mean that his affective filter is low and will be more likely to perform better in class and increase the potential for language learning. On the contrary, students with high levels of anxiety, and lack of self-confidence and motivation will be more prone to perform worse in class and the potential for language acquisition will decrease.

Krashen (1982) suggested that discussing about a comprehensible and interesting topic would reduce the pressure associated with a language class, at the same time, it would lower the anxiety and acquisition would result. In order to implement these ideas, three different approaches were suggested.

- 1.) The Natural Approach: This approach consists of enabling the students to talk about ideas, solve problems and perform tasks in a relaxed way. The teacher would avoid bombarding them with input and the topics would be interesting and within the students' scope.
- 2.) Total Physical Response: The main aim of this approach is to lower the students' speaking anxiety and also enable the students to become familiar with the listening. In order to lower the anxiety, the students do not need to speak in the target language until they decide they are ready.
- 3.) Suggestopedia: The main characteristic of this approach is that the teacher would employ innovative techniques to lower the anxiety of the students and build confidence. Before starting the lessons, the students would listen to classical music and relax in comfortable chairs, once the students are relaxed, the lesson starts.

2.3- Anxiety measurement tools

Anxiety is then one of the factors that act as affective filters preventing students from improving and acquiring the target language appropriately. Horwitz et al. (1986) developed a scale in order to measure foreign language anxiety. Namely, Foreign Language Classroom Anxiety Scale (FLCAS). The scale has demonstrated high reliability achieving an alpha coefficient of .93 and includes the following four domains: test anxiety, communication apprehension, fear of negative evaluation and anxiety of foreign language class. The scale consists of 33 items presented as a five-point Likert scale questionnaire and the possible answers go from strongly agree to strongly disagree.

More recently, Yaikhong and Usaha (2012) developed the Public Speaking Anxiety Scale (PSCAS) with the purpose of measuring public speaking anxiety in the EFL classes. The items included in this scale were taken from previous scales: Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986); Personal Report of Communication Apprehension (PRCA-24) and Personal Report of Public Speaking Anxiety (PRPSA-34) developed by McCroskey (1970); and Speaker Anxiety Scale (SA) developed by Clevenger and Halvorson (1992). Until then, the most frequently used scale had been the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) employed to determine overall foreign language anxiety in the classroom. Nonetheless, the Personal Report of Communication Apprehension (PRCA-24), developed by McCroskey (1970), had been the most employed scale to measure public speaking anxiety since

it measures anxiety in different dimensions, such as talking in small groups, talking in dyads, talking in meetings or classes and public speaking. Yaikhong and Usaha (2012) developed a preliminary PSCAS which yielded an alpha coefficient of .84 and was factor-analysed in order to reduce commonalities among items. Subsequently, a final version was developed. The factor analysis revealed that the PSCAS included the components of fear of negative evaluation, comfort in using English in a public speaking class, communication apprehension and test anxiety.

The Horwitz' (1986) FLCAS scale was also adapted by other researchers such as Öztürk and Gürbüz (2021) by selecting the items which were more relevant to speaking skills aiming at measuring the speaking anxiety. This new scale was named foreign language speaking anxiety scale (FLSAS) and the number of items was reduced to 18. In their study, FLSAS was administered as a pre-test and post-test after having carried out mini-speeches together with scaffolded feedback sessions with the participants. FLSAS has also been reported to be a reliable tool achieving an alpha coefficient of .91 and employed in other studies for measuring EFL's students speaking anxiety (Babakhouya, 2019; Toubot, et. al. 2018; Çağatay, 2015).

2.4- The role of technology to enhance language use/learning

Dockstader (1999) claimed that technology supported classroom teaching by enabling the students to complete assignments on the computer rather than the traditional pen and paper and defined technology integration as the use of technology with the purpose of improving the educational environment. Later, Gilakjani (2017) stated that technology integration could be defined in terms of how teachers employ technology to re-shape everyday activities and this usage helps them perform these activities more efficiently.

Traditionally, teachers stood in front of the classroom giving explanations and instructions with the help of a blackboard, but this method is no longer valid. Bennet et al. in 2000 (as cited in Barzani et al., 2021) already foresaw that the use of technology would lead to the improvement of teaching and learning in the classrooms, and it would help teachers narrow down the needs of their students. In addition, Bransford et al. (2000) stated that the implementation of technology does not come automatically, it depends on how teachers employ it in their lessons. In other words, teachers should explore the advantages of technology and adapt them to their lessons accordingly. Costley (2014) asserted that technology was a great tool

for learners and that it was a significant part of their learning process and that teachers should do their part to get it supported by the curriculum so that students could make the most of technology in their language lessons. In the same vein, Raihan and Lock (2012) stated that teachers should find methods to implement technology in their lessons as a useful learning instrument even though their students were not computer experts. From a pedagogical point of view, Jin and Divitini (2020) suggested that when designing and implementing activities involving technology, educators should consider measuring student's attitudes towards technology and adapt the strategies in order to match students' needs and strengths. Thus, teachers should make learning meaningful and explain the practical values of an activity so the students understand that apart from the content of the subject, they also improve their technological skills which will be very useful for them in the future.

Regarding production, J. Blake (2017) stated that technology equips educators with a wide array of options and tools that can be used to stimulate the target language. Apart from that, teachers must adapt the tasks and tools to each group of students they are teaching and at the same time, new tools are being designed and invented all the time. This fact pushes the educators to keep up with the new changes and continued training in the use of new instruments to promote target language production is required. According to Morris and Blake (2022), recent innovations in computer-mediated communication provide learners with great innovative tools which enables them to practise the target language in a more engaging and productive way than traditional face-to-face methods. These tools can be especially useful to foster oral communication since the computer-mediated communication can connect two or more interlocutors in a synchronous or asynchronous mode. In other words, the exchange can take place in real-time or in deferred time and in both cases can include text, audio and video at the same time.

Hence, asynchronous communication is a particularly attractive tool for fostering oral production since the learner is enabled to record as many times as wished, delete the recording, rehearse and re-record again until the best performance is obtained. At the same time, the educator may provide feedback with another recording. This versatile method increases engagement regarding both oral production and listening comprehension and reduces student's pressure since they can practise without the need of spontaneous conversations and immediate responses.

2.5- Technology and speaking anxiety

Several dissertations have already been conducted regarding the use of technology and its benefits in lowering foreign language speaking anxiety. Although most of the participants of these studies are undergraduates, we can get a hint of the potential of technology and its role in helping teenage students overcome foreign language speaking anxiety.

Sari Maylisa (2016) explored in her thesis how reflective videos could reduce foreign speaking anxiety to a group of undergraduates who were attending a speaking course. These students had to record themselves three times while rehearsing an oral presentation. Afterwards, they had to analyse their videos by using a self-assessment form in which they sustained that reflective practice had helped them reduce foreign speaking anxiety for the following reasons: they were able to spot their weaknesses and strengths, they were able to conduct problem solving and they were able to increase confidence. To sum up, the perception of their self-confidence increased while their anxiety decreased.

Amalia and Olivia (2017) claimed that instructors play a major role in reducing speaking anxiety to the students and they should be able to identify those students with a higher level of anxiety and create less stressful learning environments in order to reduce the students' anxiety. At the same time, teachers need to find fun activities to engage the students and self-reflective videos are appropriate to minimise speaking anxiety and help prepare speeches in front of an audience. Furthermore, they include that self-reflective video assessment should be done in pairs since this fact requires collaborative learning and trains students to do self-assessment and peer-assessment.

Bouaziz and Ghouli (2022) investigated the use of mobile self-recording to reduce and debilitate speaking anxiety. The experiment was carried out with two groups of first-year university students of English in Algeria. The students of the experimental group recorded various activities before each oral presentation and the speaking anxiety was measured by employing the public speaking classroom anxiety scale (PSCAS) as a pre-test and post-test. The results showed a significant difference between the post-test of both groups and also a significant difference between the pre-test and post-test of the experimental group. Hence, mobile recordings proved to be an effective tool in reducing speaking anxiety among participants of the experimental group. In addition, Bouaziz and Ghouli (2022) go one step further and highly encourage teachers to implement mobile recordings, whether audio or visual to help prepare oral presentations since apart from reducing speaking anxiety these techniques proved to improve English proficiency.

Cárdenas et al (2022) studied the impact of video recording in EFL oral production tasks with college students with an A1-A2 level of English. The results of the study determine that video recording helps them to improve in different ways. For example, students seem to be more engaged since they practise real situations without being observed. This fact reduces their anxiety of making mistakes and keeps them motivated on producing English outside of the classroom. In addition, they state that video recording is essential in large classes since most students do not have the chance to practise in the class and it is a great opportunity to speak and then receive feedback from the instructor.

2.6- Scaffolded feedback

The concept of scaffolding is based upon the developmental theories of Vygotsky (1978) and according to Verenikina (2003), it is a metaphor to describe the role of a more knowledgeable or experienced peer in guiding, learning and developmental processes. Jacobs (2001) also states that it is a term which describes the means of supplying learners with the tools that they need so as to advance in their learning, not only through teachers but also through peers.

First and foremost, in order to understand Vygotsky's theories on cognitive development, it is important to understand the two main principles of his work: the more knowledgeable other (MKO) and the zone of proximal development (ZPD). The former stands for an individual such as a teacher, parent, or anybody who has a better understanding or a higher ability level than the learner with respect to a particular task, process, or concept. The latter refers to the distance between the "actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The MKO and ZPD are the concepts which form the basis of this theory upon which Vygotsky relied and he believed that when a learner is at the ZPD for a concept or a task, if he receives appropriate scaffolding, he will achieve the task.

In other words, Lipscomb et al. (2010) asserted that when scaffolding, the task of the instructor consists in helping the student to master a task or a concept that the student is initially unable to achieve. The instructor assists with only those skills that are beyond the learner's capability. It is also important that the student completes on his own as much of the task as possible and the teacher only acts with tasks that are beyond his/her current capabilities. As Lipscomb et al. (2010) claimed, many facilitative tools can be employed in scaffolding processes, such as questioning, coaching, giving tips, activation of background knowledge, offering

explanations, asking or implying. Afterwards, when the student successfully completes the task, the teacher removes the scaffolding and the student is enabled to work independently.

According to Hogan and Pressley (1997), in order to be successful when scaffolding, teachers need to make students feel at ease and create a convivial atmosphere. These facts will lower the students' defences making them take more intellectual risks. The creation of a supportive atmosphere, as Tsiplakides and Keramida (2009) claimed, together with the use of praise and indirect rather than direct feedback, helps to reduce learners' speaking anxiety. In this regard, Ölmezer-Öztürk and Öztürk (2021) conducted a study with a time span of 14 weeks in which the students had to produce mini-speeches and presentations. Thereafter, scaffolded feedback sessions were provided. This strategy of mini-speeches and scaffolded feedback sessions combined reduced the participants' speaking anxiety level by a 30% in one semester. This process not only helped students to gain more confidence but also implied more participation in the classroom and enabled them to learn from their mistakes.

Scaffolding requires one-to-one communication when needed and it was only used in face-to face education. Nowadays, scaffolded feedback can be provided through networked learning environments which provide the appropriate infrastructure. Ozan and Kesim (2013) asserted that mobile technologies provide an opportunity to provide just-in-case, just-in-time, just-enough, just-for-me help. In other words, scaffolded feedback can be provided without the need of face-to-face communication as can be seen in figure 2.

Table 15.1 Scaffolding Strategies in Mobile Connectivist Learning Environment

Type of scaffolding	Strategy	Scaffolding providers and tools that can be used by provider		
		Instructor	Peer	Materials
Instructional scaffolding (Aim: To help students to learn in a network)	Just-in-time review & sharing	Bookmarking and social tagging apps, office and note-taking apps	Bookmarking and social-tagging apps, office and note-taking apps	—
	Brief information sharing	Blog apps, micro-blog apps	Blog apps, micro-blog apps	Glossary, how-tos, and FAQs
	Multisensory learning	Podcasts (instructor generated)	Podcasts (student generated)	—
		Photo blog apps, iBooks, video-blog apps, voice-blog apps	Photo-blog apps, iBooks, video-blog apps, voice-blog apps	Mobile course contents
	Aggregating information	Bookmarking apps	Bookmarking apps	—
	Improving access to resources	RSS	—	RSS
	Idea formation and sharing	M-forum, idea-mapping apps	M-forum, group-games apps, idea-mapping apps, office and note-taking apps	—
	Encouraging individual thought and reflective activities	Blog apps	—	—
	Collaborative writing	Wiki apps	Wiki apps	—
	Showing cases	Vodcasting (instructor-generated)	Vodcasting (student-generated)	Vodcasting
Social scaffolding (Aim: To help students to promote human relationships and work together)	Visualization of thinking process	Idea-mapping apps	Idea-mapping apps	—
	Students' participation	Collaboration apps	Collaboration apps	—
	Connection-making	Social-media and networking apps	Social-media and networking apps	—
	Peer evaluation	—	Portfolio apps, rubrics	—
	Guide and help others	Social-media apps, screencasting apps	Social-media apps, screencasting apps	—
	Cooperate with others	—	Office and note-taking apps	—
	Negotiate with others, to invite students to contribute clues	Social-media apps	Social-media apps	—
	Fostering sense of presence	Friend-network apps	Friend-network apps	—
	Supporting community building	Community-networks apps, SMS	Community-networks apps, SMS	—
	Enhancing collaboration	Social-networking apps, bookmarking and social-tagging apps, collaboration apps	Social-networking apps, bookmarking and social-tagging apps, collaboration apps	—
Managerial scaffolding (Aim: To help student to manage his/her own learning in connected environment)	Planning/organization	To-do-list apps	—	Syllabus, calendars and reminders
	Monitoring him/herself	—	—	Checklist, rubrics
Technical scaffolding (Aim: To ensure student's comfort and ease in using the system)	Self-evaluation	—	—	Quizzes
	Brief information sharing	Blog apps, e-mail, m-chat	Blog apps, e-mail, m-chat	How-tos and FAQs
	Providing showcases	Video-blog apps, vroadcasting	Video-blog apps, vroadcasting	Vodcasting
	Encouraging asking questions and helping each other	Social-media apps	Social-media apps	Forum

Figure 2. Different types of scaffolding and possible tools (Ozan and Kesim, 2010)

3- Methodology

3.1- General methodology

This case study is based upon a quantitative approach. A survey was handed twice to 2 groups of 1st of ESO. The first time was handed after having been notified they had to perform an oral presentation and one month later, it was handed for the second time after having performed it. The provided survey is an adaptation of Yaikhong and Usaha's (2012) PSCAS which was created to measure public speaking anxiety in EFL classrooms. Once the results of the 4 surveys were obtained, they were analysed and compared.

Although qualitative data was collected during this case study, it was not taken into consideration in the final results. The experimental group's oral performances were of a higher quality than those of the control group, presumably due to the provided feedback. However, the data analysed was merely the results from the surveys since this case study was devoted to analysing the level of anxiety and not the proficiency results after having provided feedback.

3.2- Participants

The data was collected in Miquel Martí i Pol high school which is in the town of Roda de Ter. The town has a population of 6.700 inhabitants and an extension of 2.18 km². It is located in the county of Osona and 5 km to the north-east from its main city which is Vic.

Miquel Martí i Pol is a public school and dependent on the *Departament d'Ensenyament de la Generalitat de Catalunya*. The high school hosts 54 teachers and 485 students (from 12 to 18 years old). 74% of the students come from Roda de Ter while the remaining 26 % come from the surrounding villages. Most of them are from middle-class families, but in recent years there has been a sharp increase in students with socio-economical needs, reaching the 25%. The immigration rate has also increased; currently, 15% of the students are from different origins.

The participants of this case study were two groups of 1st of ESO and all the students were between 12 and 13 years old. According to the CEFR (Common European Framework of Reference for Languages) standard, A2 was the level of English provided in these two groups of 1st of ESO.

The control group was the class of 1st D, which included 23 students, 11 boys and 12 girls. Although some of them had parents with different backgrounds, 21 out of 23 were born in Catalonia and communicated perfectly in Catalan. The remaining 2 had different origins: one was

a Ukrainian war refugee who was excluded from this case study because when the first survey was handed, she was in Ukraine. Also, because she had a good level of English and during most of the English lessons, she was in *aula d'acollida* with the purpose of learning Catalan. The other student was born in Africa and his level of English was higher than the rest of the class. Although he struggled to communicate in Catalan, he could perfectly follow all the classes and he did no longer attend *aula d'acollida*. Other than this student with a high level of English, the level of the rest of the class was balanced.

The experimental group was the class of 1st E, which included 25 students, 12 boys and 13 girls. Despite having parents from different origins, 24 out of 25 were born in Catalonia and communicated perfectly in Catalan. The remaining student was born in South America and was excluded from this case study since he skipped most of the English lessons to attend *aula d'acollida* with the purpose of learning Catalan. The participants of this class had a wider range of English language levels. 3 of the students had serious difficulties to follow the class, whereas 3 other students had a higher-than-average level of English and 1 more who had lived 2 years in the UK and 2 in the United States whose level was close to native regarding the speaking skill.

3.3- Tools

For this case study, different instruments were used to gather data and all of them were computer based. The students of the experimental group had to carry out two speaking tasks in which they had to use the computer and both groups had to complete twice a survey which had a digital format. The fact that all Miquel Martí I Pol's students own a laptop or have access to one enabled the possibility of retrieving digitally all the required data.

Google and its extensions were the most used tools in this case study. Google Classroom was the basis and the most employed tool for gathering data from the experimental group. Google Classroom is a free platform developed by Google and it can be used by educational institutions or privately. This platform aims at simplifying creation, distribution and assessment of assignments and its main purpose is to facilitate the sharing of documents between students and teachers. All Miquel Martí I Pol's students of 1st of ESO are acquainted with Google Classroom since they use it on a daily basis and as a trainee teacher, I was given access to the 2 groups' Google Classroom profiles in which I was able to upload the instructions of the tasks and the surveys.

The instructions for the oral presentation were created in a Google Doc and posteriorly uploaded on Google Classroom. Google Docs is a free online word processor which enables users to create documents and work collaboratively with other people. The instructions consisted of the explanation of the structure and an oral presentation example in text format.

Google Forms is a free survey administration software and it enables the creation of surveys in multiple formats. After the survey is administered and filled, the results are kept digitally and can be seen individually or as an overall summary. Also, the fact that graphics are automatically created makes this tool substantially time-saving. The adapted survey (*See Appendix 1*) employed in this case study was a mixture of Yaikhong and Usaha's (2012) surveys, the preliminary (*See Appendix 2*) and the final survey (*See Appendix 3*) which were created to measure speaking anxiety in EFL classrooms. Yaikhong and Usaha's (2012) preliminary survey includes 25 items and the final one 17. In both surveys, the participants must state their level of agreement through a 5-point Likert scale, from 5 ("strongly agree") to 1 ("strongly disagree"). The number of selected items for this case study's survey was reduced to 9 following the participants' tutor criteria since it was considered that Yaikhong and Usaha's (2012) items were excessively repetitive and somewhat complex for 12/13-year-old students. In addition, some items that include the adapted survey were created together with the placements' tutor since we considered them appropriate for students of 1st of ESO. In order to avoid misinterpretations, the survey was also translated into Catalan. The survey was uploaded on Google Classroom from where all the participants were able to anonymously fill it.

The first task of the experimental group consisted in sending an audio file. The instructions of the task (*See Appendix 4*) were uploaded on Google Classroom and Vocaroo was the chosen application to send the file. This application is a free online instrument that does not need registration and allows users to record, send and download messages. Once the message has been recorded, a link is created and it can be copied and pasted.

The second task of the experimental group consisted in uploading a video. The detailed instructions of the task (*See Appendix 5*) were provided on Google Classroom and the chosen website to record the video was Flipgrid. This website is also free and enables instructors to create "grids" to facilitate video discussions. The instructor can create a topic on which students can upload videos that appear in a tiled grid display and Flipgrid allows the invited members in the topic to see all the uploaded videos.

Finally, the chosen tool for providing feedback to the students was Beep. This application is a free Chrome Extension that allows instructors to leave audio comments within Google Classroom, Google Docs, and Gmail.

3.4- Procedure

Miquel Martí i Pol's 1st of ESO students were dealing with "Daily routines" and "likes and dislikes" when this case study was carried out. So, it was decided that the oral presentation should include these topics to consolidate them. Both groups, the control and the experimental, were informed that they had to perform an oral presentation in 3 weeks' time.

The control group was provided with the instructions of the oral presentation and all questions that arose were responded. Afterwards, the participants filled the survey. Three weeks later, they performed the oral presentation and the survey was administered again to see if the mere fact of performing an oral presentation had helped the participants gain confidence and reduce speaking anxiety.

On the other hand, the experimental group not only was provided with the instructions of the oral presentation but also with the instructions of two more tasks which were posted on Google Classroom.

The first task, which had to be completed in one week, consisted in writing the oral presentation, memorising it, recording it and posting it as an audio file. These files were private, I was the only one who could listen to them. So, it was the feedback. For each file, I sent back a private audio message praising the participants but also letting them know the mistakes that needed to be corrected for the following task.

The second task, which had to be completed in two weeks' time, consisted of a video in which the participants had to record themselves performing an improved version of the oral presentation and upload the video on Flipgrid. It was expected that the participants had corrected previous mistakes following the given feedback. 16 out of 25 participants were reluctant to upload it on Flipgrid since they did not want their videos to be watched by the rest of the participants. In order to lower their affective filter, I let them choose whether they preferred to post it on Flipgrid or as private video on the Google Classroom's task. For each video, I also sent an audio message praising them but also correcting their mistakes. In the third week, they performed the oral presentation in front of the class and afterwards the survey was

administered to see if these tasks provided with scaffolded feedback had helped them gain confidence and reduce anxiety.

Once the data of both groups was obtained, it was compared and analysed. The results of the first surveys were compared with the results of the second surveys. Also, first surveys' results of both groups were compared and second surveys' results of both groups were also compared.

3.5- Analysys

The survey included 9 items with 5 possible answers each presented in a 5-point Likert scale. The items with negative statements and item 4 were counted as follows: *molt d'acord*; 1 point, *d'acord*; 2 points, *neutral*; 3 points, *no d'acord*; 4 points; and *gens d'acord*; 5 points. The items with a positive statement, except for item 4, were counted the other way around: *molt d'acord*; 5 point2, *d'acord*; 4 points, *neutral*; 3 points, *no d'acord*; 2 points; and *gens d'acord*; 1 point. Since the survey had 9 items, it had a minimum punctuation of 9 points and a maximum punctuation of 45 points. The higher the final result, the higher the level of anxiety was experienced by the participants. The differences between the results were also compared using percentage.

4- Results

The control group (1st D) obtained a score of 27,14 in the first survey as can be seen in figure 3. Taking into account that the maximum result could have been 45 and the minimum 9, 27 is the number which stays right in the middle. Thus, the level of speaking anxiety of the group was medium, just 0,38% higher than the midpoint. The item that concerned them the most was number 2, which included the statement *m'angoixo molt quan haig de parlar sense portar-ho preparat*, with a score of 3,5 out of 5. On the other hand, the item that concerned them the least was number 3, which included the statement *no em fa vergonya participar a l'hora de respondre preguntes en anglès*, with a score of 2,4 out of 5.

SURVEY 1D1 / 22 RESPONDENTS											
Questions	Answers					Punctuation					Result
1 <	1	4	5	9	3	1	8	15	36	15	3,40
2 >	2	7	13	-	-	10	28	39	-	-	3,50
3 <	6	7	4	4	1	16	14	12	16	5	2,40
4 <	-	5	12	4	1	-	10	36	16	5	3,04
5 <	1	6	9	5	1	1	12	27	20	5	2,95
6 >	2	3	10	6	1	10	12	30	12	1	2,95
7 >	3	5	9	5	-	15	20	27	10	-	3,27
8 >	3	3	9	5	2	15	12	27	10	2	3
9 >	3	2	6	6	5	15	8	18	12	5	2,63
FINAL RESULT											27,14

Table 2. 1st D first survey grid with the number of answers, given value and results

The experimental group (1st E) obtained a score of 29,72 in the first survey as can be seen in figure 4. The item that concerned them the most was also number 2, which included the statement *m'angoixo molt quan haig de parlar sense portar-ho preparat*, with a score of 3,87 out of 5. The item that concerned them the least was number 3, which included the statement *no em fa vergonya participar a l'hora de respondre preguntes en anglès*, with a score of 2,70 out of 5.

SURVEY 1E1 / 24 RESPONDENTS											
Questions	Answers					Punctuation					Result
1 <	1	5	3	4	11	1	10	9	16	55	3,79
2 >	12	4	3	3	2	60	16	9	6	2	3,87
3 <	6	3	10	2	3	6	6	30	18	15	2,70
4 <	2	5	11	3	3	2	10	33	12	15	3
5 <	3	4	4	9	4	3	8	12	36	20	3,29
6 >	3	5	8	6	2	15	20	24	12	2	3,04
7 >	3	9	7	4	1	15	36	21	8	1	3,37
8 >	8	8	3	2	3	40	32	9	4	3	3,66
9 >	5	5	4	5	5	25	20	12	10	5	3
FINAL RESULT											29,72

Table 3. 1st E first survey grid with the number of answers, given value and results.

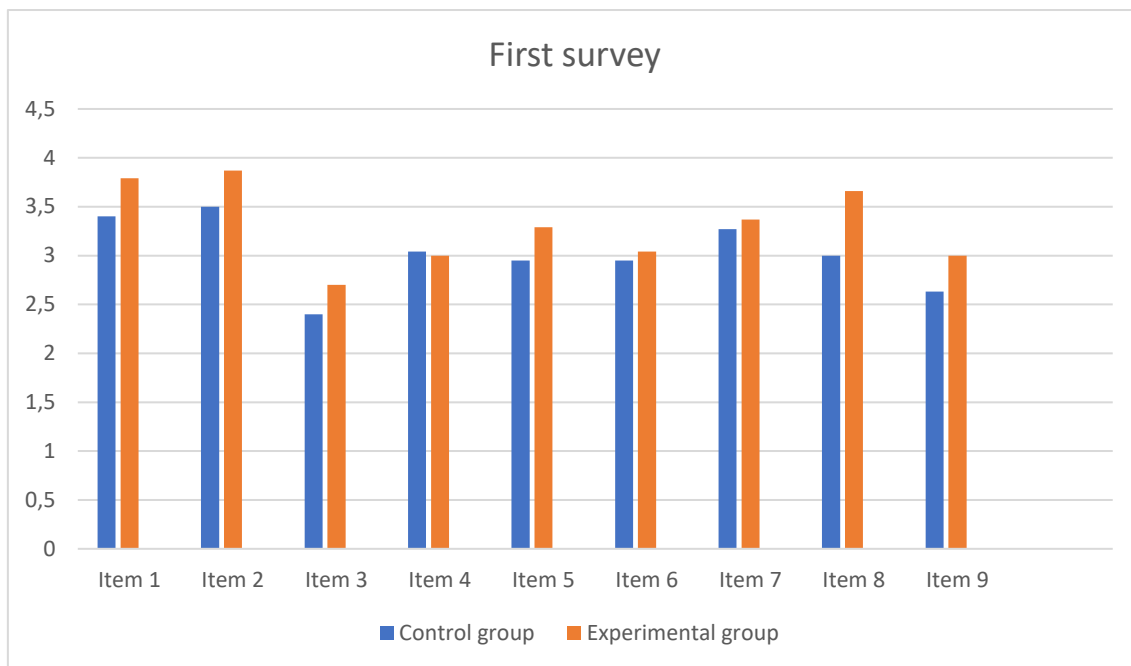


Figure 3. The results of both groups obtained in the first survey.

The second survey administered to the control group obtained a score of 26,33 as can be seen in figure 6. The items that concerned them the most were number 1 and 2 which both obtained the score of 3,18 out of 5. The statements included in these items were *no em preocupat fer faltes quan parlo* and *m'angoixo molt quan haig de parlar sense portar-ho preparat*. The item which concerned them the least was number 3 with a score of 2,45 out of 5 and the statement included in this item was *no em fa vergonya participar a l'hora de respondre preguntes en anglès*.

SURVEY 1D2 / 22 RESPONDENTS												
Questions	Answers						Punctuation					Result
1 <	-	5	8	9	-	-	10	24	36	-	3,18	
2 >	4	7	4	3	4	20	28	12	6	4	3,18	
3 <	5	5	9	3	-	5	10	27	12	-	2,45	
4 <	2	2	14	4	-	2	4	42	16	-	2,90	
5 <	2	5	6	6	3	2	10	18	24	15	3,13	
6 >	1	5	8	4	4	5	20	24	8	4	2,77	
7 >	3	2	12	4	1	15	8	36	8	1	3,09	
8 >	3	6	5	6	2	15	24	15	12	2	3,09	
9 >	2	3	4	9	4	10	12	12	18	4	2,54	
FINAL RESULT											26,33	

Table 4. 1st D second survey grid with the number of answers, given value and results.

The second survey administered to the experimental group obtained a score of 26,39 as can be seen in figure 7. The item which concerned them the most was number 2 with a score of 3,5 out of 5. The statement included in this item was *m'angoixo molt quan haig de parlar sense portar-ho preparat*. The item that concerned them the least was number 3, which included the statement *no em fa vergonya participar a l'hora de respondre preguntes en anglès* and obtained a score of 2,29 out of 5.

SURVEY 1E2 / 24 RESPONDENTS											
Questions	Answers					Punctuation					Result
1 <	3	4	5	8	4	3	8	15	32	20	3,25
2 >	6	6	8	2	2	30	24	24	4	2	3,5
3 <	8	6	6	3	1	8	12	18	12	5	2,29
4 <	3	4	13	1	3	3	8	39	4	15	2,87
5 <	6	7	4	5	2	6	14	12	20	10	2,58
6 >	2	7	7	4	4	10	28	21	8	4	2,95
7 >	4	3	8	5	4	20	12	24	10	4	2,91
8 >	7	6	5	4	2	35	24	15	8	2	3,5
9 >	4	3	3	6	8	20	12	9	12	8	2,54
FINAL RESULT											26,39

Table 5. 1st E second survey grid with the number of answers, given value and results.

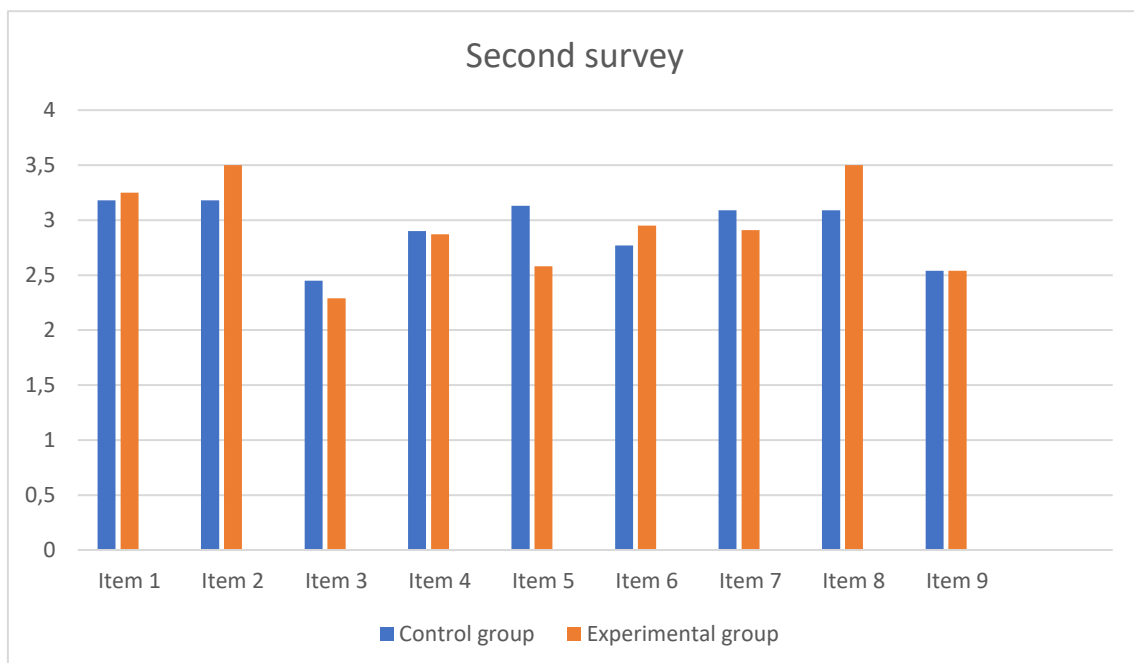


Figure 4. The results of both groups obtained in the second survey.

In the figures 9 and 10 the differences between the first and second survey of the experimental and control group can be seen.

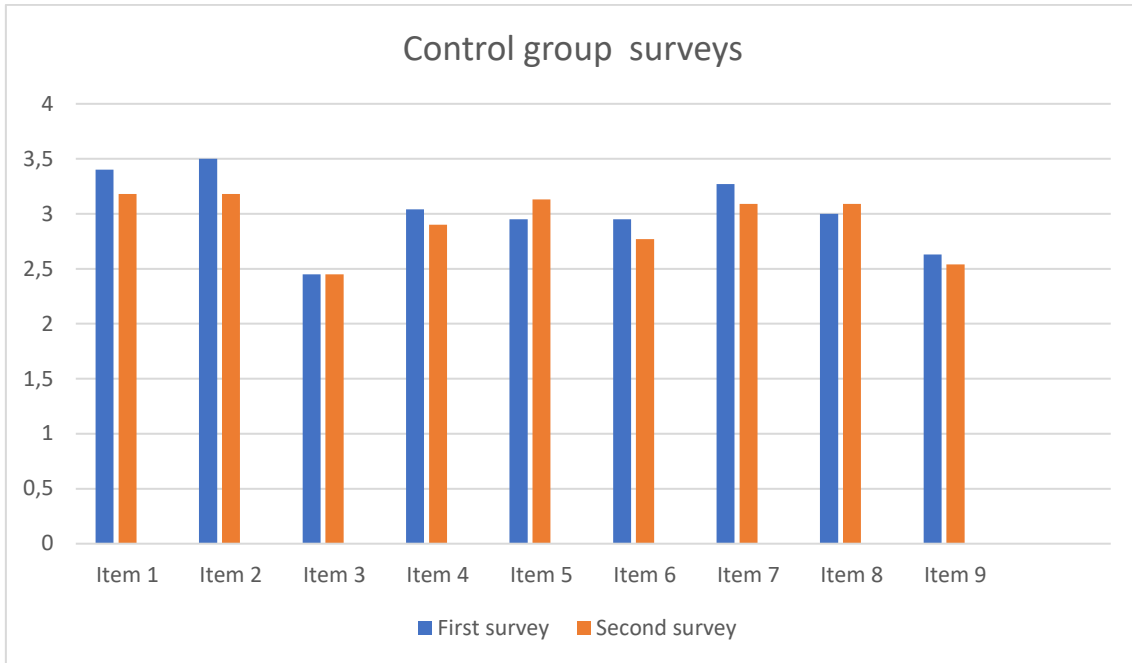


Figure 5. The results of both surveys of the control group.

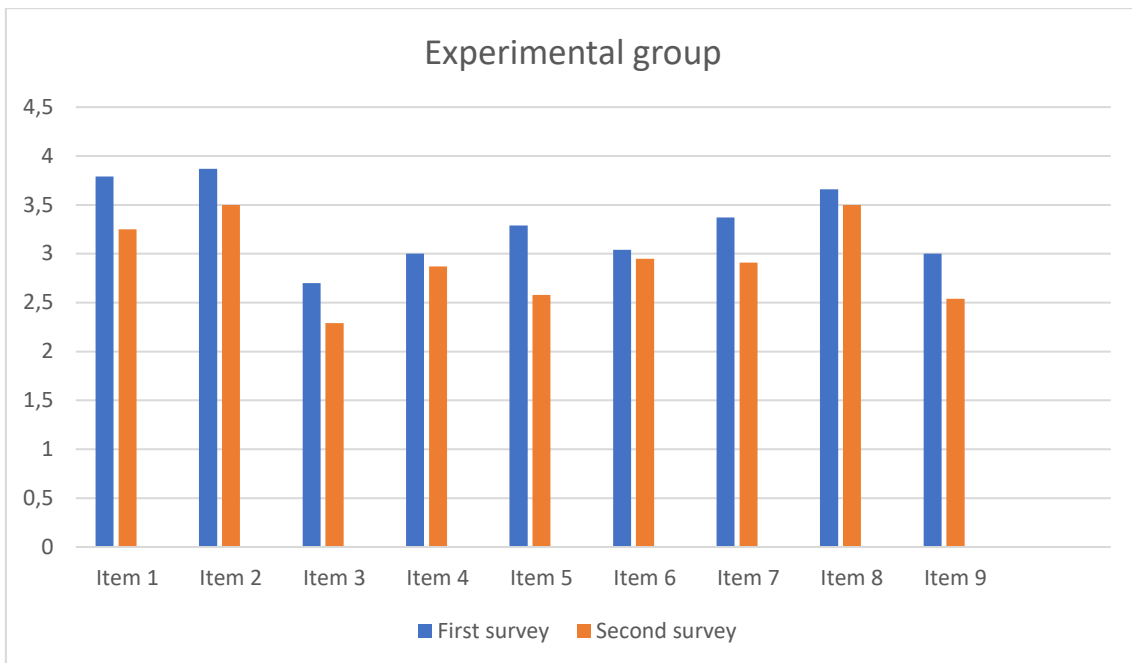


Figure 6. The results of both surveys of the experimental group.

5-Discussion and limitations

5.1- Discussion

As in previous studies (Bouaziz and Ghouli, 2022; Ölmezer-Öztürk and Öztürk; Babakhouya, 2019; Toubot, et. al. 2018; Çağatay, 2015), a survey to measure the initial anxiety was administered and the results showed that the anxiety experienced by both groups was not significantly high. The experienced anxiety could be considered of a medium level and the results were slightly different between the two groups. The level of the experimental group was 7,14% higher than the control group. Although this case study was carried out in 4 weeks, I had the chance to work with both groups for a period of 8 weeks and I can assert that the experimental group was generally more self-demanding than the control group. This fact explains the differences in the scores of the first survey. As can be seen in figure 5, in all items, except for number 4, the speaking anxiety level was higher in the experimental group. The item which differed the most was number 8 which included the statement *em noto insegur quan haig de parlar anglès davant de tota la classe*. The difference in this score was 0,66 higher out of 5 for the experimental group. The item which differed the least was number 6 which included the statement *em fa por que el professor em corregeixi cada falta que faig quan parlo* and the score was only 0,09 higher out of 5 for the experimental group. The item number 4, which is the one that broke the rule, includes the statement *em sento molt confiat quan parlo anglès*. In this case, the experimental group seemed to be less anxious by a score of just 0,04 out of 5.

After having initially measured the level of speaking anxiety of both groups, the experimental group carried out the 2 tasks which implied the use of computer-based tools. Although previous studies (Sari Maylisa,2016; Bouaziz and Ghouli, 2022, Cárdenas et al., 2022) had already successfully employed computer-based tools and electronic devices, those studies were carried out with older participants. Considering that the participants of this case study were 12/13 years old, the tools were carefully selected regarding their computer skills' level and the requirements of the task as J. Blake (2017) suggested. Vocaroo, Flipgrid and Beep were never a challenge to them and once the instructions of the tasks had been provided no further explanations were needed. Nevertheless, it is worth mentioning that some participants were reluctant to post their videos on Flipgrid since the rest of the class were able to watch it and asked whether they could send it as a task on Google Classroom. Thus, as Krashen (1982) suggested, in an attempt to lower the participants' affective filter and build confidence, I let them submit the task the way they preferred.

After each task, scaffolded feedback was provided individually and privately to each participant. As Lipscomb et al. (2001) sustained, assistance was offered with only those skills that were beyond the learner's capability. Also, some grammar mistakes were suggested to be revised by going over the notes that had been taken in class in previous sessions. Furthermore, as Tsiplakides and Keramida (2009) claimed, in order to reduce the participants' anxiety, they were praised and the feedback provided was indirect rather than direct.

Once having performed the oral presentation, the results obtained in the second survey showed that the control group decreased the level of anxiety by 2,24% compared to the results of the first survey. The final score of the first survey was 27,14 and the final score of the second survey was 26,33. The level of anxiety decreased in 6 out of 9 items. Nonetheless, it increased in 3 out of 9 items. The items in which the anxiety decreased were the numbers 1,2, 4, 6, 7 and 9, and the items in which the anxiety increased were the numbers 3, 5, and 8.

The item in which anxiety decreased the most was number 2, it decreased by a 6,4% and it included the statement *m'angoixo molt quan haig de parlar sense portar-ho preparat*. Item number 1 was the next one in terms of percentage decrease, it included the statement *no em preocupa fer faltes quan parlo* and the obtained results showed a decrease of 4,4% compared to the first survey. Although there were 3 items in which the score showed an increase in anxiety, the percentage increase was not significant. The item in which anxiety increased the most was number 5 and it included the statement *no em posaria nerviós si hagués de parlar amb nadius* and the increase was only 3,6%.

The results obtained in the experimental group's second survey, after having performed the oral presentation, showed a higher percentage decrease. The final result of the first survey was 29,72, whereas the final result of the second survey was 26,39. This is an anxiety level decrease of 9,22% and all items obtained a lower score than in the first survey. The item in which the percentage decreased the most was number 5, it decreased by 14,2% and it included the item *no em posaria nerviós si hagués de parlar amb nadius*. It is worth mentioning that the result obtained in this item differs significantly from the result obtained in the control group in which the level of anxiety increased. The item in which the result decreased the least in the experimental's group survey was number 6, it included the statement *em fa por que el professor em corregeixi cada falta que faig quan parlo* and the percentage decrease was only 1,8%.

After having performed the oral presentation, the control group decreased the level of anxiety by 2,24% and the experimental group by 9,22%. Thus, the difference is 6,98%. Although the final results show that the less anxious group in terms of speaking is the control group with

a result of 26,33 compared to the 26,39 of the experimental group, the scaffolded feedback proved to be effective to reduce the speaking anxiety of the latter. The fact that the experimental group obtained a higher score after the case study may be attributed to the self-demand of the group.

Ölmezer-Öztürk and Öztürk's (2021) study proved to decrease the speaking anxiety of the participants by 30%. This percentage is way higher than the one obtained in this case study which is only a 9,22%. The difference in the percentage may be attributed to the length of the study and the chances the participants had to perform speeches. In Ölmezer-Öztürk and Öztürk's (2021) study, the participants performed two mini speeches and two presentations, apart from weekly tasks from which they received scaffolded feedback and in addition, the study lasted for 14 weeks. In the present case study, the students only performed one oral presentation, completed 2 tasks from which they received scaffolded feedback and it only lasted 4 weeks. Although the implementation of computer-based tools and scaffolded feedback proved effective, further research must be done and longer studies must be carried out in order to identify and reduce speaking anxiety in English language classrooms.

Although Bouaziz and Ghouli (2022) had already employed computer-based tools together with feedback, their participants were only recorded orally. Nonetheless, their study also proved effective to reduce participants' speaking anxiety. They divided speaking anxiety into three levels, low, medium and high. After the study, the participants with a low level of anxiety increased by 30%, the participants with a medium level of anxiety decreased by also a 30% and there were no longer students with a high level of anxiety. Although measured differently, the final results are more promising than those obtained in the present case study and it may be attributed to the fact that the participants in the Bouaziz and Ghouli's (2022) study had the chance to perform 4 oral presentations and not just one.

As Bouaziz and Ghouli (2022) claimed, not only did the participants reduce speaking anxiety after completing the tasks and receiving feedback, but also the performances of the experimental group were of a higher level than those of the control group. Although the performances of this case study took place once I had finished my placement, I was able to witness them and have access to their marks. The average mark of the experimental group was 3,2 out of 4 and the average mark of the control group was 2,8 out of 4. Hence, the average mark of the experimental group was higher than the average mark of the control group by a percentage of 10%.

5.2- Limitations of the study

As limitations of this study, the most relevant is the fact that this case study only included 46 participants, the experimental group with 24 and the control group with 22. Furthermore, these participants belong to a particular context and cannot represent the whole population. Nevertheless, this case study opens the door for further research with a more representative sample.

Another limitation was the high school's survey policy which advised not to administer surveys to the students. The centre's pedagogues claimed the students had been over exposed to surveys, that they were tired of them and that the obtained results could not always be trusted. Since the survey administered this time was exclusively for a TFM, the permission was granted. Nevertheless, the preliminary survey, which included 17 items, was simplified to 9 items following the placement mentor's criteria. Although the reduction of the survey implied a lower level of precision in the results, the simplification was a good decision since some students needed further explanations to fully understand the statements and more items would have just implied the participants' disengagement.

The duration of the study was also a major limitation. Two tasks together with feedback and an oral presentation in 4 weeks cannot be considered representative enough. A longer timespan would have enabled the possibility of assigning more tasks and more oral presentations or short speeches which would give more credit to this case study. It is also worth mentioning that the assigned tasks and the oral presentation were encapsulated in the participants' ordinary curriculum. Hence, the experimental group got assigned more homework than usual. If this case study had been carried out outside of the curriculum in a more natural environment the results would also be more representative.

The aforementioned constraints may reduce credit to this case study and without them the data obtained could have been more promising. Nonetheless, these considerations can be considered for future research related to public speaking anxiety in 1st of ESO English classrooms in the Catalan context.

6- Conclusion

This study aimed to investigate if the public speaking anxiety in EFL classrooms could be reduced by completing a series of tasks and providing personalised scaffolded feedback before performing an oral presentation in front of the class. This case study included 2 groups of 1st of

ESO, the experimental group which not only got assigned the oral presentation, but also two tasks from which the participants received feedback, and the control group which only got assigned the oral presentation.

A tailored survey was administered to the participants of both groups in order to measure the initial speaking anxiety after having received the oral presentation instructions. The results showed that both groups experienced a medium level of anxiety. Nevertheless, the experimental group's level of anxiety was 7,14% higher than the control group. This initial higher value was attributed to the overall self-demand of the group. Apart from the oral presentation which took place one month after having given the instructions, no additional tasks were assigned to the control group.

Two tasks were assigned to the experimental group before the oral presentation. The first one consisted in submitting an audio file including the oral presentation which would be performed. Afterwards, scaffolded feedback through another private audio file was provided. The second task consisted in submitting a video file in which the participants performed the oral presentation with the expectations of having corrected previous mistakes. Subsequently, further scaffolded feedback was provided through another audio file. The implementation of computer-based tools was successfully accomplished since all participants were familiar with similar tools which they used on a daily basis.

One month after having assigned the task of the oral presentation, the participants of both groups performed it in front of their classes and once they had finished the tailored survey was administered for the second time to measure their public speaking anxiety. The results showed that both groups still experienced a medium level of anxiety. Interestingly enough, the experimental group's level of anxiety was 0,16% higher than the control group. Nevertheless, the former group's level of anxiety decreased 9,22% from the initial survey. On the contrary, the level of anxiety of the control group only decreased 2,24% from the initial survey. So, the difference between groups was 6,98%.

To conclude, the present case study proves that the employment of computer-based tools together with scaffolded feedback can help reduce public speaking anxiety in the English language classes and that these tasks and tools can be easily employed in ordinary classes. Since instructors in secondary education teach numerous groups and they must cope with a great deal of work, these tasks together with the feedback could be implemented as voluntary or optional for those who experience a higher level of public speaking anxiety, and for those who want to achieve a higher mark. At the same time, the instructor could also privately suggest these tasks

to those of his acquaintance who are renowned for their speaking anxiety. If this was the case, the results would presumably be more encouraging and the tasks more effective since only those who feel significantly uncomfortable with oral presentations would complete the tasks.

This case study was made without any previous selection regarding students who experienced public speaking anxiety and those who did not since the totality of the groups completed the tasks and although the final results are not significantly encouraging due to the limitations of this study, this case study opens the door for future research related to public speaking anxiety in EFL classrooms in the Catalan context.

7- References

- Amalia, D., Ovilia, R. (2017) *Minimizing Foreign Language Anxiety (Fla) in Speaking Through Self Reflective Video*. State University of Malang. <http://english.stkipbjm.ac.id/wp-content/uploads/2017/04/Dinar-Amalia.pdf>
- Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal*, 31, 421-444. <http://files.eric.ed.gov/fulltext/ED512266.pdf>
- Babakhouya, Y. (2019). The Big Five personality factors as predictors of English language speaking anxiety: A cross-country comparison between Morocco and South Korea. *Research in Comparative and International Education*. <https://doi.org/10.1177/1745499919894792>
- Barzani, S. H. H., Aslam, M., & Aslam, T. (2021). The Role of Technology in ELL Classes in Turkish Republic of Northern Cyprus. *IJoLE (International Journal of Language Education)*, 5(2), 30. <https://doi.org/10.26858/ijole.v5i2.14109>
- Blake, R. (2017). Technologies for Teaching and Learning L2 Speaking. In: Chapelle, S., Sauro, S. (Eds), *The Handbook of Technology and Second Language Teaching and Learning*. Wiley (pp.107-117)
- Bouaziz, A., Ghouli, N. (2022) *The Effect of Students' Mobile Self-Recordings on their Speaking Anxiety* (Master's degree dissertation, Larbi Ben M'hidi University-Oum El Bouaghi). <http://bib.univ-oeb.dz:8080/jspui/bitstream/123456789/13521/1/memoire%20a%20imprim%c3%a9.pdf>

- Boyce, J. S., Alber-Morgan S. R., & Riley, J. G. (2007). Fearless public peaking: Oral presentation activities for the elementary classroom. *Childhood Education*, 83, 1-11. <https://doi.org/10.1080/00094056.2007.10522899>
- Bransford, J., Brophy, S., Williams, S. (2000). When Computer Technologies Meet the Learning Sciences: Issues and Opportunities. *Journal of Applied Developmental Psychology*, 21 (6), 59-84. [https://doi.org/10.1016/S0193-3973\(99\)00051-9](https://doi.org/10.1016/S0193-3973(99)00051-9)
- Burns, A. (2010). Doing Action Research in Language Teaching: A Guide for Practitioners. NY: Routledge. Pp. 196. *The Canadian Journal of Action Research*, 12(1), 45–46. <https://doi.org/10.33524/cjar.v12i1.5>
- Cagatay, S. (2015). Examining EFL Students' Foreign Language Speaking Anxiety: The Case at a Turkish State University. *Procedia - Social and Behavioral Sciences*, 199, 648–656. <https://doi.org/10.1016/j.sbspro.2015.07.594>
- Cárdenas, S. E., Moyota, P. P., & Gallegos, M. M. (2022). The impact of video recording in EFL oral production tasks with college students. *Conciencia Digital*, 5(3.1), 119-128. <https://doi.org/10.33262/concienciadigital.v5i3.1.2228>
- Chen, C. (2020). The Application of Affective Filter Hypothesis Theory in English Grammar Teaching. *Journal of Contemporary Educational Research*, 4(6). [10.26689/jcer.v4i6.1294](https://doi.org/10.26689/jcer.v4i6.1294)
- Costley, K. C. (2014). The Positive Effects of Technology on Teaching and Student Learning. *Arkansas Tech University*. <http://files.eric.ed.gov/fulltext/ED554557.pdf>
- Dewaele, J., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssl.t.2014.4.2.5>
- Dockstader, J. (1999). Teachers of the 21st Century Know the What, Why, and How of Technology Integration. *T.H.E. Journal*, 26(6), 73–74. <http://eric.ed.gov/?id=EJ584319>
- Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95. <https://doi.org/10.5539/ijel.v7n5p95>
- Hogan, K., Pressley, M. (1997). *Scaffolding Student Learning: Instructional Approaches and Issues (Advances in Learning & Teaching)*. Brookline Books.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112 – 127. <https://doi.org/10.1017/S0267190501000071>
- Horwitz, E.K, & Young D.J. (1991). *Language Anxiety from Theory and Research to Classroom Implications*. Prentice Hall.
- Iris-Wilbanks, J. (2013). Affective Filter Hypothesis in Second Language Acquisition. *Tsol* 531. Seattle University. https://www.academia.edu/5871145/Affective_Filter_Hypothesis_in_Second_Language_Acquisition
- Jacobs, G.M. (2001). Providing the Scaffold: A Model for Early Childhood/Primary Teacher Preparation. *Early Childhood Education Journal* 29, 125–130. <https://doi.org/10.1023/A:1012581113983>
- Jin, F., & Divitini, M. (2020). *Affinity for Technology and Teenagers' Learning Intentions*. <https://doi.org/10.1145/3372782.3406269>
- Kamaruddin, T., Hamid, R. A., & Ghani, S. A. (2020). Social aspect implementation in sustainable construction. *IOP Conference Series: Materials Science and Engineering*, 849(1), 012036. <https://doi.org/10.1088/1757-899x/849/1/012036>
- Krashen, S. (1982). *Principles and practice in Second Language Acquisition*. University of Southern California: Pergamon Press Inc.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Addison-Wesley Longman Ltd.
- Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Heinemann.
- Lipscomb, L., Swanson, J., West, A. (2010), Scaffolding. In: M. Orey (ed.), *Emerging Perspectives on Learning, Teaching, and Technology*. Global Text Project. https://textbookequity.org/Textbooks/Orey_Emergin_Perspectives_Learning.pdf (pp. 226-238)
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and Second-Language Learning: Toward a Theoretical Clarification*. *Language Learning*, 39(2), 251–275. <https://doi.org/10.1111/j.1467-1770.1989.tb00423.x>

- MacIntyre, P. D., & Gardner, R. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), 283–305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Maylisa, S. (2016). *The Effect of Students' Refeective Video to Reduce Students' Classroom Speaking Anxiety* (PhD Thesis, Ar-Raniry State Islamic University Darussalam Banda Aceh). <http://repository.ar-raniry.ac.id/id/eprint/1131/1/Cut%20Sari%20Maylisa.pdf>
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*, 37(4), 269–277. <https://doi.org/10.1080/03637757009375677>.
- Morris, K. F., & Blake, R. (2022). Harnessing CMC to Foster L2 Oral Communication. In: *Routledge eBooks* (pp. 148–160). <https://doi.org/10.4324/9781351117586-14>
- Ortega, L. (2009). *Understanding second language acquisition*. Routledge.
- Ozan, O., & Kesim, M. (2013). Rethinking Scaffolding in Mobile Connectivist Learning Environments. In: Berge, Z.L., Muilenburg, L. (Eds), *Handbook of Mobile Learning*. Routledge. (pp. 166-176).
- Öztürk, E. Ö., & Öztürk, G. T. (2021). Reducing speaking anxiety in EFL classrooms: An explanatory mixed-methods study. *Porta Linguarum*, 36, 249–261. <https://doi.org/10.30827/portalin.v0i36.18018>
- Paradowski, M. B., Dmowska, K., Czasak, Dagmara (2015). Conquering Foreign Language Classroom Anxiety Related to Speaking. In: Productive Foreign Language Skills for an Intercultural World: A Guide (not only) for Teachers. Peter Lang (Eds.). *Foreign Language Teaching in Europe*. 33-62 https://www.academia.edu/12383326/Conquering_Foreign_Language_Anxiety_Related_to_Speaking?email_work_card=view-paper
- Raihan, M. A., Lock, H. S. (2012). Technology Integration for Meaningful Learning - the Constructivist View. *Bangladesh Education Journal*. <https://www.bafed.net/articles/EJune12a2.pdf>
- Steinberg, F., & Horwitz, E. K. (1986). The Effect of Induced Anxiety on the Denotative and Interpretive Content of Second Language Speech. *TESOL Quarterly*, 20(1), 131. <https://doi.org/10.2307/3586395>
- Toubot, A. M., Seng, G. H., & Abdullah, A. (2018). Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students. *International Journal of*

Applied Linguistics and English Literature, 7(5),
47. <https://doi.org/10.7575/aiac.ijalel.v.7n.5p.47>

Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and practical recommendations. *International Education Studies*, 2(4). <https://doi.org/10.5539/ies.v2n4p39>

Yaikhong, K., & Usaha, S. (2012c). A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability. *English Language Teaching*, 5(12). <https://doi.org/10.5539/elt.v5n12p23>

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The Modern Language Journal*, 75(4), 426–437. <https://doi.org/10.1111/j.1540-4781.1991.tb05378.x>

Verenikina, I. (2003). *Understanding Scaffolding and the ZPD in Educational Research*. University of Wollongong. https://www.researchgate.net/profile/Irina_Verenikina2/publication/267778614_Understanding_Scaffolding_and_the_ZPD_in_Educational_Research/links/54c321410cf2911c7a4aea2c.pdf

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Appendix

1) TFM survey

survey 1

AGLÈS ES01

mbrachs@gmail.com [Canvia de compte](#)

No compartit

* Indica que la pregunta és obligatòria

A LES CLASSES D'ANGLÈS *

	Molt d'acord	D'acord	neutral	No d'acord	Gens d'acord
No em preocupa fer faltes quan parlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M'angoixo molt quan haig de parlar sense portar-ho preparat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No em fa vergonya participar a l'hora de respondre preguntes en anglès.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em sento molt confiat quan parlo anglès.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No em posaria nerviós si hagués de parlar anglès amb nadius	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em fa por que el professor em corregeixi cada falta que faig quan parlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sempre em sembla que els altres estudiants parlen anglès millor que jo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em noto insegur quan haig de parlar anglès davant de tota la classe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Em fa por que els altres alumnes es riuran de mi quan parli anglès a classe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Envia](#) [Esborra el formulari](#)

2) Yaikhong and Usahas' (2012) Preliminary survey.

Table 1. Preliminary 25-Item PSCAS

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I tremble when knowing that I am going to be called on to speak English.					
3	I start to panic when I have to speak English without a preparation in advance.					
4	In a speaking class, I can get so nervous I forget things I know.					
5	I feel confident while I am speaking English.					
6	I feel very self-conscious while speaking English in front of other students.					
7	I get nervous and confused when I am speaking English.					
8	I am afraid that other students will laugh at me while I am speaking English.					
9	I get so nervous when the language teacher asks me to speak English which I have prepared in advance.					
10	I have no fear of speaking English.					
11	I can feel my heart pounding when I am going to be called on.					
12	I feel relaxed while speaking English.					
13	It embarrasses me to volunteer to go out first to speak English.					
14	I face the prospect of speaking English with confidence.					
15	I enjoy the experience of speaking English.					
16	The more speaking tests I have, the more confused I get.					
17	Certain parts of my body feel very tense and rigid while speaking English.					
18	I feel anxious while waiting to speak English.					
19	I want to speak less because I feel shy while speaking English.					
20	I dislike using my voice and body expressively while speaking English.					
21	I have trouble to coordinate my movements while speaking English.					
22	I find it hard to look the audience in my eyes while speaking English.					
23	Even if I am very well-prepared I feel anxious about speaking English.					
24	I keep thinking that other students are better at speaking English than I.					
25	I always feel that the other students speak English better than I do.					

3) Yaikhong and Usaha's (2012) final survey

Table 3. A Final Version of a PSCAS

Item No	Statements adopted with minor adaptation in wordings	Opinion				
		(5) Strongly Agree	(4) Agree	(3) Undecided	(2) Disagree	(1) Strongly Disagree
1	I never feel quite sure of myself while I am speaking English.					
2	I start to panic when I have to speak English without a preparation in advance.					
3	In a speaking class, I can get so nervous I forget things I know.					
4	I feel confident while I am speaking English.					
5	I get nervous and confused when I am speaking English.					
6	I am afraid that other students will laugh at me while I am speaking English.					
7	I get nervous when the English teacher asks me to speak English which I have prepared in advance.					
8	I have no fear of speaking English.					
9	I can feel my heart pounding when I am going to be called on.					
10	I feel relaxed while I am speaking English.					
11	It embarrasses me to volunteer to go out first to speak English					
12	I face the prospect of speaking English with confidence.					
13	Certain parts of my body feel very tense and rigid while I am speaking English.					
14	I feel anxious while I am waiting to speak English.					
15	I dislike using my voice and body expressively while I am speaking English.					
16	I have trouble to coordinate my movements while I am speaking English.					
17	Even if I am very well prepared, I feel anxious about speaking English.					

4) First task instructions

Instruccions Treball de l'alumne

Oral presentation (part one) - AUDIO

⋮

Eli Martí Sala • 3 de març (Darrera modificació: 11 de març)

100 punts
Data de venciment: 12 de març 23:59

1. WRITE THE SCRIPT FOR YOUR ORAL PRESENTATION - FOLLOW THE GIVEN EXAMPLE.
2. RECORD YOUR VOICE AND SUBMIT THE TASK (You will receive feedback from Marc in order to do it better in "part two" of the oral presentation)

Oral presentation guideline
Documents de Google

VOCAROO INSTRUCTIONS
Documents de Google

Comentaris de la classe

▶

5) Second task instructions

Instruccions

Treball de l'alumne



Oral presentation (part two) - VIDEO




Eli Martí Sala • 3 de març (Darrera modificació: 25 de març)

100 punts

Data de venciment: 28 de març 23:59

1. Think about Marc's feedback on PART ONE and improve your oral presentation.
2. RECORD AN APPEALING VIDEO with FLIPGRID and submit your task. (Afterwards, you will receive more feedback through a private message on a "vocaroo" link. This feedback will help you for the final oral presentation in front of the class.



Flip
<https://flip.com/3312de29>

Comentarís de la classe



Afegiu un comentari de la classe...

