

## **The Use of Canvas, A Learning Management System, to Reduce EFL Learners' Public Speaking Anxiety**

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### **Abstract**

As traditional education has evolved with the Internet and technology, e-learning has shown rapid and significant growth. Many studies have emphasized the positive effects of technology and online resources in foreign and second language education. Because of its role in reducing foreign language anxiety, the use of digital technology has an important role in learners' emotional healing. Therefore, the use of a digital platform, Canvas, and the exploration of its effects on learners' public speaking anxiety and performance in L2 are the main research foci in this study. With this point of departure, in order to measure the effect of intervention related to the use of online speaking tasks and podcasts through Canvas, a one-group pretest-posttest was employed. Data regarding participants' public speaking anxiety before and after the treatment were collected through the PRPSA (Personal Report of Public Speaking Anxiety) scale. Additionally, speaking rubrics were used as assessment tools for scoring learners' pre and post oral performances. For more detailed information related to the participants' learning experiences and changes in their emotional states, participants were encouraged to join online forums on Canvas. The results showed that the use of digital platforms and podcasts had a significant role in boosting learners' confidence and public speaking performances through alleviating their anxiety.

**Keywords:** Canvas, Speaking Anxiety, Technology, E-Learning, Internet

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## INTRODUCTION

Among other foreign language skills, speaking is one of the most ignored, challenging, and anxiety-provoking skills (Ansari, 2015; Horwitz et al., 1986; Savaşçı, 2014; Tanveer, 2007; Yee and Abidin, 2014). This is generally a two-layer problem that needs to be untangled with effective teacher-student collaboration. From teachers' side, even though they are familiar with and constantly express their discomfort regarding students' hesitation to speak, speaking skills are either avoided or blocked by teacher-centered activities and excessive teacher talk time. From the students' side, concerning any speaking activities, most of them have the tendency of feeling uncomfortable and nervous, which prevents them from answering teacher questions, taking initiative role in starting interaction, or engaging in any interactive activities. For this reason, investigating the phenomenon of "speaking anxiety" plays an important role in foreign language education.

In the abstract, anxiety can be defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (Spielberger, 1983, p. 111). According to the American Psychological Association (APA, 2021), anxiety is "an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure." Despite moderate anxiety being necessary for survival, intense anxiety interferes with daily activities and may cause undesirable thoughts and behaviors. In respect of second and foreign language learning, anxiety has a debilitating effect on students' performances (Horwitz et al., 1986; MacIntyre and Gardner, 1991; Tsiplakides and Keramida, 2009; Woodrow, 2006; Young, 1991). Speaking anxiety in second and foreign language learning contexts causes distress and concentration difficulties, which triggers students' unwillingness to perform public speaking or participate in any conversation in a target language. Within these aspects, this paper investigated the concept of speech anxiety in a foreign language context and provided practical suggestions for overcoming it through web-based technologies. It also reported the findings obtained in the study seeking the impact of Canvas, a learning management system, on students' oral performances in English.

## LITERATURE REVIEW

### Foreign Language Speaking Anxiety

In the general sense, anxiety can be divided into two aspects: state anxiety and trait anxiety. State anxiety refers to "psychological and physiological transient reactions" associated with negative situations (Leal et al., 2017, p.148). On the other hand, trait anxiety is about a fixed trait of personality (Leal et al., 2017; Woodrow, 2006). While state anxiety occurs in relation with specific situations, trait anxiety is a characteristic feature which arises on a regular daily basis (Kennedy et al., 2001). Pertaining to language learning, the mastery of a new language can be undermined due to the language anxiety since it may hinder learners' language acquisition, retention, and production" process (MacIntyre& Gardner, 1991, p. 86). In general, foreign language anxiety can be classified under three constructs: a) communication apprehension, b) the fear of negative evaluation, and c) test anxiety (Horwitz et al., 1986, p. 127). According to Horwitz et al. (1986, p. 127), communication apprehension is an anxiety type which refers to "shyness characterized by a fear of or anxiety about communicating with people". Individuals who have communication apprehension become less willing to use language orally or refuse to participate in conversations (Daly, 1991; Mejjias et al., 1991). Regarding the fear of negative evaluation, students who have a fear of negative evaluation feel insecure and threatened by other people's negative evaluations, and in order not to make any errors they do not participate in activities. Having low self-confidence and self-perceived academic competence, students feel embarrassed, inadequate, and inferior to their peers. Test anxiety refers to "the effects of anxiety on performance in test situations" (Spielberger et al., 2015, p. 318). If the test anxiety level interferes with the students' performances or hinders their recalling of information, then it should be considered as negative anxiety.

In order to assess the degree of anxiety triggered by a foreign language, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS). It relies on the individual's own

report related to “the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors” (Horwitz, 1986, p. 559). Three main anxiety types, communication apprehension, the fear of negative evaluation, and test anxiety, are highlighted in the scale with 34 items, and these items are given in specific situations which describe different anxiety-provoking situations that could be experienced by the students. According to Horwitz (1986), the use of the FLCAS could help teachers to collect data regarding the relation between their instructional methods and students’ anxiety, which consequently allows them to provide appropriate interventions for the situations that prompt anxiety.

### **Technology and Language Development**

In recent years, a considerable amount of studies (Blake, 2008; Chapelle, 2001; Chun et al., 2016; Godwin-Jones, 2021; Ortega, 2017; Warschauer, 1996) have shown that the use of technology and the Internet facilitate and enhance the foreign and second language learning process. Through its purposeful use, it transforms passive learners into more active learners, helps all learners gain language skills, and supports them to have learning experiences beyond the classroom. Within its engaging and enjoyable atmosphere, it exposes learners to authentic language and increases their language and cultural awareness and knowledge. Moreover, through the use of different digital tools and platforms, practicing language could be more stimulating and influential for the learners. As stated by Kern (2014, p. 341), “Internet now brings the world of the Other to their desktop”. Nowadays, students do not have to travel abroad or live near native speakers; by taking advantage of modern technology they can talk with native speakers and connect with other language learners all over the world. With regard to language skills, the Internet provides different kinds of resources and applications for searching and sharing information, having online interaction, or collaborating with other people (Blake, 2016; Sharma and Barrett, 2007). Within a wide range of selections from online newspapers to blogs, students can practice and improve their reading skills and comprehension. In their study, Kalangi et al. (2019) found that internet browsing was effective in increasing students’ reading comprehension. In another study, Fattah (2016) shared the findings regarding the positive impact of using blogs, one of the important tools in Web 2.0, on university students’ reading skills and autonomy. Regarding instructors’ perspectives on technology use and L2 reading, the findings from Brantmeier’s study (2003) revealed that with related teacher training programs, teachers could overcome their anxiety related to technology use and develop more positive attitudes towards the use of CALL activities in L2 reading instruction.

Like reading skills, listening skills can also be developed and enhanced with the help of technological tools. In terms of accessing the audio materials of native speakers ranging from news to movies and live conversations, the use of the Internet and technology help learners to be exposed to a wide variety of speech at different speeds and in contexts (Meskill, 1996; Hayati and Mohmedi, 2011; Kavaliauskienė, 2008; Korkmaz and Güneşli, 2017). In respect of integrating information technology in developing listening skills, Naidionova and Ponomarenko (2018) shared their findings from their study which investigated the impact of podcasting technology on learners’ listening skills. They found that podcasting had an important role in improving students’ listening comprehension through supporting the language areas of grammar, vocabulary, and pronunciation. In parallel to this study’s findings, Meihami et al., (2013) and Lourdes and Gandhi (2019) also drew positive conclusions related to the integration of computer into listening activities. Additionally, Lourdes and Gandhi (2019) emphasized that the use of technology in their listening activities also reduced participants’ listening anxiety.

Current digital technologies have a significant impact on the students’ L2 writing, which is accepted as one of the most challenging language skills by language learners. With the right selection of technological tools, helping students to be equipped with fundamental skills and motivation required to be an effective writer in digital world is not difficult at all. The use of online educational tools such as mind mapping and graphic design programs for outlining and relating ideas, online dictionaries and corpora for having right word choices and checking meaningful contexts, plagiarism and grammar checkers for avoiding plagiarism and grammar mistakes, online writing labs and webs

for learning useful tips for effective writing support students' writing. Concerning the effects of technology on writing skills, in their meta-analysis of the use of technology-based instruction in developing writing skills, Little et al. (2018) indicated that technology was closely connected with education and had a significant effect on writing. For the advantages of using information and communication technology in developing writing skills, based on their findings, Yunus et al. (2013) stated that technology attracted students' attention and enhanced their learning process. According to Vurdien (2012), the use of personal blogs for writing enabled learners' reflection on their learning and allowed them to get peer feedback and learn collaboratively, which in turn helped them to be more careful with their writing.

In addition to other skills, digital technology has an important place in developing speaking skills. Some studies (Huah and Jarret, 2014; Parveen, 2016; Stockwell, 2007) revealed that modern technologies such as the Internet, podcasts, websites, applications, videos, online translation and dictionary tools, and social media, etc. had significant effects on improving speaking skills. As indicated by Fitriani (2020), these tools not only help teachers to have "unlimited and up-to-date resources" but also increase learners' involvement in the activities. In addition to building on the learners' speaking skills regarding accuracy and fluency, the use of technology also boosts learners' confidence and in turn reduces their anxiety and apprehension (Sosas, 2021). Additionally, according to the comprehensive review by Parveen (2016) and Stockwell (2007), educational technologies are "integral part" of the learning process in which the students can collect information and share them with their peers. In their action research study, Huah and Jarret (2016) explored the impact of the use of mobile phones and QR codes (quick response codes) on listening and speaking skills. They divided their participants into three groups as two groups of in-service teacher trainees and one group of secondary school teachers. Then, they asked the participants to create their own listening and speaking materials through recording their conversations on their phones, which makes their study different from other related studies. At the end of their study, they found that the methodology they employed increased the participants' interests, motivation, and active participation. In another study, Lestari (2019) provided findings related to the integration of vlogs in developing students' speaking skills. The data collected from 3 students of the Information and Technology Department showed that the use of video blogs played an important role in improving participants' speaking skills and was effective in developing their knowledge about grammar, vocabulary, and culture. Regarding the relation between the web-based language learning and speaking anxiety, based on the findings of their mixed method research, Bashori et al. (2020) revealed that feeling anxious negatively affected students' performances in speaking. They also indicated that students felt more comfortable speaking through learning websites than having in-person communication in which they physically could see one another. The studies conducted by Al-Abdali (2016) and Sevy-Biloon and Chroman (2019) suggested that the use of video chats had positive effects on the students with minimum opportunities to practice English outside. They found that video chatting let students have more positive feelings and inherent satisfaction about their speaking performances as they provided communication channels in a more relaxing environment.

Despite the new technological advances and their importance in promoting language development, the integration of digital resources into teaching speaking needs more research to further understand the role of technology in helping learners to overcome their speaking anxiety in public. Within this respect, this study aims to answer the following questions:

1. What impact does the use of Canvas, a Learning Management System, have on EFL learners' public speaking anxiety?
2. Is there any significant change in the participants' speaking proficiency after the intervention?
3. What are the participants' reported learning experiences related to the use of Canvas in their speaking tasks and public performances?

## **METHOD**

### **Research Design**

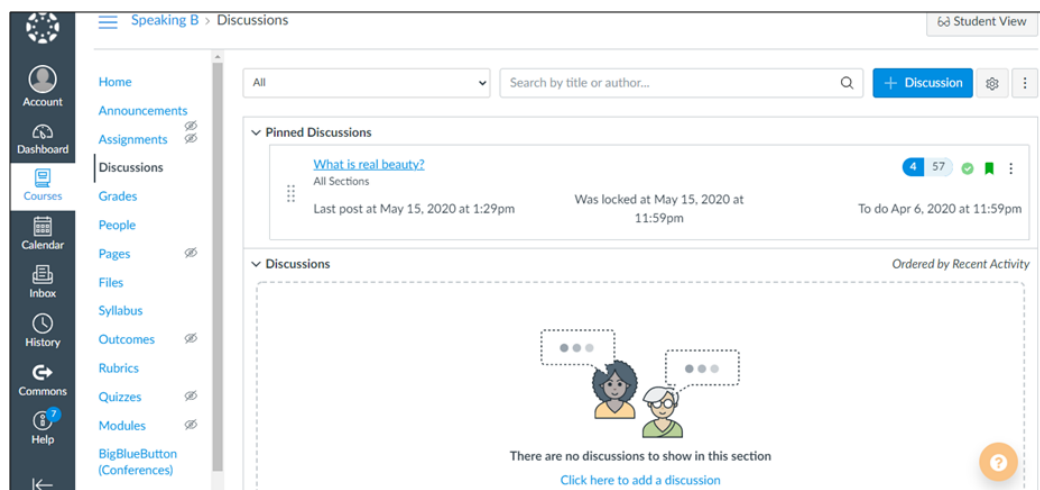
The present study employs one-group pretest-posttest design in which the impact of the use of Canvas on the participants' speaking anxiety levels was measured once before and once after 8 week-intervention. With the purpose of collecting a wide range of data, both quantitative and qualitative related to research focus, a mixed methods research design was conducted. During the treatment, participants were first informed about the learning management system. Then, they were assigned with discussion topics around different themes. In this process, they were also provided with essential words and expressions important for their discussions. In order to collect the quantitative data, they were asked to complete the PRPSA (Personal Report of Public Speaking Anxiety) scale as a pre and post-test. As for the qualitative data, students' podcasts related to online discussions, their comments to their peers' posts, and the reflection papers they wrote on their experiences were used.

### **Participants**

The participants in this study were 15 English foreign language learners, and at the time of the data collection, they were attending courses designed around EGP (English for General Purposes). The population of the present study was undergraduate ELT students studying at a public university. They were between the ages of 18-24. Through integrated skills courses, learners were equipped with necessary language skills of reading, listening, speaking, and writing. In order not to cause any breach of confidentiality, data was held anonymously.

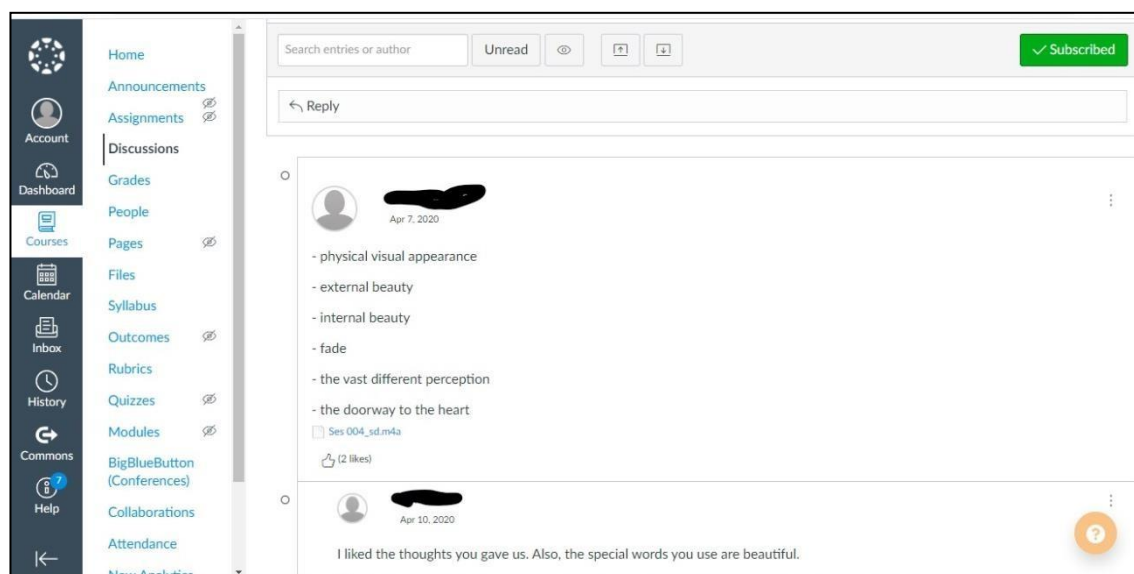
### **Data Collection Procedures and Tools**

The study involved three parts for the data collection. The first part of the data collection was based on the scores students got from their speaking tasks before and after the intervention. The second section of the data gathering process was carried out through the use of Personal Report of Public Speaking Anxiety (PRPSA) scale (McCroskey, 1970). The scale consists of 34 item scale designed for the purpose of measuring anxiety related to public speaking and the reliability of the scale was estimated as .94. A 5-point Likert scale was adapted for each item ranging from "strongly disagree" to "strongly agree". With the aim of measuring the impact of Canvas on the learners' anxiety level, participants were asked to complete the scale both before and after the use of the application. In the last part of the data collection, learners were asked to share their opinions related to the use of Canvas for their speaking tasks and regarding its effects on their speaking skills and anxiety levels through online forums (see Figure 1 & 2). These reflections were used to triangulate the data in order to gain more insights into students' learning experiences.



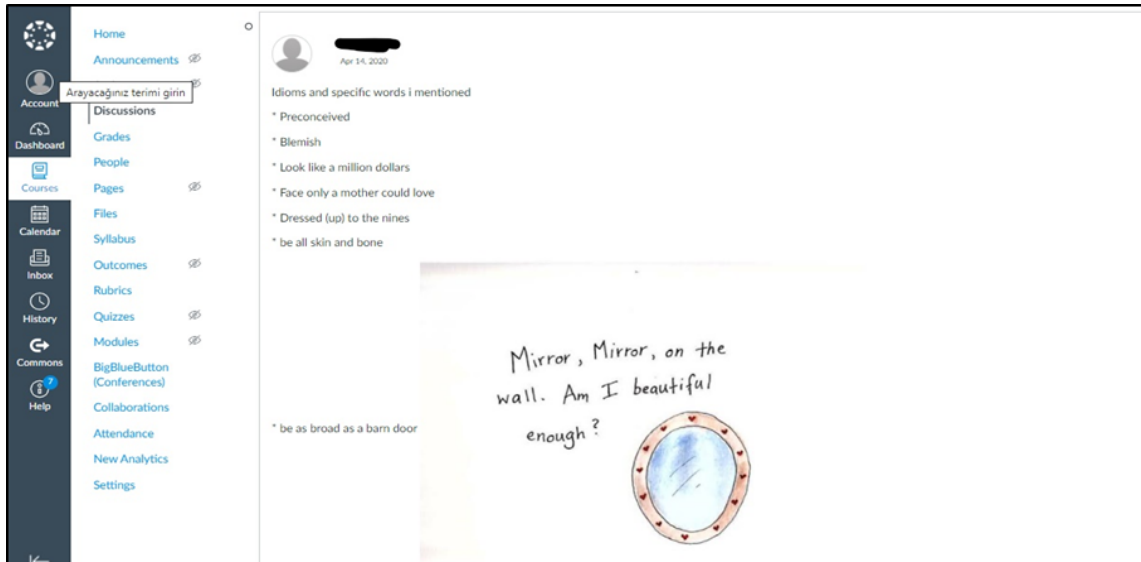
**Figure 1: The Screenshot of the Canvas Learning Management System**

During the intervention, students were given different types of speaking tasks for their public presentations. These tasks aimed to support students to improve confidence and build fluency in their public speaking. During the preparation and rehearsal time, students were given enough time to collect language samples and learn new vocabularies and expressions related to their speaking topics. Additionally, during this time they could also check their pronunciation and listen to their friends' podcasts.



**Figure 2: The Screenshot of A Student's Performance on Canvas**

For their speaking tasks, students not only shared their recordings but also made a short list of vocabularies and expressions that they used in their performances and shared it with their podcasts for the purpose of input-enhancement for other students (see Figure 3).



**Figure 3: The Screenshot of A Student's Performance on Canvas**

As a feature of Canvas, students were also able to embed direct link or images into their comment boxes. By this way, they had the opportunity of supporting their talk with visuals and other resources.

### **The Data Analysis**

IBM SPSS Statistics 25 (Statistical Package for Social Package for Social Sciences) was used to statistically analyze the quantitative data. In addition to the descriptive statistics such as frequency rates and means, Wilcoxon-Signed Rank tests were carried out in order to see the difference between the pre and post measurements of the participants regarding speaking anxiety levels and oral performances. For the participants' overall scores on the PRPSA (Personal Report of Public Speaking Anxiety), the formula provided by the official site (<http://www.jamesmccroskey.com/measures/prpsa.htm>) of the survey (McCroskey, 1970) was applied. Based on the PRPSA data, the scores related to their public speaking anxiety were calculated in accordance with the steps suggested by the scale (McCroskey, 1970): "Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34; Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26; Step 3. Complete the following formula:  $PRPSA = 72 - \text{Total from Step 2} + \text{Total from Step 1}$ ". With the aim of improving the reliability of the speaking scores, participants' oral performances were assessed through the use of rubrics. Accuracy, fluency, vocabulary, and specific vocabulary items & expressions were determined as assessment criteria, and each language aspect was assessed within a 5-point scale. With the purpose of enhancing the interpretation of the data related to participants' learning experiences and emotional regulation, through an online forum, participants were asked to reflect on the intervention process and its effects on the development of their speaking skills and reduction of their speaking anxiety. Then, the gathered data were analyzed in accordance with the research patterns and themes. Even though this study did not turn a blind eye to any emergent data-driven themes, a deductive approach enriched with the targeted reflection questions was employed in order to encourage participants to reflect on some predetermined themes like the impact of Canvas on their language development and anxiety treatment.

## **FINDINGS**

The results indicated that the use of the Canvas Learning Management System for developing the participants' oral performance in English through minimizing their anxiety level in speaking tasks and discussions had a positive impact both on their public speaking abilities and language development. With the aim of examining the change in learners' anxiety level and its effect on their presentation skills, participants were tested before and after the intervention. In addition to the

quantitative tools for the statistical analysis, participants were also interviewed in order to obtain in depth information about their opinions and feelings about the application.

**Table 1: Personal Reports of Public Speaking Anxiety Level Pre & Post Intervention (the Use of Canvas)**

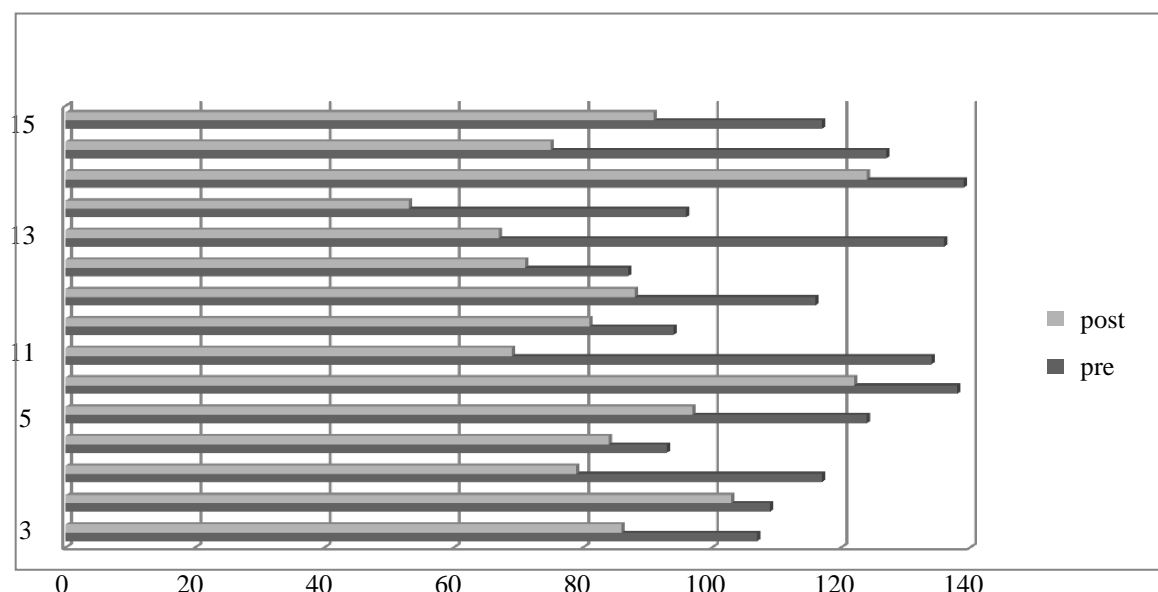


Table 1 shows the overall change in the participants' speaking anxiety levels before and after the use of Canvas in their speaking course. It can be concluded from the data that recording podcasts for speaking tasks, sharing these podcasts online, and exchanging comments with their peers had a positive effect on all students in terms of reducing their anxiety levels.

**Table 2: The Statistical Data related to the PRPSA Pretest & Posttest Scores**

Participants	Pre Anxiety Score	Category H (High)=>131 M (Moderate)=98-131 L(Low)=<98	Post Anxiety Score	Category H (High)=>131 M (Moderate)=98-131 L(Low)=<98
1	107	M	86	L
2	109	M	103	M
3	117	M	79	L
4	93	L	84	L
5	124	M	97	L
6	138	H	122	M
7	134	H	69	L
8	94	L	81	L
9	116	M	88	L
10	87	L	71	L
11	136	H	67	L
12	96	L	53	L
13	139	H	124	M
14	127	M	75	L
15	117	M	91	L

Participants' pre and post communication apprehension levels were determined through their responses to the 34 items of PRPSA. The scores related to the learners' speaking anxiety levels were grouped under three main categories as low (L), moderate (M), and high (H). The results presented in Table 2 show that as for the pretest analysis of public speaking anxiety levels, those of 4 learners were high; those of 7 of them were moderate, and those of 4 of them were low. As for the posttest analysis, the categories of level of speaking anxiety changed as 3 moderate and 12 low. In the statistical sense,



it can be seen that the anxiety levels of all participants decreased and changed positively. Regarding categorization, except for 5 learners, the rest of the samples reported to have less anxiety after the integration of Canvas into their speaking course. 2 participants' anxiety levels changed from high to low levels, and 8 participants indicated that the categories of their anxiety levels shifted into a lower one during their presentations.

**Table 3: The PRPSA Item Analysis**

Items	Pre Mean	Post Mean	Mean Difference
1. While preparing for giving a speech, I feel tense and nervous.	61	37	24
11. I feel relaxed while giving a speech.	56	38	18
20. My heart beats very fast just as I start a speech.	58	36	22
22. Certain parts of my body feel very tense and rigid while giving a speech.	54	34	20
34. While giving a speech, I get so nervous that I forget facts I really know.	56	37	19

Table 3 presents the pre and post mean scores of the scale items, which shows that participants reported more improvement in their public speaking anxiety level. Based on these items, it can be inferred that participants feel less anxious and stressed while preparing and giving a speech after the intervention. Additionally, they also indicated that regarding remembering the facts and details related to their speech, their speaking anxiety influenced their oral performance less than that in the pre-intervention.

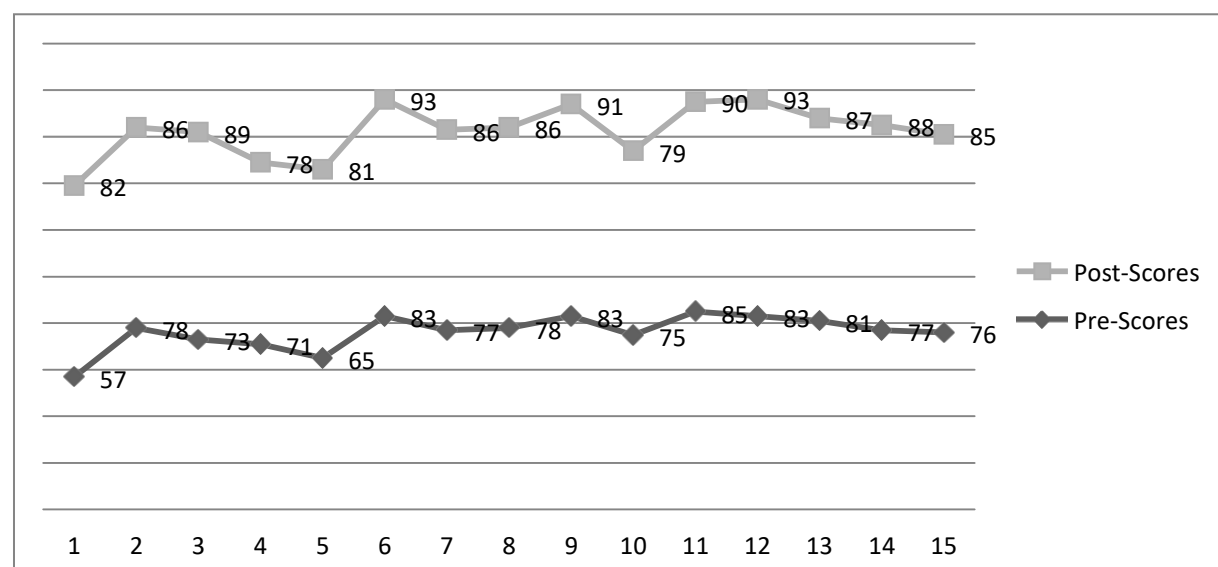
**Table 4: The Wilcoxon Signed-Ranks Test Analysis for Pre and Post Public Speaking Anxiety Levels within the Samples**

	N	Mean rank	Sum of ranks	Z score	P value
Pre& Post Public Speaking AnxietyResults	15	8.00	120.00	-3.408	.001

c: Based on positive ranks

As shown in Table 4, the Wilcoxon Signed-Ranks Test indicated that there was a significant reduction in the participants' levels of public speaking anxiety after the use of Canvas for their speaking tasks and presentations ( $Z=-3.408$ ,  $p=.001$ ).

**Table 5: The Pre and Post Scores related to the Participants' Oral Performances**



During the intervention, through online discussions and presentations, participants were encouraged to manage their public speaking anxiety. While working on the digital platform, participants also could make and get comments related to the presentations. Making quantitative sense related to the participants' oral performances, Table 5 shows an increase in all post speaking scores.

**Table 6: The Wilcoxon Signed-Ranks Test Analysis for Pre and Post Speaking Scores**

	N	Mean rank	Sum of ranks	Z score	P value
Pre& Post Speaking Scores	15	8.00	120.00	-3.413 <sup>b</sup>	.001

b: Based on negative ranks

Based on the analysis of the Wilcoxon Signed-Ranks Test, it was recorded that there was a significant increase between the pre and post speaking scores ( $Z=-3.413$ ,  $p=.001$ ).

**Table 7: Participants' Reflections on the Effects of Canvas on their Language Development**

Participant 1	<i>"I've learned so many words that I've never known before by listening to my friends' recordings, and by recording and listening to my podcasts I tried to correct mypronunciation mistakes."</i>
Participant 2	<i>"On Canvas listening to others' thoughts gives the person the chance of hearing different ideas, and you can also learn new vocabulary and idioms."</i>
Participant 4	<i>"I believe that my pronunciation skills have been developing, and I'm getting better."</i>
Participant 5	<i>"I mostly care about people's comments about my speaking and pronunciation."</i>
Improving English (Learning new vocabulary and developing pronunciation skills)	

It is a common phenomenon for most of the people to feel nervous while speaking or presenting in front of other people. This not only has a negative impact on individuals' affective state but also shows itself physically like having a stomach ache, sweating, rapid breathing, or having an irregular heartbeat, etc. Speaking English or teaching English require good presentation and speaking skills. For this reason, Canvas was designed to provide digital resources and a platform on which learners could specifically focus on communication and practice their public speaking skills without feeling the actual presence of other people which made them feel anxious. In this sense, through online discussions, participants were prepared for real-world experiences in a digital classroom which was less anxiety-provoking. In parallel to this purpose, as shown in Table 7, participants reported positive outcomes regarding improving their English and concerning building better public speaking skills.

**Table 8: The Participants' Opinions related to the Change in their Speaking Skills and Anxiety**

Having more confidence in speaking and having less speaking anxiety	
Participant 3	<i>"Through Canvas, I recognized that giving a presentation was not difficult at all. Previously, I was nervous while recording my voice; I am not still totally relaxed during recording my podcast, but it is better."</i>
Participant 6	<i>"Because of the shutdown, we could not socialize with people at all. So, having online discussions with our friends is really nice. I must admit that Canvas increased my confidence pretty much. I used to be so shy to even record my voice but now I don't haveany trouble with that."</i>
Participant 7	<i>"Most importantly, before this experience I could not speak properly because of my anxiety; but now, I can speak with less doubt. I've never used a platform like Canvas,before so I'm so glad that I experienced that."</i>
Participant 8	<i>"I was too excited to speak English even on the phone. I think my first podcasts were terrible...anyway that's why I think Canvas helped me a lot."</i>
Participant 9	<i>"No matter how prepared I was, I got nervous and excited to talk in public. Canvas was very useful...I recognize that there is a general progress and that our voices are more confident. Listening to the podcasts makes me feel that I am in the class."</i>
Participant 12	<i>"I had butterflies in my stomach while speaking in public- you know it's difficult to express yourself, but thanks to Canvas, I started to speak more confidently. I think I beatmy excitement and this is one of the most important things that Canvas provided me."</i>

As in Table 8, learners also stated that they experienced positive changes in their emotional state. They indicated that using Canvas helped them to ease their anxiety and make them feel more confident while speaking and presenting in English.

## DISCUSSION AND CONCLUSIONS

Digital tools have been regarded as practical ways to build communication skills. Online educational resources and platforms provide learners with a number of language learning opportunities like collaborative and experiential learning. While students enjoy learning from each other, they can also be encouraged to be part of autonomous and discovery learning processes in which they search, explore, and build their own learning. As suggested by Mohammadi et al. (2011) and Aydin (2018) and as also confirmed by the findings of this research study, it can be emphasized that online learning facilitates student engagement and sparks students' interest and motivation. Another main advantage which primarily concerns this study is its effects on students' psychological restoration. Positively addressing learners' emotional barriers through online assignments and discussions, online resources and learning boost student confidence and motivation and help them take an active role in their language learning (Hamzaoglu and Koçoğlu, 2016; Ilter, 2009; Stockwell, 2013; Stockwell and Reinders, 2019). Participating in online activities through disguising themselves with online presence allows learners to perform language skills in a non-threatening atmosphere being less haunted with the real presences of their teacher and peers. Based on their learning experiences, students admitted that using Canvas for their online discussions maintained their emotional wellbeing through relieving their stress and anxiety, which in turn let them build more self-esteem and speak more confidently. Regarding the positive effects of web-based learning on reducing students' speaking anxiety, in the lights of the findings they collected through interviews with Indonesian vocational high school students, Bashori et al. (2020) indicated that participants reported that web-based learning had positive changes in their speaking anxiety.

Additionally, according to Wang and Zhang (2021), through organizing group works and varying activities and tests, the teacher can enhance the quality of students' online learning and alleviate students' foreign language anxiety. With a special reference to this point, in order to successfully complete their online tasks, gather information, learn essential words, and expressions that could help them express themselves clearly, participants were encouraged and guided to use online resources and search engines. Reflecting on their online learning experiences, students stated that there was an obvious change in their using internet and digital tools. They admitted that they were more conscious and digitally literate about making the best use of internet for their language learning. Moreover, they reported that they became more critical in managing their digital time and content in order to access more reliable and accurate information and use time more productively being less affected by digital distractions.

Providing and receiving digital feedbacks from the teacher and peers are other aspects highly emphasized by the participants as they boosted their engagement and enhanced their development in speaking. With regard to the implementation of feedback, due to the constraints of having many students and limited time, students can get more frequent and ongoing feedback from their peers than the teacher. According to VanGeel and Luttikhuis (2020), through peer feedbacks and getting the roles of both assessee and assessor, learning process also can be enhanced. Concerning the digital feedbacks participants got from their peers for their podcasts, they indicated that they felt intellectually and emotionally more stimulated while doing their digital tasks. With their peers' feedback, students indicated that they felt more appreciated and motivated, which increased their willingness to participate in discussions and to communicate.

It needs to be realized that most of the language learners perceive speaking skill as the most anxiety-provoking skills in foreign language. In this sense, if we consider its negative effects on the students' wellbeing and performances, it is essential to emphasize that language teachers should be sensitive to the phenomenon of speaking anxiety and provide help to reduce students' anxiety in speaking. This study provided findings related to the positive effects of the integration of an online

platform, Canvas, and podcasting on the students' public speaking anxiety. For further investigation, researchers could deeply study the causes of speaking anxiety and investigate the learning strategies and skills essential for the learners to reduce their anxiety during oral performances. In addition to these research foci, scholars could also explore the notion of web-based autonomous English learning and suggest online resources that learners could exploit to overcome their speaking anxiety. Due to the limited access to the larger sample size and not to put any students into a disadvantaged position as the intervention was carried out as a part of a regular speaking course, a one-group pretest-posttest design was utilized. Therefore, the lack of any control group in order to confirm the recorded and observed effect of the intervention was the main limitation of this study. However, through the use of multiple methods and data triangulation, the drawbacks of a single group pretest-posttest design were minimized.

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