

## Appendix 1: Post-task questionnaire (English version)

Statement number	Statement
1	I never feel quite sure of myself when I am speaking in my foreign language class.
2#	I don't worry about making mistakes in language class.
3	I start to panic when I must speak without preparation in language class.
4	In language class, I can get so nervous I forget things I know.
5	Even if I am well prepared for language class, I feel anxious about it
6#	I feel confident when I speak in foreign language class.
7	I am afraid that the other students will laugh at me when I speak the foreign language.
8	Chatting in pairs decreased my anxiety.
9	I feel like I want to chat with native speakers now.
10#	There were communication problems when using this mode of communication.
11#	I didn't have time to think before speaking with this mode of communication.
12	It was easy to express my feelings with this mode of communication.
13#	I was not worried about my pronunciation using this mode of communication.
14#	It was difficult to understand my partner using this mode of communication.

\* # = opposite weighting

## Appendix 2: Post-experiment questionnaire

Item number	Item details [1 = strongly disagree, 10 = strongly agree]
1	<b>It was easy to communicate in English with this system.</b> Voice: Video: VR:
	<b>It was fun to learn with this system.</b> Voice: Video: VR:
3#	<b>It was difficult to complete the task with this system.</b> Voice: Video: VR:
4	<b>I think this was an effective system for learning English.</b> Voice: Video: VR:
5	<b>My anxiety was reduced when completing English activities with this system.</b> Voice: Video: VR:

\* # = opposite weighting

Finally, if you have a comment regarding your experiences, please write it below:

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### Appendix 3: Warm-up task worksheet

The pre-task warm up activity can be viewed in its entirety [here](#).

## Spot the difference task: Warm up

In this lesson, you will work with a partner. You will compare two pictures of the same room. There are six items placed in the room, but some of them are in a different place to your partner. This is a spot-the-difference activity. You will have to decide which of the items are the same and which are different.

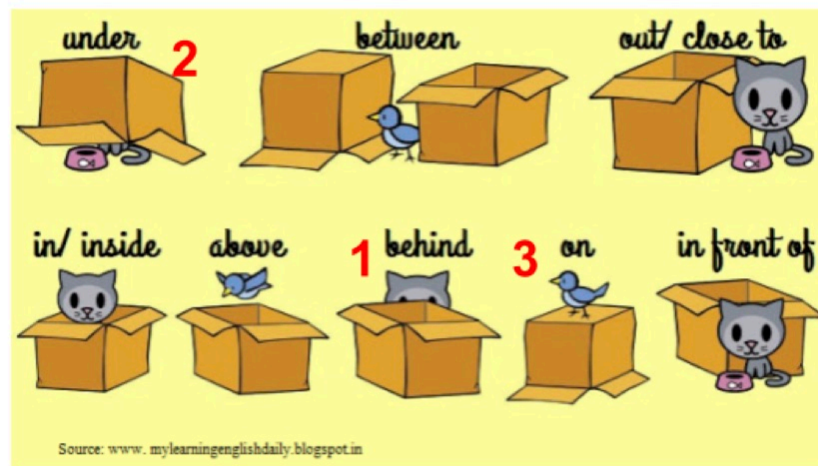
### Activity 1: What is in your living room?

Think of the objects that you find in a living room and make a list of 10 things here:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Activity 2: Positions of place

Look at the following picture. The cat 🐱 and bird 🐦 are in different positions in relation to the box.

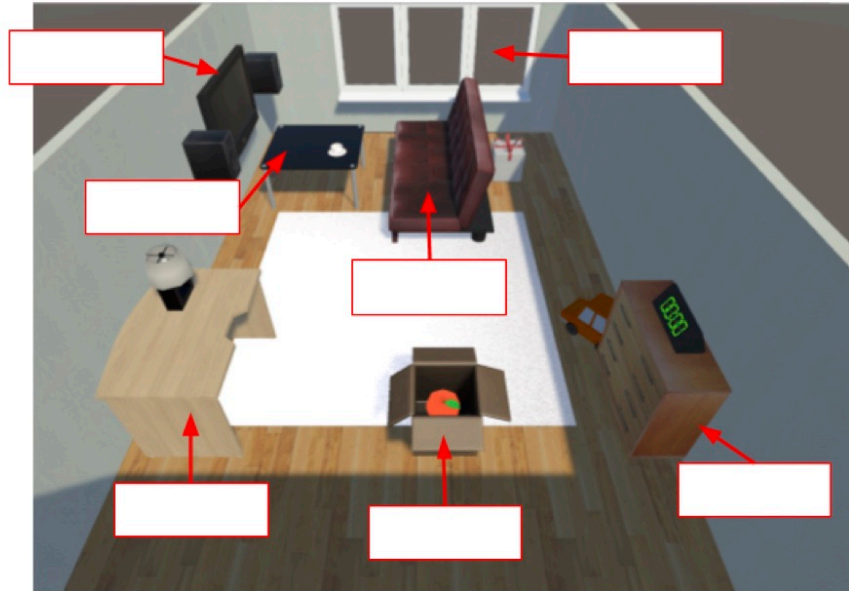


Please write sentences for the three pictures labelled **1**, **2** and **3**. For example: *The cat is in the box.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

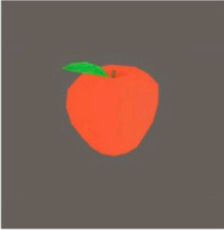

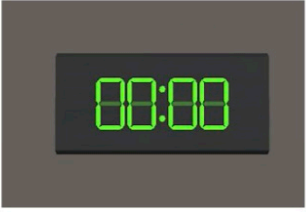



### Activity 3: Label the items.

Please label the items marked with a textbox:



### Activity 4: Where are the objects?

In this room, there are the following objects:

 <b>Apple</b>	 <b>Lamp</b>	 <b>Clock</b>
 <b>Car</b>	 <b>Present</b>	 <b>Cup</b>

Please mark the following sentences correct or incorrect.

Please use a ✓ for correct sentences.

Please use a ✗ for incorrect sentences.

For example:

*The apple is on the box.*       ✗   

1. The clock is on the chest of drawers. \_\_\_\_\_
2. The car is in front of the chest of drawers. \_\_\_\_\_
3. The present is on the sofa. \_\_\_\_\_
4. The lamp is on the desk. \_\_\_\_\_
5. The cup is in front of the tv. \_\_\_\_\_