



# **FOREIGN LANGUAGE ANXIETY IN NORWEGIAN L2 CLASSROOMS**

*A study about student's oral anxiety in the classroom, what makes them nervous and how teachers can help.*

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I hope this thesis can inspire further research and discussion and facilitate new discoveries and insights into this important field.

Best regards,  
Pernille Hauglid

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## **Abstract**

This master's thesis explores the topic of Foreign Language Anxiety (FLA) among Norwegian students in the English classroom, with a focus on oral anxiety and how teachers can support students in handling this form of anxiety. The study identifies some of the factors contributing to anxiety among students while investigating possible ways to alleviate it.

By combining theoretical perspectives from previous research on FLA with empirical findings from observations, interviews, and surveys, the study gives insight into how oral anxiety manifests itself among Norwegian students in English class. Lack of confidence, academic pressure, and the fear of negative evaluation all impact the perception of anxiety when speaking L2 English. Interviews with students suggest some pedagogical strategies teachers can use to support students experiencing oral anxiety. These include creating a supportive and inclusive learning environment, encouraging positive feedback, and providing opportunities for practice and exposure to oral situations.

By understanding oral anxiety among Norwegian English learners and identifying practical pedagogical approaches to address this type of anxiety, this study contributes to promoting a more inclusive and supportive learning practice in English classrooms.

### **Key words:**

*Foreign Language Anxiety, Language Learning, Classroom Environment, Motivation, Teaching Strategies, Oral Communication*

## Abstrakt

Denne masteroppgaven utforsker temaet fremmedspråkangst (FLA) blant norske elever i engelsk klasserom, med fokus på muntlig angst og hvordan lærere kan støtte elever i å håndtere denne typen angst. Studien identifiserer noen av faktorene som bidrar til angst blant elever, samtidig som den undersøker mulige tilnærminger som bidrar til å redusere angstnivået.

Ved å kombinere teoretiske perspektiver fra tidligere forskning om FLA med empiriske funn fra observasjoner, intervjuer og spørreundersøkelser, gir denne studien innsikt i hvordan muntlig angst manifesterer seg blant norske elever i engelsk klasser. Mangel på selvtillit, akademisk press, og frykt for negativ evaluering påvirker oppfattelsen av angst ved å snakke engelsk. Intervjuer med elever foreslår noen pedagogiske strategier lærere kan bruke for å støtte elevene som opplever muntlig angst. Dette inkluderer å skape et trygt og inkluderende læringsmiljø, oppmuntre til positiv tilbakemelding, og gi muligheter for øvelse og eksponering til muntlige situasjoner.

Gjennom å forstå muntlig angst blant norske engelsk-elever og identifisere praktisk pedagogiske tilnærminger for å håndtere denne typen angst, bidrar denne studien til å fremme en mer inkluderende og støttende læringspraksis i engelsk klasserommet.

### ***Nøkkelord:***

*Fremmedspråklig angst, språklæring, klassemiljø, motivasjon, læringsstrategier, muntlig kommunikasjon*

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## **LIST OF ABBREVIATIONS AND ACRONYMS:**

<b>L1</b>	First language
<b>L2</b>	Second Language
<b>FL</b>	Foreign Language
<b>FLA</b>	Foreign Language Anxiety
<b>FLCAS</b>	Foreign Language Classroom Anxiety Scale
<b>LK20</b>	Læreplanen Kunnskapsløftet 2020
<b>LK06</b>	Læreplanen Kunnskapsløftet 2006

## 1.0 Introduction

In today's globalized and more multicultural society, the need for effective communication across language barriers increase. In this context, Foreign Language Anxiety (FLA) and strategies to reduce this anxiety among language learners have become a central research area in language education. FLA has been identified as an issue affecting the language learning process and learning. Previous research has shown that FLA can lead to reduced motivation, lower learning outcomes, and ultimately lower language proficiency (Horwitz et al., 1986). In light of this, it is important to understand how FLA manifests among Norwegian students and what measures can be taken when addressing this challenge.

This master's thesis tries to explore FLA among Norwegian students learning English as a second language. The central issue of this thesis is to investigate how FLA affects Norwegian students, and how teachers can contribute to reducing the anxiety. The aim of the study is to identify effective strategies and practices when approaching FLA in the classroom and contribute to create a safe and supportive learning environment for the language learners. I will attempt to answer the three following research questions:

1. *To what extent is FLA present in Norwegian L2 classrooms?*
2. *What factors make students nervous?*
3. *How do students think teachers can alleviate FLA in the classroom?*

The goal of this project is to gain understanding of FLA among Norwegian language learners and give concrete recommendations to teachers when encountering this form of anxiety in the classroom. The study is student-focused and is interested in studying language anxiety from the point of view of the language student. The study combines qualitative and quantitative research methods, including observations, interviews, and surveys with students. The data has been analyzed thematically to identify central themes and patterns when investigating FLA.

This master thesis has the following structure: Chapter one introduces the study, highlighting the goals of the investigation and research questions. Chapter two consists of an examination of previous research on the issue of FLA, providing insights into what the research history says on the topic. Topics such as classroom environment, factors contributing to FLA, research in Europe, teachers' role, and the curriculum (LK20) will be addressed. Chapter

three describes the methodology of the study. It gives insights into the purpose of the study, choice of methods and informants, and the process of collecting data. Furthermore, it takes ethics and reliability and validity into account. In chapter four, the results of the study are presented through the chosen methods. Chapter four examines the results of my classroom observations, surveys, and interviews with students. In chapter five, the results of the study will be discussed in light of previous research. This section will discuss FLA in Norwegian classrooms, factors contributing to students' anxiety, and how FLA can be alleviated in terms of the classroom environment, structure, and encouraging English. In chapter six, the conclusion will be presented, and implications and further research will be specified. Each section will hopefully contribute to highlighting the varied aspects of FLA and how they can be approached in the classroom.

## **2.0 Background Theory**

### **2.1 Foreign Language Anxiety**

The term "Anxiety" is a common human experience characterized by feelings of worry, nervousness, or unease about specific outcomes or future events (Helsenorge, 2022). It can manifest in various situations and contexts, impacting individuals' emotional and physiological well-being. On the other hand, Foreign Language Anxiety (FLA) has proved to be a more complex term. In one common definition, language anxiety is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (MacIntyre & Gardner, 1994, p. 284). According to MacIntyre & Gardner, the term Foreign Language Anxiety (FLA) has been opted by many scholars and educators and has moved towards being accepted as a distinct type of anxiety correlated to second language achievement. The key distinction, therefore, lies in FLA's direct connection to language learning contexts and its impact on language acquisition and performance. In contrast, general anxiety may arise from a broader range of personal, social, or environmental stressors.

According to Proposition 121 (2018-2019), there are increased reports of mental health distress and disorders, negative stress, and loneliness among Norwegian youth (Prop. 121. (2018-2019): p. 10-27). Horwitz et al. (1986) discuss how students' reactions, emotions, and

way of acting when experiencing FLA in the classroom are parallel to “ordinary” anxiety disorders, although these are seen as separate forms of anxiety. Although FLA is not classified as a mental disorder, it’s close association with anxiety underscores its significance in educational settings. Horwitz research has shown that long-term exposure to stress and worry tied to learning a new language can reduce well-being, manifesting through increased nervousness, difficulty concentrating, and general emotional discomfort among students (p. 126)

Furthermore, Horwitz et al. (1986) argues that Foreign Language Anxiety effects students learning a target language, and that this form of anxiety is one of the most prevailing issues in Foreign Language Learning. By creating the FLCAS (Foreign Language Classroom Anxiety Scale), researchers were able to estimate and recognize which factors contributed to students' anxiety. As research progresses, others have adopted the FLCAS in different aspects of foreign language anxiety research (Aida, 1994; Chan & Wu, 2004; Cheng et al., 1999; Gürsoy & Akin, 2013; MacIntyre & Gardner, 1994; Nilsson, 2019; Thompson & Sylven, 2015).

## **2.2 Classroom Environment and Belonging**

A study by Young (1991) indicated that classroom methods and teachers' choices contribute to FLA among students (p. 427). She emphasizes the importance of being aware of anxiety indications among students to be able to decrease the Anxiety they are experiencing. Teachers must create a safe classroom environment where students can thrive and feel secure and supported in their learning environment (Ministry of Education and Research, 2017, p. 18). Researchers have argued about the effects the classroom environment has on students. Ryan & Deci (2000) argue that teachers who create a safe environment and show students they care, and respect students contribute to more motivated students (Ryan & Deci, 2000). Research has indicated that teachers who do not work on building relationships experience decreased intrinsic motivation among students (Ryan & Grolnick, 1986). The teacher's impact on the classroom climate and students' sense of belonging is essential. The sense of belonging can increase learning, students' self-confidence, and performance. Researchers argue that students who enjoy school and classes perform better academically (Hancock et al., 2021). As the Ministry of Education (2017) says, "if pupils feel anxious and uncertain, learning may be

undermined" (p. 18). Emotional support from teachers is vital when creating safe student environments.

### **2.3 Factors Contributing to FLA**

The results of Horwitz et al.'s (1986) research showed that fear of communication, test anxiety, and stress connected to negative assessment contributed to FLA in the classroom. Although these factors are mentioned as important, Horwitz et al. (1986) say it is a complicated issue involving multiple factors. "We conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). Students experiencing FLA also feared speaking in class, making mistakes, and not understanding language output from the teacher, illustrated by one of the respondents' answers in their study; "it frightens me when I don't understand what the teacher is saying in the foreign language" (Horwitz et al., 1986, p. 129).

Chan and Wu (2004) found that FLA existed among younger foreign language learners. Low proficiency in the language, negative feedback from teachers, competition, and pressure were some of the anxiety factors among students in fifth grade in Taiwan. More specifically, situations like speaking in a foreign language, taking tests, and not understanding the teachers' instructions were situations that induced student anxiety. Low English language proficiency and FLA were also found to go hand in hand (Chan & Wu, 2004). In recent years, Fenyvesi (2021) discovered that the students who were afraid of speaking in class feared being laughed at or criticized. While some researchers argue that FLA is a distinct type of anxiety, Cheng et al. (1999) say that anxiety can generally be connected to students with low confidence when speaking in a foreign language. Fear of making mistakes, not doing well, and receiving negative feedback can affect students' confidence, language learning and proficiency, and belief in succeeding (Cheng et al., 1999; Sundqvist, 2009).

### **2.4 Foreign Language Anxiety Research in Europe**

Although there are general limitations to foreign language anxiety research in Europe, Thompson and Sylven (2015) found that speaking in the FL and understanding input were the

most anxiety-provoking situations among 15 and 16-year-olds in Sweden. A study by Nilsson (2019) in Sweden also highlighted the issue of FLA among younger language learners, as her results indicated that FLA existed among students learning English as a second language from ages 8-12. Most significant was the anxiety connected to oral achievements: making mistakes, raising hands, and participating in class, as well as being asked to join in the conversation without being prepared to speak. Results showed that speaking in class appeared to be the factor that increased anxiety the most (Nilsson, 2019; Thompson & Sylven, 2015).

Nilsson (2019) argues that FLA is relevant among younger students, as early language education in Europe focus on oral communication in the curriculum. One of the main goals for teachers is to foster an environment where students feel comfortable speaking English even though they are still language novices (Nilsson, 2019). When comparing English to other subjects in the Swedish school system, English proved to cause more anxiety than other subjects. Research has shown that oral activity in large classes/bigger groups increases student pressure and anxiety (Chan & Wu, 2004; Nilsson, 2019). Research on younger language learners revealed that anxiety levels seemed to rise as children got older (Gürsoy & Akin, 2013; Nikolov, 1999). Among the previous research worldwide, studies generally focus on older foreign language learners, creating a gap of research among younger participants.

## **2.5 The Teachers' Role in Foreign Language Anxiety**

In discussion, Horwitz concludes that teachers can alleviate students' anxiety experiences, although it is problematic. Teachers must be attentive, focused, and willing to explore factors contributing to students' anxiety (Horwitz et al., 1986). Researchers have suggested that teachers should establish safe and supportive systems and environments where students can share their experiences with FLA and what increases it (Fenyvesi, 2021; Horwitz et al., 1986). An active teacher who supports students throughout difficult situations can help decrease anxiety among students. Teachers who assure students that mistakes are part of a language learning process, give motivational feedback, avoid negative focus, and maintain a safe classroom environment can help alleviate students' fears (Fenyvesi, 2021). When student issues are not addressed, students can cope by not showing up for class, over-studying, or avoiding communication on multiple aspects (Horwitz et al., 1986, p. 130). Nilsson (2019) highlights the importance of not focusing on the individuals who struggle to cope with their

FLA in specific situations but moving towards a focus on adapting classroom situations and methods that contribute to students' anxiety. Chan & Wu (2004) realized that teachers were unaware of FLA among the students. In light of this, they concluded that teachers must increase their awareness and handle anxiety-inducing situations with caution, use more understandable materials, encourage students to take part in English language activities, and create a safe environment where students can share their exposure to anxiety in the classroom (Chan & Wu, 2004).

## 2.6 LK20

Norwegian education is guided by a national curriculum. In 2020, Norway moved from the previous curriculum, LK06, to LK20. The curriculum now focuses more on adapting education to the ever-changing society and its needs, advancing interdisciplinary topics, integrating digital competence, and strengthening the students' abilities to become critical thinkers and problem solvers. Various historical movements and cultural customs have impacted Norwegian society. Language proficiency and cross-cultural awareness are increasingly crucial in a world where people are more mixed and nearer than ever (Ministry of Education and Research, 2017, p. 6-7). As English has become a substantial part of the Norwegian culture in recent years, the students should become well-functioning citizens who can contribute to society through evolving knowledge, abilities, and perspectives (Ministry of Education and Research, 2017, p. 3). Awareness among students about the variety of ethnicity, culture and language in society is crucial in creating identity, and being familiar with various languages should be seen as an asset (Ministry of Education and Research, 2017, p. 6). As the need for English increases, knowing the language is an important part of becoming a well-functioning citizen in the ever-changing society.

The competence aims in the English curriculum show a significant focus on the need for English to communicate, understand, and express one's thoughts and ideas in the target language. Among many other competence aims, oral skills are among the five basic skills students should learn in the English course. The curriculum focuses on students developing oral, writing, and reading skills through engagement in strategies and different learning methods. Additionally, the teacher will offer suggestions for additional learning and modify the lesson plan so that the students can utilize the suggestions to improve their oral and digital

communication, reading, and writing abilities in English (Ministry of Education and Research, 2019, p. 9).

## 3.0 Methodology

### 3.1 Purpose of the Study

This study aims to investigate the presence of English Foreign Language Anxiety in Norwegian L2 classrooms and which factors contribute to anxiety. The goal is to understand students' relationship with the English language, focusing on the oral part of language learning and locating what teachers can do to help. As there is a need for more research in Europe, the project can enlighten the presence of FLA in Norway and give insight into how teachers can work with the issue. Three research questions were formed from these thoughts:

1. *To what extent is FLA present in Norwegian L2 classrooms?*
2. *What factors make students nervous?*
3. *How can teachers alleviate fears according to students' responses?*

The following methodological section will describe the choices of methods in **3.2** – **3.2.2**. Section **3.3** describes information about informants participating in the study. Furthermore, **3.4** – **3.4.3** describes the data collection used throughout the process. Section **3.5** will describe how ethics have been considered towards the informants participating. Finally, the reliability and validity of this study will be discussed in **3.6**.

### 3.2 Choice of Methods

The data for this mixed-method study were gathered through observations, interviews, and surveys. The data collection sheds light on the presence of FLA among students in Norwegian classrooms using the three chosen methods. Both qualitative and quantitative data were collected by choosing these three methods, which helped answer the research questions above.



### ***3.2.1 Quantitative and Qualitative Research***

During this research, quantitative research was used as one of the methods. It can be defined as “(...) an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature” (Creswell & Guetterman, 2021, p. 681). To carry out this research, the researcher creates or finds instruments to collect data to address the questions and then uses statistics to examine the data from the instruments. The researcher uses previous study findings and predictions to interpret the data based on the analysis outcomes (Creswell & Guetterman, 2021). The quantitative method is more focused, allowing more units/participants to be examined. It can broaden the scope, provide an overview of how many are looking at an issue, and thus obtain a more representative picture of how the majority views things (Postholm & Jacobsen, 2018, p. 165).

Additionally, qualitative research was used throughout the project and data collection. The methods aim to sort collected data to make the material more understandable. Quantitative research can be defined as “(...) an inquiry approach useful for exploring and understanding a central phenomenon” (Creswell & Guetterman, 2021, p. 681). It often involves searching for patterns to gather material into categories or themes. Data material in qualitative studies is often extensive. When analyzing, it is essential to obtain an overview of the material so it can be presented to others in a written text. (Postholm & Jacobsen, 2018, p. 139). The researcher collects multiple pieces, forming a complex and comprehensive picture of the research field and the study participants (Postholm & Jacobsen, 2018, p. 140). The researcher asks relevant information using questions, gathers candidate responses, and examines the data.

Furthermore, the results are viewed, new perspectives are created, and conclusions are drawn based on them (Creswell & Guetterman, 2021).

### ***3.2.2 Mixed Method Research***

In this research, mixed method research was used to gain a broader understanding of the issue previously explained. According to Creswell and Guetterman (2021), “mixed method research designs are procedures for collecting, analyzing, and ‘mixing’ both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (p. 679). The method offer fresh perspectives and new methods for interpreting data and the

collection. When combining quantitative and qualitative research, both methods offer a richer grasp of the study topic and questions than they do as approaches alone (Crewell & Guetterman, 2021).

### **3.3 Study Participants**

When choosing informants, teachers at two schools in Agder teaching in the 8th and 10th grades were contacted and asked if they wanted to participate in the project and data collection. The teachers were provided information about the project in general and what was needed from them. Teachers were informed of the requirement of students' names and seating. For the interviews, teachers were asked if they should be held individually, in groups, or a mix. They were also informed that a survey would be held at the end of the data collection. With help from the selected teachers, the students were given a consent form following criteria from SIKT (Kunnskapssektorens tjenesteleverandør), where they could consent to participate in an interview (see appendix 1). Some needed parental permission, as they were students under 16 years old.

### **3.4 Data Collection**

In total, 85 students were observed in two sessions across three distinct classes. In all, 31 students agreed to participate in individual interviews that allowed for a deep and personal insight into their perspectives and experiences on English language learning. The survey was completed by 73 students, making more expansive data collection and comprehensive quantitative data analysis possible. This section will describe each method chosen and how they were used in the project.

#### **3.4.1 Observations**

In two different schools, 85 students in three classes were observed for two hours each. Prior to observing the classes, teachers provided maps regarding students seating and picture, making it easier to note each students' reaction and separate students from each other. When observing, the researcher functioned as a non-participant and did not have contact with the students. All classes had some focus on oral English activities to observe students' reactions in

specific situations. Observations can show signs of reluctance to speak, how often it occurs, and which students seem more anxious than others. An observation protocol was used as a tool when observing (see Appendix 2). Data was collected by registering events that showed reluctance to speak, and field notes were taken based on these.

### *3.4.2 Interviews*

There are a variety of ways to conduct interviews, although in this project, semi-structured interviews were chosen as the following method. Interviews allowed the researcher to adapt questions as the conversation floats. The interviews were held individually, and the goal was to gather extensive information about the participants' individual and personal experiences regarding foreign language anxiety in the L2 classroom. The students were interviewed about their relationships, experiences, thoughts, and emotions around English language learning. The average interview lasted 9 minutes, although some were longer depending on the conversation and insights. An interview guide was used when interviewing students, containing 25 questions (see Appendix 3). Before the interviews were recorded, all students were informed of some formal aspects (see Appendix 4). All interviews began with questions about their language proficiency and their experience of the classroom environment. The interviews were recorded and later transcribed, coded, and translated into English.

As a result, 31 students participated in interviews: 22 were 8th graders, and 9 were 10th graders. The participants were from two separate schools. All interviews were held in Norwegian, as it was easier for the students to speak their native language when sharing their thoughts and ideas. The names of the participants have been changed into pseudonyms, as they are humans expressing their thoughts and should not be dehumanized.

Table 1: Overview of informants participating in interviews

STUDENTS	PARTICIPANTS	TOTAL
8th-grade female	13	<b>Female: 17</b>
8th-grade male	9	
10th-grade female	4	<b>Male: 14</b>
10th-grade male	5	

### 3.4.3 Survey

At the end of the data collection, a survey was used to get a quantitative outlook on students' perspectives (see Appendix 5). SurveyXact was used as the tool for creating the survey. Additionally, when analyzing the data, two similar surveys were made to separate the schools. A total of 71 students responded to the survey. A total of 25 questions were used in the survey. The survey allowed students to respond more deeply to some questions and express their thoughts. In all, the survey was semi-structured, as students could check boxes that fit their answers and write some thoughts they had in their own words. In communication with the teacher, one hour was set for students to respond to the questions. Students were told before the survey to be as honest as possible, as their opinions matter and should not be biased. They were also informed that their responses could not be traced back to them, as the researcher could differentiate between schools. The answers were later analyzed, categorized, and interpreted.

### 3.5 Ethics

When researching individuals, there are different aspects to consider and guidelines that must be followed. The basis for research ethics in Norway consists of three fundamental requirements: informed consent, the right to privacy, and the right to be accurately represented (Postholm & Jacobsen, 2018, p. 247). An application through SIKT-Kunnskapssektorens tjenesteleverandør was applied to prior to data collection. Requirements

such as consent form, interview guide, number of participants, and project duration were submitted following their approval guidelines. The individuals being examined should participate voluntarily in the study, and the participation should be based on the individual being fully informed about what the participation entails. Using the consent form following SIKT's requirements, basic information about the project, what information is needed from the participants, and how the data is collected and further processed have been included to ensure that the participants have the information needed to make their decision. Participants' privacy has been carefully considered, as no personal information has been included in the data collection or the final project, correlating to what is mentioned as sensitive information in §4 in "Lovdata" (The Personal Data Act, 2018, §2). The study participants were also informed through the consent form that anonymity was secured through pseudonyms in transcriptions.

Additionally, participants have been informed that information will be deleted at the end of the project, and confidentiality is secured from all other aspects. All who received the consent form were informed that if they wished not to participate for any reason (even after finishing an interview), all information would be deleted immediately. Finally, the researcher was listed with contact information in case there was any need for questions. The consent form and interview were sent to SIKT in September 2023 and were approved the same month. Interviews took place between December 2023 and January 2024.

### **3.6 Reliability and Validity**

The use of observations, interviews and surveys as methods gives a total picture of participants' views and solid ground for answering the research questions in the study. When discussing reliability, Creswell & Guetterman (2021) argue that presenting sound evidence is crucial and that what is meant to be measured is being measured. These thoughts underline the importance of presenting reliable proof in research. To assure reliability and validity in the measurements, the researcher should consider multiple factors, including the test's contents, processes tied to respondents, the internal structure of the test, the relationship between other variables, and the consequences of the tests (Creswell & Guetterman, 2021, p. 684). In other words, many aspects of the research design and execution of the study were considered to ensure that data is reliable and representative. For this study, the interview guide was based on previous research and questionnaires used to research the specific topic. A representative

selection of participants was chosen to ensure validity and reliability, where variables such as gender and age were in focus.

The study's results cannot fully be generalized to the larger population, as the research objects represent the specific group being researched. The study consists of participants and situations generalizable to the research group and might apply to other parts of society. Postholm & Jacobsen (2018) argue that it is difficult to gain deep insight if the researcher focuses on many participants. The choice of doing a mixed-method study helps increase the representativeness, as quantitative and qualitative methods complement each other's different aspects of what is being researched, and more participants are included in distinct situations.

The students being researched were somewhat familiar with me as a teacher previously, as I have been working as a substitute teacher at both schools prior to data collection. The researcher needs to obtain objectivity and avoid affecting the results when researching. Obtaining this is a difficult task, but by being transparent in instructions about the project, anonymity, and avoiding personal influence, the students realized that my role in this study was not as their teacher, but as an outside researcher. It is not easy to know if this had any effects, but from a personal standpoint, the students answered as honestly as possible in the interviews and survey. Generally, validity and reliability are crucial to ensure that research is scientific and that the results can be trusted. Considering these factors strengthens the research quality and reliability of the study.

## 4.0 Results

### 4.1 Observations

This section will describe the findings from the observations collected in the two different schools in Agder. To ensure anonymity, the following schools and students will be given pseudonyms and referred to as Waterfall School and Meadows School.

### 4.2 Waterfall School 8th Grade

#### *4.2.1 Use of Norwegian vs. English among Teachers and Students*

The class was observed during two English lessons, lasting 45 minutes each. The class worked with the United Kingdom and Ireland as topics for these two lessons, practicing oral, written, and reading skills. Twenty-nine students were present when the observations were held. The students worked on a paired task with the partners sitting beside each other. The task involved items for discussion linked to a text about Irish traditions. Students were asked to speak to each other and write down some of their thoughts. When the first task instruction was given (in English), the students used a great deal of time to start the activity. Shortly after, the teacher gave instructions in Norwegian. This time, students seemed more willing to do the work as the task instruction was understood.

The teacher sometimes reminded students to talk in English, but students continued to answer in Norwegian, both when the teacher was present and absent. Compared to the first observation, students in the second observation tried to speak more English when the teacher arrived at the pairs' desks, although the use of English disappeared as soon as the teacher left. For the second observation, students watched a short clip about Ireland and its traditions. All students paid close attention, but when the teacher asked what the students remembered, only Henry raised his hand. He responded in Norwegian, although he switched to English after a while. More students started raising their hands, but in total, only five students spoke. It was the same five students who consistently participated in classroom discussions.

#### *4.2.2 Reluctance to Speak/Anxiety*

There were some specific circumstances where students showed reluctance to speak. Students worked with questions about the United Kingdom's history and culture, and when the teacher asked the students to share what they had worked with. No one responded or raised their hand. Additionally, when students were asked to read a text out loud about Irish traditions, Garry, Parker and Nolan tried to avoid reading in front of the class, told the teacher they did not want to read, looked away, and clearly became agitated. Parker left the classroom as a result. Oliver asked the teacher if it was ok for him to stop reading after a couple of sentences while he seemed stressed as physical reactions such as blushing and stuttering prevailed. More than ten students showed the same responses as mentioned, and they seemed unsure how to pronounce words and sentences while reading. Additionally, Millie and Nova read out loud at a volume that made it almost impossible to hear what they said.

The reluctance to speak became even more apparent when students worked in pairs, answering tasks regarding the United Kingdom and Ireland. Chase and Elsa did not talk to their partners and stared into their computers. The reason for this could be because they do not wish to speak English to each other, but there is a possibility that they were paired with a classmate they did not know as well as others. Scarlett and Jolene "spaced out" when the teacher spoke to them. They stared at each other like they did not understand and seemed stressed as they could not sit still and listen to the teacher. Generally, many students looked around the classroom, sitting quietly and observing what the other students were doing and saying while working. Some students seemed quite shy when asked to participate in the classroom discussion regarding what they had worked with. In pairs, I noticed that either one student always answered for the other, or both were utterly silent. If students provided answers, they were short, simple, and often in Norwegian.

Nolan was corrected while reading about the United Kingdom in front of the class, which led him to stop reading and look stressed. Chase and Ivan read but laughed while speaking. The class corrected their pronunciation and laughed when Chase said, "I do not know what this means.". The teacher corrected the mistake and explained the meaning of the paragraph, and the student finished reading. Chase, Mateo, and Theodore seemed fine reading initially, although, after some time, other students began to laugh and correct mistakes, which led the



students to stop reading. Nicholas and Liam were asked to read out loud, and while reading, the students could not sit still. Although the teacher corrected their mistakes regarding pronunciation in front of the class, they seemed ok with this.

The second observation differed as only six students were asked to read. Out of these six students, two refused to read. Garry asked if he had to read, and the teacher told them he had to. It was unexpected that he read, as he refused to read in the first observation, although it was only a few sentences the second time. Parker (who left the classroom during the first observation) responded in Norwegian but stayed put this time. Another unexpected factor was that Gabriella seemed tense while reading (although she performed well), constantly searching for the teachers' affirmation. While reading, she switched between reading and looking at the teacher. As soon as the teacher praised her for reading out loud, she seemed more relaxed. When the teacher asked questions about the Irish text using English as the instruction language, many students looked away, seemingly trying to avoid being asked to respond. The teacher chose those who raised their hands to answer this time, compared to the first observation, where the teacher chose random respondents. An unexpected incident here was that Parker (who almost refused to read twice) was one of the students who raised their hand. This might be because the student was more confident when speaking freely than reading aloud.

#### ***4.2.3 General Findings from Observations at Waterfall School***

When observing, the common denominator was that students spoke Norwegian throughout both English lessons. The students seemed to struggle to discuss freely when speaking English. The teacher switched between Norwegian and English when giving instructions and speaking with students. The impression is that this was done to gain control of the students through the use of Norwegian when there was noise and a lack of focus. It was apparent that the students needed precise instructions when working with English. Students demonstrated through body language, reactions, and participation that they were somewhat uncomfortable in the classroom setting. Language correction and laughing at other students seemed to bother students through both observations.

## 4.3 Meadows School 8th Grade

### 4.3.1 *Use of Norwegian vs. English among Teachers and Students*

In 8th grade at Meadows School, students were observed for two English lessons lasting 60 minutes each. The students were working on a group poster project focusing on the different regions of the UK. The students had already started working on the project before the first observation. Students had been given a part of the UK to focus on, writing facts and adding pictures and drawings. The project was done in groups established by the teacher. A total of 30 students were present in both observations. The teacher constantly reminded the students to communicate in English, although it rarely affected them. After counting, at least 19 reminders were given to the class in the first observation. Angus and Luke's groups were the only groups who frequently used English while communicating; all other groups either spoke Norwegian or did not communicate with each other at all. The group communicated with each other and the teacher in English, although Luke forgot to speak English occasionally. The teacher corrected the language, which did not bother him as he switched to English. On the other hand, as soon as the teacher stopped correcting the group, Norwegian became the main language of communication. An example in class in general was when the teacher said, *"Please show your ability in English."* Many students responded, *"Yes!"* but all oral communication was switched back to Norwegian afterward. Unexpectedly, Jason, Amanda, and Emma's group stood out. They did not speak English, especially when the teacher was absent. Jason tried to communicate in English with the other students in the group but got little response. If there was any response, it was Norwegian. Despite this, Jason continued speaking English, seemingly not bothered by Amanda and Emma's lack of participation.

### 4.3.2 *Reluctance to Speak/Anxiety*

There were signs of reluctance to speak when working on the group poster project, especially in the first classroom observation. The students had variations in reactions. Michael and Anthony were asked to switch to English when communicating, as they spoke Norwegian to each other and the teacher. Their reaction to this was complete silence. The case happened for three other groups and individual students in the same setting. In Andrew, Arthur, and Brandon's group, Brandon was utterly silent throughout the group work without a specific

reason. Amelia and Bruno tried to speak English after being corrected by the teacher. The teacher gave them positive feedback for trying; however, the students stopped responding in both languages, blushed, and looked away from the rest of the class after the feedback. The third student in the group, Charlotte, was silent throughout the group work, seeming uncomfortable. Some students tried to speak English in the classroom when there was a lot of noise and tried to avoid other students hearing them speak, as there were some laughs in the classroom when students heard other students speak English. Andrew stood up in the classroom with a Norwegian-English accent and said, “We need to talk English; if not, we will fail this class.” Arthur responded, “Yes! Exactly!”. On the other hand, the same students who had been vocal about speaking English soon switched to mixing languages, using it as a defense mechanism to avoid making mistakes and being laughed at.

Additionally, other students seemed to respond to teacher corrections by laughing. Sophia, Harper, John, and Olivia responded by laughing at the teacher’s language corrections. No changes happened, and the groups continued to communicate in Norwegian or did not communicate at all. An interesting observation of this group in the second observation was when they decided to practice together to present their project. Using their poster as a guide, they read their notes out loud to each other, although still present in the classroom. Reading did not seem uncomfortable as speaking freely based on their thoughts.

#### ***4.3.3 General Findings from Observations at Meadows School 8th Grade***

A pattern discovered was that almost all communication was in Norwegian, even though the teacher constantly corrected the students. Although some students tried to speak English occasionally, this disappeared as the teacher was absent. Students responded to language correction with silence or laughter, where at least one student in all groups became silent during the classroom observation. It was noticeable that students mixed Norwegian and English when speaking and working with each other, making it seem like a “funny” made-up language. Some students seemed afraid of being laughed at by their peers throughout the observations.

## 4.4 Meadows School 10th Grade

### 4.4.1 *Use of Norwegian vs. English among Teachers and Students*

The students in 10th grade at Meadows School were observed for two English classes, lasting 60 minutes each. A total of 26 students were present in both observations. The students were working with history and life in the United States of America. The teacher gave Norwegian instructions on what the students would do for the lesson. Shortly after, the teacher switched to English and explained the next hour more in depth. The students were divided into groups and asked to do a drawing task, focusing on oral communication. One student in each group was given a drawing hidden from the rest of the students. The task for this student was to explain what they saw and give information to the rest of the group so they could try and recreate the picture by drawing based on the instructions. The teacher started the lesson but did not give specific instructions on which language to use when communicating.

The teacher noticed that students spoke Norwegian and started to correct individual students, asking them to speak English. Some student responded to this correction, seemingly forgetting to speak English occasionally. This was not the case for all students, as Nathan, Dylan, Cooper, and Aaron stopped speaking English after the teacher disappeared. This was a typical case for many students/groups in the class. Hannah, Evelyn, Grace, and Harriet's group spoke Norwegian throughout the class, even after the teacher tried to correct them. This was also the case for Isabella and Luna's group. What became apparent as time passed was that more students started to speak Norwegian. Unexpectedly, Charles (one of the students who spoke English for most of the class) stopped speaking. He was corrected multiple times and switched to English. This might have to do with the number of corrections he received.

In another activity, the students had been working on a sheet where they had to fill in facts about important incidents in US history. An unexpected situation occurred when the teacher asked the whole class if any groups could share their findings. First, not a single student raised their hand. After a while, Aaron took control and answered in English. The student who took the initiative led Calvin to respond as well. It felt safer for some students to respond in English when another student took the lead.

#### *4.4.2 Reluctance to Speak/Anxiety*

When the teacher went through what the students had been working with after each task, the students generally seemed distant in class. Many students stared into the air or at other things/students. The teacher asked Isabella and Luna's group to share what they had worked with. Both students looked at each other and waited for the other one to respond. The teacher asked if it was ok to read out loud what they had written. There was a positive response, although they looked away from the class as the teacher read. Another event was when the teacher asked, "Who can tell me about a native hero? Raise your hands". Not a single student raised their hand, even after follow-up questions, as all students looked around at each other.

Hannah, Grace, Evelyn, Luna, and Adeline seemed uncomfortable when asked to participate in the drawing task. These students responded to the teacher's questions (in Norwegian), but the answers were short, and they seemed nervous as their voices were soft and impossible to grasp. Grace and Luna did try to answer in English, although the answers were short and difficult to hear. Hannah seemed nervous and did not participate in any group activity involving oral activities. When she was asked to write, the student participated and appeared more confident. The group generally seemed to work quietly. When speaking with the teacher (who spoke English), the students responded in Norwegian. After receiving language correction, only Grace responded, while the rest of the group sat quietly and listened or did not seem present at all. In another oral activity, students did a roleplay, using a new identity and pretending to get through the US immigration border. Some students seemed to cope well with the task, while Isabella, Luna, Hannah, and Victoria looked nervous about doing the role-play. During the activity, these students hid behind others and did not participate.

#### *4.4.3 General Findings from Observations at Meadows School 10th Grade*

A general finding through the observations was that students either seemed to forget to speak English or simply did not want to. After the teacher had given corrections, students continued to communicate in English or became completely silent. In this class, students seemed to feel somewhat unsafe. Some students felt more confident to respond in English when some students took the lead, although other students seemed afraid to speak regardless. A general issue seemed to occur when students were asked a question in front of the class, as the

response rate was low. Students seemed more comfortable when speaking in groups. A prevailing factor was that students were afraid to make mistakes in front of other students and chose to speak Norwegian with a low voice or stay completely silent consequently.

#### 4.5 Limitations

Choosing to do research at two schools I, as a researcher, am already familiar with, can cause some limitations when observing. As I already know the students to a degree, I noticed that they tried to talk to me, even if I was not an active participant in the observations. These aspects could affect the observational results, findings, and patterns. The students at Waterfall School seemed curious about me as a researcher and why I was not participating in the teaching. They were eager to know what I was writing for the observation. This could have led to much noise in the classroom and a lack of concentration.

#### 4.6 Interviews

This section will describe the findings from the interviews collected in two different schools in Agder, Norway. In total, thirty-one students participated in the interviews. The participants consisted of students in 8th and 10th grade. Through examination, the interviews were coded and analyzed to discover patterns that indicated different Foreign Language Anxiety. As the interviews were held in Norwegian, students' responses have been translated to English.

*Table 2. Codes used when analyzing interviews.*

Interview Codes	
Classroom environment	Fearlessness
Safety in the classroom	Oral Anxiety
Speaking to strangers	Solutions to issues
Fear of negative evaluation	The English subject and teachers

## ***4.6.1 Classroom Environment and Safety in the Classroom***

### ***4.6.1.1 Meadows 10th Grade***

Students had different impressions of the classroom environment in 10th grade. Generally, the boys agreed that the classroom was a safe space where students could be themselves and where everyone got along. The girls, however, had different opinions. Grace experienced a division between those who are considered "cool" and those who are "not cool" and explained how this affected her comfort in the classroom. The two responses below indicate that the classroom environment was perceived differently by boys and girls.

It's not a very good classroom environment, not among the girls, but the boys can all hang out together, while the girls aren't really doing that well. I don't know. People are friends, and then they aren't friends anymore, and then it just creates a bad vibe. It's not like 'wow drama,' but it's underlying drama.

Aurora (10th grade Meadows School)

Pretty shitty among the girls because none of the girls really like each other. It's not drama, as no one bothers to make drama out of it, but it's just that no one likes each other, and then we don't talk. It's not unsafe for me, but I understand it can be for some.

Victoria (10th grade Meadows School)

### ***4.6.1.2 Meadows 8th Grade***

When students in 8th grade at Meadows School were asked how they perceived the classroom environment, the general response was positive. Students indicated that they still feel safe even though the class is relatively new to most students. There seems to be a general understanding that the students are good friends. Jason mentions that he does not notice any specific challenges in the class. Olivia says the environment allows students to be themselves, while Mia portrays a classroom where is not afraid to say something out loud. Other students also support these perceptions.

I think our class is very safe. I feel very safe in our class. So I really like this class. I don't feel like we have anyone judging you. I feel that we have a bit more, like, you can be yourself in a way.

Amelia (8th grade Meadows School)

I think it's good. I don't think there's any bullying. If there's anyone who seems a bit sad, then people ask what's wrong, and I actually think we have a good classroom environment where we take care of each other.

Luke (8th grade Meadows School)

While most students seemed satisfied with the classroom environment, some students noticed some challenges. John describes a good classroom environment, but sometimes, the larger students in class could be intimidating. Amanda points out that it can feel unsafe as she is still getting familiar with all students. Student Mason describes an environment where he sometimes feels uncomfortable with the boys, experiencing them as rough and too curious for his preference:

I wouldn't say it's the best. I don't mean that they are mean, but I think the boys are a bit rough. It scares me sometimes. I understand that they just want to know things, but I like holding things to myself. When they ask questions, I get uncomfortable. I don't want to share my life with someone I don't trust, but people I trust can know more about me.

Mason (8th grade Meadows School)

#### *4.6.1.3 Waterfall 8th Grade*

When 8th graders in Waterfall School were asked how they perceived the classroom environment, most students spoke positively. Students reported a classroom environment where students take care of and help one another. Oliver reported that if one makes a mistake, there is no fear of being laughed at in the classroom, and one can dare to speak out loud. Leah mentioned that she enjoyed being in the classroom in general. Mateo believes that the school has become something positive for him, as the classroom feels safe:

It is good. I don't know if I can quite describe it. I have many friends here in this class with whom I feel safe. I have, well, felt somewhat unsafe in the class before, but not in this one. It was when I was little and started school for the first time, and it was a bit unsafe, but it has grown on me. The older I get, the better it becomes.

Mateo (8th grade Waterfall School)

Although most students feel comfortable in the classroom, two students reported other experiences. Student Natalie said she felt comfortable in the classroom but uncomfortable with the other classes in 8th grade. According to Natalie, many students spread rumors, which caused some issues in the school. Another student said that she has experienced situations in



the classroom that have made her insecure while implying she was generally insecure as a person:

Okay, almost all the time. People make noise all the time, and sometimes, when you say something wrong, people might laugh and stuff. I've felt a bit insecure. I actually feel insecure all the time. I don't know, I just am. I just am. It's not necessarily the class. It's sad, but I'm used to it. It gets worse the older I get.

Elena (8th grade Waterfall)

#### **4.7 Fearlessness, Anxiety, and Speaking to Strangers**

Students in both 8th grade and 10th grade were divided as to how they experienced using English in class. All students were asked if they spoke English in class. Some described how using English stressed them and made them nervous. In 10th grade, students said they sometimes used English in class, although this varied. Dylan, Victoria, and Jason said they use it a bit, while Hannah used English a lot because she generally enjoyed the English subject. Grace explains that she is uncomfortable speaking English in front of the entire class, as she struggles to find the right words and is afraid of saying something wrong. Three other students had the same perception that the teacher expected them to use English in the classroom, which is why they spoke English. If students forgot to speak English, the teacher corrected them. According to Cooper:

Of course, I try to speak a lot of English; if not, the teacher gets a bit insistent that I must speak English, and then it's much better just to speak a bit of English anyway. There's a certain expectation that you have to speak English in class regardless.

When 8th-grade students in Meadows School were asked about their use of English in the classroom, many expressed that they did not enjoy speaking English in front of others. Many students felt they needed to be more proficient and compared themselves to others they thought were well-achieving in English. Generally, the students agreed that they preferred to speak Norwegian during class. A common denominator was that students sometimes spoke Norwegian-English, mixing English words into the language when speaking in class. They agreed that Norwegian had become affected by English and that this was generally a common thing among students to do. Emily said she only spoke English when she had to, as she found it embarrassing to speak another language and did not feel she spoke it fluently. Generally, students agreed that the teacher had to take the initiative to speak English for students

themselves to speak English. However, many students said they would still struggle to speak. Only student Mason stated that he enjoyed speaking English in class, and his hands were active in the air to respond to teacher input.

In Waterfall School, 8th-graders were asked the same question. Their responses indicated that more students spoke English compared to the 8th graders in Meadows School. Students generally thought the teacher expected them to speak English in class. Most students mentioned this, although there were some variances in their answers. Student Liam indicated that speaking English depended upon the task given by the teacher. This agrees with his earlier statement that he responds in the language the teacher is speaking. At the same time, Henry said he spoke English even if the teacher had not told him to or taken the initiative first since he knew it was preferred. Mateo explained that he spoke English in class, and if he did not remember the words in English, he would switch to Norwegian. He said that while working in groups, students spoke Norwegian and that, from his perception, it comes naturally to him and his friends.

Most students said they enjoy speaking English, while three others shared differently. Students Natalie and Gabriella explained that they never spoke English because they were not used to it and found it challenging to speak in front of others. Student Elena said that she was used to speaking English because her friends and family spoke it. Although she was used to speak English, it was still difficult to speak in class, as she feared negative evaluation from others.

#### **4.8 Fear of Negative Evaluation from Others**

Students expressed discomfort in situations such as speaking freely, being asked questions, presenting in front of the class, and reading aloud. Findings show that students fear making mistakes and being laughed at in front of others. The fear of making mistakes was present among students in 10th grade at Meadows School. Student Aurora stated that she found it more challenging to speak in front of the boys in the class, as they often tended to make comments and laugh at other students when speaking. She explained, as soon as the boys were not present, the girls spoke more than they had ever done. Aurora mentioned that she was

confident the other girls in the class felt the same way. Look at her response regarding her experience of being laughed at:

Yeah, it's generally when you say something wrong, then there's a lot of laughter in the classroom anyway. You don't know if it's you they are laughing at, but you often feel it, especially if you have said something wrong. It's not fun. You get uncomfortable and say less afterward. I notice that if it's at the beginning of a class and you say something wrong, and then people start laughing, I often notice that I don't want to speak more during that class, in a way. So I kind of have to build up a bit of motivation to dare to speak again eventually.

When asked if she had ever experienced being laughed at in class, she was adamant that laughter was common whenever students said something wrong. Her experience with laughter and making mistakes in class showed that she struggled to continue speaking after the negative evaluation students gave her. Aurora was not the only student who felt this way; other students shared their own experiences: Student Victoria revealed that she was terrified when reading aloud in English as "(...) then the fear of being laughed at or making mistakes creeps in, ugh". Although some students feared speaking in class, most 10th graders at Meadows School interviewed indicated this was not a significant issue. Most students explained that they were used to being laughed at and that this was expected according to how they viewed the classroom environment. The examples previously mentioned illustrated the few students who expressed negative experiences.

When looking at 8th graders' responses in interviews, it was evident that Foreign Language Anxiety was more present among the younger students compared to the 10th graders interviewed. Student Natalie shared her experience with speaking in class:

(...) In class I have to prepare myself to dare to speak sometimes mentally. Throughout all of elementary school, if you spoke and said something wrong, people would laugh at it, and then it just became difficult. It's very uncomfortable, and then I don't dare to speak anymore.

Natalie (8th grade Waterfall School)

These thoughts represented how many students perceived speaking English in class. Student Amanda, in 8th grade at Meadows School, said she used little English for fear of making mistakes when speaking and reading aloud. She implied that speaking generally scared her, and the English subject was where this fear primarily increased. Amelia also agreed with

these statements. She indicated that the fear could be linked to a new class where she was unfamiliar with students the teacher. When student Elena, in 8th grade at Waterfall School, shared her experience, she explained that she was considered one of the well-achieving students in class by peers. When making mistakes, other students would emphasize that she was wrong, as it usually shocked her peers. She said it annoyed her because she felt she was singled out from the rest of the class.

Student Mason, in 8th grade at Meadows School, gave an interesting response when asked about his fear of making mistakes:

(...) I very often experience people laughing at me if I make a mistake. I use a very simple thing I call a 'filter.' I block out all sounds except for what the teacher is saying. For example, what the class says, if they laugh, then I use the filter and make sure I don't hear it and just continue. But I get very nervous when I stand in front of the class speaking. I get so embarrassed, but I actually try not to care. During presentations and such, I block it out as best as I can. I remember in sixth-grade, I had a presentation and said something wrong, and everyone just laughed like crazy. I hadn't developed my 'filter' yet, so I heard a lot of what they said and laughed at. But now that I'm older, I'm better at not caring about what others think of me.

Mason (8th grade Meadows School)

Mason described that he often experienced peers laughing at him when making mistakes in class. However, as he got older, he developed what he referred to as his 'filter'. Using the 'filter' allowed him to block out disturbances during class. Although he tried not to care about peers laughing when making mistakes, he still feared speaking in front of others and felt embarrassed.

When Mia was asked which language she usually spoke when the teacher asked her questions, she said that she spoke Norwegian as it came 'naturally' and 'automatically'. If the teacher asked her to switch to English, she mixed Norwegian and English as a defense mechanism when peers listened. She stated that she feared making herself look foolish and making mistakes in front of others. Student John also shared the same thoughts. The general impression among 8th graders in Meadows School was that students preferred to speak Norwegian and found it embarrassing to speak English in front of others.

Students in 8th grade at Waterfall School shared different experiences when speaking in front of the class in general. When looking at students' responses, they said mixing Norwegian and

English was okay. What differentiated 8th graders in Waterfall School from the 8th graders in Meadows School was how the teachers instructed them on what language to use. Most students responded in English if the teacher asked them to, which was different for students in Meadows School.

When students in 8th grade at Meadows School were asked if they had experienced anyone laughing at them during English class, most students said that they had not experienced it. Although most students agreed, some said they feared it could happen in the future. Although there were many similarities between 8th graders in Meadows School and Waterfall School, the most prevailing difference was their experiences with laughing in the classroom. When asked the same question, Waterfall student Oliver explained that it made him uncomfortable when students laughed at him. He said, "they laugh because it's funny making mistakes, but it's not." Another student from 8th grade at Waterfall School said that he does not get too affected by students laughing at him if he were to say something wrong. However, he understood that peers might perceive it as others laughing at them as individuals.

The interviews showed that students used grades as motivation for participating in class, especially in 8th grade. Student Charlotte, in 8th grade at Meadows School, mentioned that her motivation for studying for tests was to get a good job that paid well and how it was essential for her in her future work life. Focusing on grades increased students' nervousness and fearing making mistakes and receiving bad grades. The nervousness also contributed to the fear of being criticized by teachers. A student said:

(...) I'm afraid that people will laugh or that I'll get a bad grade. Those are the worst things. Or that I'll do something wrong and the teacher will get angry at me, even though deep down I know it'll never happen. Those are just the thoughts I have.

Elena (8th grade Waterfall School)

Student Elena spoke about how she is used to speaking English at home and how she usually was fine speaking English in general. She expressed that she feared making mistakes and receiving lower grades, as well as negative evaluations from the teacher (even though she did not think it would happen). The student explained throughout the interview that she was generally nervous when speaking in front of the class, as the thought of receiving a bad grade increased her nervousness and anxiety.

Students also experienced pressure at home to succeed. In 8th grade at Waterfall School, Liam explained how he was affected by the pressure at home, as his parents would not be happy with him if he received low grades. Student Emily, from 8th grade at Waterfall School, said she was stressed as she focused on receiving good grades. She usually practiced a great deal with her parents until she remembered all the information she needed to succeed. She said that it stressed her. Sometimes, the pressure also appears from inside the classroom among peers. Sharing her thoughts, student Ella mentioned that she usually felt less competent than her peers when receiving grades and feedback. She explained that it was typical for students to share how they did on each test with the class, making her feel less competent as her belief was that everyone tended to receive better grades than her.

#### **4.9 The English Subject and Teachers**

When students were asked if they thought the teacher knew that some students might fear speaking English, the 8th graders in Waterfall and Meadows School seemed somewhat divided. Seven students who perceived the teacher as aware responded yes and explained further why, while the rest did not explain how or why they felt this way.

Yes, I have talked quite a bit with my teacher about it and how I feel about English. The teacher has taken it into consideration and said that I can record audio instead of presentations so that she can listen to it alone instead.

Sophia (8th grade Meadows School)

Um, I don't know, maybe. Some teachers are aware, I think so. (...) My old teacher didn't understand it because we were up in front of the class, speaking all the time. Our new teacher doesn't do that. The teacher understands that it's scary. We can stop if we want to, but we couldn't do that before. We had to, you know, try.

Emily (8th grade Meadows School)

Yes, I think so. They don't ask you unless you are prepared, actually, most of the time, unless you're a very open person. I notice that the teacher only asks those who speak in class and such. The teacher doesn't ask those who are quiet unless they're prepared for it, so the teacher takes that into consideration.

Charlotte (8th grade Meadows School)

Yes, I think they are, or not all teachers. Some teachers, as I see it, consider the students, while others don't care. You're supposed to speak. But some in the class don't

like to speak as much as others and don't like to read like others, and that's natural, of course. So the teachers probably see that, but I think the English teacher is aware of it.  
Mateo (8th grade Waterfall School)

The students expressed that the teacher was aware that students were nervous about speaking English, and the teacher listened and adapted to the student's needs. Student Amelia also said, "(...) I believe that my teacher knows that at least I'm nervous about doing it. We've talked about it, and I'm afraid of having a presentation in English in front of the class". Sophia and Amelia explained that they had conversations with the teacher regarding their relationship with speaking English, which made the teacher aware and able to adapt methods. Emily explained that the teacher allows and respects the students' wish to stop speaking English if they are uncomfortable, comparing it to her previous teacher, who did not adapt to what she believed she needed. Henry said, "(...) There are some students who, in a way, don't read, and I think maybe the teacher knows a little about that, yes". In the same way, Leah also said, "(...) Since everyone is different, we are all different in class. We are different. Some like to speak out loud, others don't, some get nervous, others don't. It goes back and forth". The students generally understand that everyone is different and has different preferences and emotions linked to English as a foreign language.

On the other hand, some students' responses indicated that the teacher was unaware of the fear of speaking English in class. Student Oliva mentioned that the teacher pushed students to speak in front of the class, and the teacher must be aware that students did not wish to speak. When Mia was asked about her thoughts on the teacher's awareness, she responded: "Sometimes it doesn't seem like that. They just ask whoever they want to because they believe everyone wants to speak". Another 8th grader also stated their disbelief in the teachers' awareness:

I don't think they are aware of it because they are used to speaking English themselves, so they don't know what it's like for us students to speak like that. I don't think they know how it is. They think it's easy for us to answer in English and so on, but it's not as easy as they think it is. No, I don't really think they're actually aware of it.

Ella (8th grade Meadows School)

According to the students above, the teacher was unaware of their nervousness, and the teacher did not consider it. Olivia mentioned that the teacher pressured the students into

speaking in front of the class. At the same time, Mia voiced that the teacher chose whichever student they wanted to because they were unaware that students did not want to speak. Ella explained that it seemed like the teacher needed to be made aware of how students struggle to answer in English, as the teacher was used to speaking English. Their experience was that the teacher did not take students' points of view and was unaware of their reluctance to speak. Finally, student Amelia also said that she did not perceive the students in the class as nervous, so the teacher was not aware that there were nervous students.

In 10th grade at Meadows School, most students agreed that the teacher knew that some feared speaking English. Student Nathan said he believed the teacher was aware of students feeling uncomfortable and embarrassed when speaking English, especially when making mistakes. Furthermore, he articulated that the teacher spoke to the class regarding the issue and explained that it was not something students should fear, as everyone makes mistakes. Aurora agreed that the teacher was aware and presented a reflection that gave insight into her thoughts about teachers pressuring students to speak English in class. The student views teachers pressing students to speak in class as necessary for students to speak English.

Yes, but they have something they have to go through in a way. They don't choose what they're going to do, and I actually think that it's pretty good for many that they're pushed to speak a little English. (...) I feel that if the teacher hadn't pushed us to speak English, I don't think anyone would have spoken English at all, in a way.

Aurora (10th grade Meadows School)

Three students in 10th grade disagreed that the teacher was aware. They said that the teacher put unnecessary pressure on students. 10th-grade student Grace stated that the teacher was not aware and did not care that students experience anxiety when speaking in class. Student Dylan responded that he experiences the classroom as an open and safe space for all students, where it does not seem like any students are afraid of speaking out loud. Victoria explained how the teacher was unaware when pushing students to speak:

No, or not all teachers. Not at all. A little while ago, there was a new class where nobody knew anyone, so the teacher decided that everyone had to come up and introduce themselves in English in front of the whole class. It was absolutely terrible. I was stressed. Standing in front of the class when you don't know anyone and everything is new, no thanks. Yeah, ugh, not everyone is aware.

Victoria (10th grade Meadows School)



## 4.10 Solutions to Issues

All 8th graders were asked if they had any solutions to making students less nervous when speaking English. Five students responded that they did not know what the teacher could do to help them, while one responded that he believed there was nothing the teacher could do. While looking at the interview responses, students mainly present three possible solutions for decreasing anxiety linked to speaking English in the classroom:

1. Smaller student groups
2. Teacher communication
3. Increased positive feedback

The majority of students mentioned that creating smaller groups could help. Amanda mentioned that smaller groups would make her feel safer, as fewer students would listen to her speak. Oliver preferred to work in smaller groups to learn to speak more English with a couple of students he felt safe with. Amelia preferred to have oral presentations in front of the teacher instead of the class. Other students in both Meadows and Waterfall schools agreed with these thoughts:

I have an idea. What if the teacher takes the students who are presenting out of the classroom, so they can present without the rest of the class listening. Then they can't hear it, and they can't laugh if anyone says anything wrong. When the teacher corrects students without the class hearing it it becomes safer for the student. They did that in elementary school. That's one of the reasons why I'm comfortable with it.

Mason (8th grade Meadows School)

I think maybe it can be smart to put students in smaller groups or make sure that they work with their friends, and not with many they don't know. I feel like the teacher often chooses those who don't raise their hands to respond, or put them in groups with people they don't know to challenge them in a way. I think that smaller groups and more well-known people would have been better.

Ella (8th grade Meadows School)

As it is now, we divide into half of the class. I think that works. It worked for me when I was younger. I find it a bit scarier to speak English in front of the whole class, and then they divided the class in two. It's much better since there are fewer people to speak in front. There's fewer people listening, and it feels a bit safer to make mistakes, you know.

Mateo (8th grade Waterfall School)

Some students indicated the importance of having open communication with the teacher to decrease students' anxiety. Olivia mentioned that the teacher should take the initiative to have a conversation at the beginning of the year, asking each student how they felt about the English subject and fears linked to speaking in front of the class. In both schools, students Mia (Meadows) and Natalie (Waterfall) mentioned that they wished the teacher was more aware of students' fear of responding in class. Mia specifically mentioned that the teacher should consider why students chose not to raise their hands in class, whereas both students said that they wished the teacher could respect and consider that some students did not want to speak. The response below shows Emily's thoughts about how the teacher should become stricter towards students when working on alleviating students' anxiety:

Since we are a very safe class, there's nothing that's really dangerous, but if others feel different, then the teacher can kind of say that you shouldn't laugh when someone makes a mistake. I know that many students here have done it before, and they don't think it's funny when people laugh, so then you can just not do it even if it was kind of funny. The teacher could maybe be a bit stricter about that.

Emily (8th grade Meadows School)

According to the students, teachers should focus more on giving positive feedback when students try to participate orally in the English classroom. Student John suggested it could help motivate students when teachers consistently gave positive affirmations. He mentioned examples such as teachers saying, "You don't have to speak fluently, you don't have to say that much, and if you want to stop, then you can stop." Henry commented that students receive positive feedback when trying to read in front of the class, and the teacher could be better at giving praise instead of correcting the students and making them feel bad. Sophia and Leah expressed how important positive feedback is regarding students' motivation:

Hm, maybe encourage students by saying they are good at English because that has helped me a bit. My teacher has commented that I have a very good pronunciation in my English, but it's, yes, the fear is still there. But it has gotten a bit better.

Sophia (8th grade Meadows School)

Maybe give them more motivation, because I feel like the teacher is just like, 'ok, next', instead of going up to the students and asking if they want to speak, are nervous, and stuff like that. (...). Because I see several teachers just sit down and just say 'next' and 'next,' and that does not give much motivation to the students.

Leah (8th grade Waterfall School)

When students in 10th grade at Meadows School were asked if they had any solutions to the issue regarding speaking English out loud in the classroom and how the negative emotions can be alleviated, two main ideas were presented as possible solutions.

1. Smaller student groups
2. Students responsibility

Victoria stated that having oral presentations in front of fewer people instead of the whole class would make her feel safer, as groups generally decreased the negative emotions linked to oral presentations. Other students also agreed to this:

Yes, if you're comfortable with a few people, you can stand in front of them. I think having presentations becomes much better if you're comfortable with the people you're standing in front of. If you're standing there feeling like you're about to wet yourself, then it's not fun at all.

Grace (10th grade Meadows School)

I notice that, lately, they started doing it so that we had presentations in front of groups. Maybe that helps. For me, it's actually almost the same whether I present in front of the class or in a group because I don't get stressed speaking in front of many people. I wouldn't get stressed in front of the class, but maybe in front of the whole school. I would have been stressed.

Greyson (10th grade Meadows School)

While viewing the student's responses, a pattern appears. Their responses indicate that anxiety increases as more students/individuals are around and listen to them speaking. Students said that speaking or presenting in front of smaller groups can help decrease anxiety and that this was one solution that teachers could use as a method/tool when working with the issue. Greyson's response indicated that he did not fear or get stressed when speaking English in front of the class, but he showed compassion for students who might feel otherwise. He explained that the teacher has moved from having students present in front of the class to presenting in smaller groups.

Aurora and Dylan's responses stood out compared to the rest of the interview group in 10th grade. As other students presented possible solutions or were unsure what could be done to alleviate the issue, the two students stated that the students themselves were part of the solution. Dylan said, "No, not really. It's up to the students around. I think the students have

the responsibility themselves". Below is Aurora's response when asked what the teacher could do to help:

No, I don't know if the teacher can do anything, but the students can do something. There's a lot of people who just don't care when it comes to presentations. For some, it might be a little relieving, but I also think for some, it feels like, 'Why do I have to do it when nobody pays attention anyway?'. That's how I feel, at least. When nobody could care less, and I've put effort into making a nice presentation. It also depends. I don't have many friends in my class, so when none of them know me really well, they don't pay much attention to me, but they pay much more attention to those they know, in a way.

Aurora (10th grade Meadows School)

The two students believed the teacher was not the one to make the real difference, as the students have to contribute to decreasing the anxiety themselves. Aurora mentioned that peers do not pay attention when presenting in class, which annoyed her. This might not increase anxiety linked to oral communication, although it seems as if it can affect students' motivation regarding motivation and English language performance.

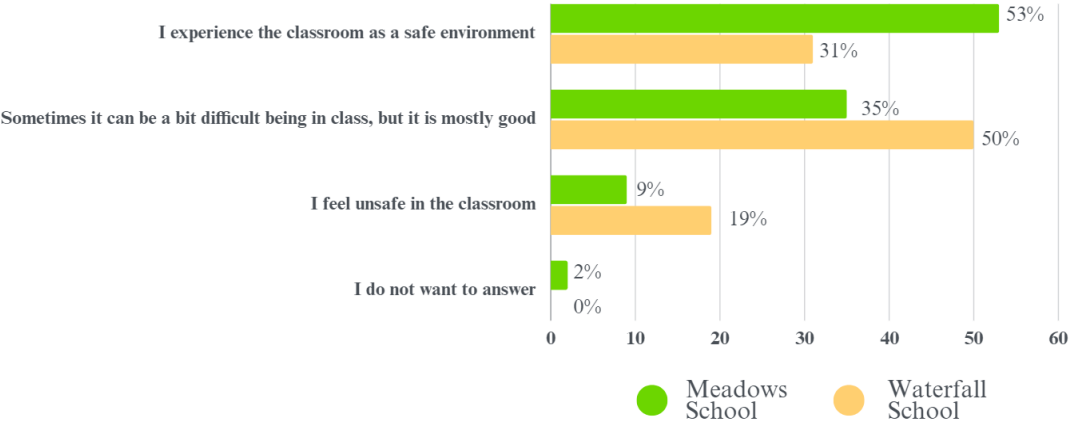
#### 4.11 Survey Results

Two separate surveys were created to differentiate the different schools from each other. The survey was available for students for one hour. I was present during the survey to ensure the students understood that reliable and serious responses were appreciated. After students had finished, the survey was closed to prevent them from sharing the link with other non-relevant participants. **A total of 71 students** responded to the survey. At Meadows School, 45 students answered the survey. One student partially completed the survey, while another did not answer after opening the survey. At Waterfall School, 26 students completed the survey. All students participating completed the survey. Looking at all three classes, 14 students did not answer the survey as they were absent while the survey was conducted. Students' responses and questions in the survey have been translated into English.

The surveys revealed insights into how students perceive their classroom environment (Figure 1). At Meadows School, 53 percent of students felt the classroom was safe, while 35 percent described it as good with occasional difficulties. At Waterfall School, half of the respondents

shared this view. However, 19 percent of Waterfall School students reported feeling unsafe in the classroom, compared to only 9 percent at Meadows School.

Figure 1. Students’ responses on how they perceived the classroom environment



Students were allowed to write their responses and asked if they could elaborate on how they found the classroom environment unsafe (Table 1). Based on their responses, factors such as making mistakes, laughing, judging, interruptions, and corrections contributed to an unsafe classroom. Some of the relevant responses are listed below to illustrate:

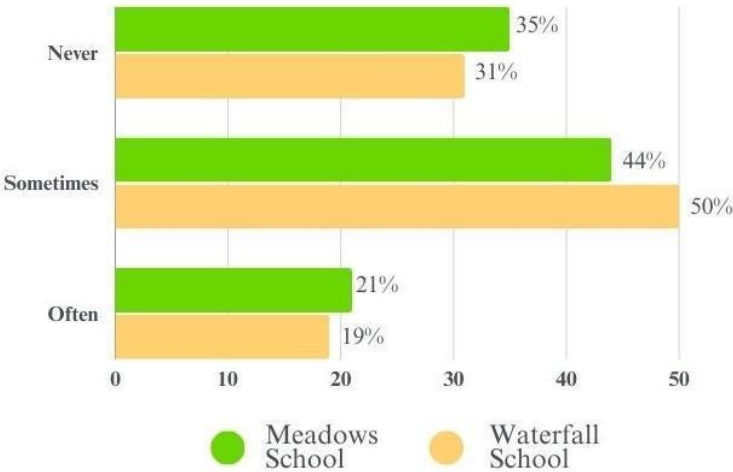
Table 3. Student's responses to how they perceive the classroom as unsafe

SELECTED RESPONSES	SCHOOL
I am really just very unsure and overthink everything I do, or things I think will happen, even though I know it’s not really going to happen.	Meadows
It is because everyone judges so much. I never get included by the girls and they are rude to me for no reason, or mostly one of the girls. And it is unsafe to hold presentations in the class. It just does not work.	Meadows
I think the classroom environment is unsafe because students in the class can say whatever they want about others, and the teachers does not do anything about it. For example, if I had raised my hand and said something wrong or pronounced something wrong, then people would have whispered, looked and judged me, or laughed at me. I used to raise my hand all the time initially, but now I do not dare anymore because of others. I wish they could stop and that everyone could feel safe with each other.	Waterfall
If you say something wrong, you will get comments about it for the rest of the year.	Waterfall

Students were asked if they had ever been afraid of speaking English in the classroom (Figure 2). Most students in both schools responded that they were afraid sometimes. A total of 35

percent of students at Meadows School responded that they had never experienced being afraid, while 31 percent of students at Waterfall School agreed with this. Additionally, 21 percent of students in Meadows School answered that they were often afraid of speaking English in the classroom. 19 percent of students in Waterfall school also experienced fear often.

*Figure 2. Students' responses to if they have ever been afraid to speak English in the classroom*

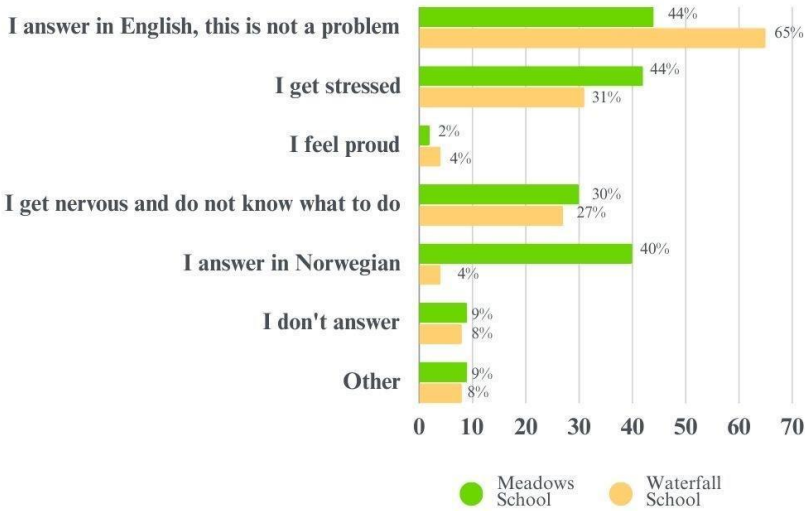


Furthermore, students were asked how they reacted when the teacher asked them a question in English (Figure 3). Students were able to choose more than one answer. Most students at both schools responded that they answered in English without this being problematic. Looking at their responses, students also experience negative feelings when asked questions. A total of 40 percent of students in Meadows School responded they would answer in Norwegian if the teacher asked an English question. The school seems divided in what language they answer with, as 44 percent answered that they would respond in English. There is a significant difference here between the two schools, as 65 percent of students at Waterfall School would answer in English, compared to only 4 percent answering in Norwegian. The figure shows that 44 percent of students in Meadows School experience stress.

Additionally, 30 percent agreed they get nervous and do not know what to do when asked. The numbers for Waterfall School are relatively similar to those of students in Meadows, where the only significant difference is that 9 percent fewer students agree that they get

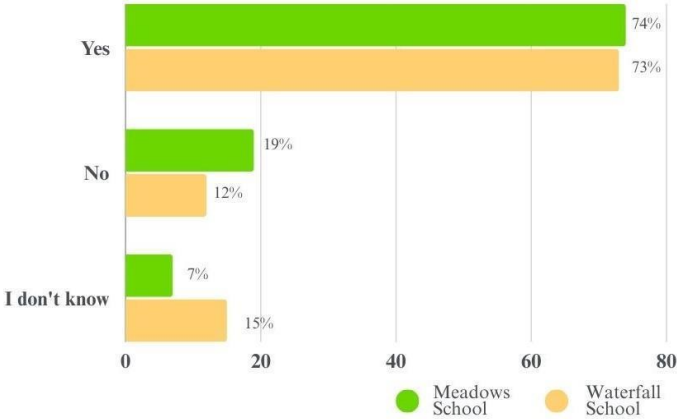
stressed. Still, 31 percent is a large number. Looking at the Figure, 9 percent of Meadows students and 8 percent of Waterfall students stated that they choose not to answer when the teacher asks a question in English.

Figure 3. Student responses to how they react when teachers ask questions in English



The next question in the survey asked if students had ever been afraid of making mistakes or saying something wrong. Figure 4 shows that 74 percent of students at Meadows School responded that they feared making mistakes, while 19 percent had never been afraid. Close to the other school, 73 percent of Waterfall students agreed they feared making mistakes, while 12 percent had never experienced it. Figure 4 also shows that 15 percent of Waterfall students were unsure if they were afraid, compared to Meadows' 7 percent.

Figure 4. Student responses to if they had ever been afraid of making mistakes



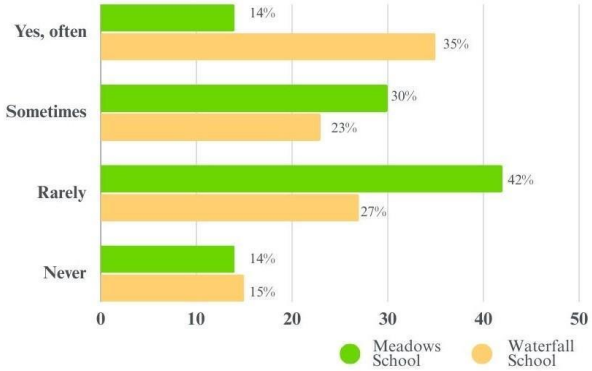
As students responded to the previous question, they were asked to share their thoughts on why they fear making mistakes (Table 2). Based on their responses, students generally fear making mistakes and fear of being laughed at, negatively evaluated by others, judged, and corrected. Below are the relevant student responses:

Table 4. Students’ responses on why they fear making mistakes

SELECTED RESPONSES	SCHOOL
I am just scared of what people are thinking, if I saw something wrong about it, or if I say something in a weird way. I just overthink it, really.	Meadows
Because I want to be able to show that I do not make mistakes often.	Meadows
It is uncomfortable to think back at something that felt awkward. I think much about it, and it becomes difficult to think about anything else.	Meadows
Because most students often laugh at me, they have high confidence, which helps them say whatever they want to without feeling regret or embarrassed. I do not have self-confidence. The teacher does not see or hear students laugh or look weird at you if you say something wrong.	Waterfall
I am afraid of saying something wrong because I do not want to be laughed at, and I am afraid of disappointing others.	Waterfall

In Figure 5 below, students were asked if they had ever been laughed at when making mistakes. The results show that most Meadows School students have either rarely or sometimes experienced this. Comparing both schools, Waterfall students experience being laughed at more often than students at Meadows School. The results show that most students at both schools have experienced being laughed at, as only 14/15 percent say they have never experienced it.

Figure 5. Student responses to their experience of being laughed at when making mistakes



Next, students were asked how they felt about speaking or reading aloud in front of others (Figure 6). Students were able to choose multiple answers. Figure 6 shows that 58 percent of



Waterfall School students responded that they get stressed, while 46 percent said they feel embarrassed when speaking and reading aloud. Meadows students scored 47 percent on feeling embarrassed and trying to avoid it. Only 15 percent of Meadows students said they tried to avoid it. Meadows (19 percent) and Waterfall (16 percent) students said they feel a sense of achievement when speaking and reading aloud. When students were asked how they felt about it, 35 percent of Meadows students answered “other,” as seen in the student responses below. After answering the question, students were asked if they could elaborate on how they felt about reading and speaking English. The results in Table 3 show students fear making mistakes, receiving a negative evaluation, feel panic and stress. Students express that stress leads to physical reactions such as nausea, knots in the stomach, shaking, and increased heartbeat.

Figure 6. How students feel about speaking and reading aloud

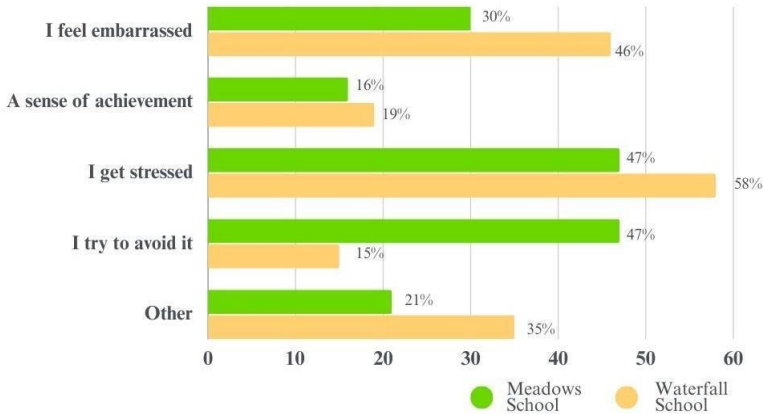
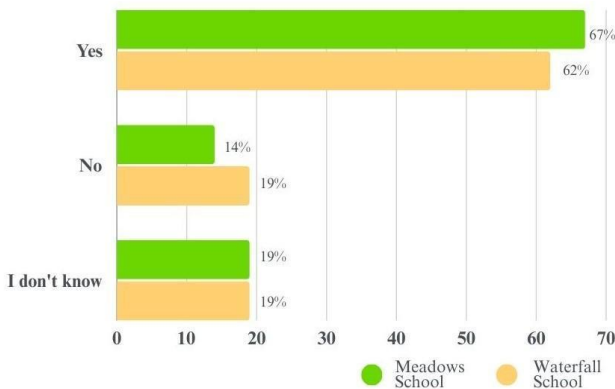


Table 5. Students’ responses to how they feel about speaking and reading aloud

SELECTED RESPONSES	SCHOOL
I do not like to read because it is guaranteed that I will say something wrong.	Meadows
I get scared, stressed, and overthink unnecessary things like ‘Are they going to speak badly about me if I say something wrong,’ or ‘What if they laugh at me.’	Meadows
I get nauseous, start to shake, and get stressed.	Meadows
I try not to shake, but it is difficult.	Waterfall
I start shaking; my heart beats very fast, and my stomach hurts.	Waterfall
I get scared of pronouncing something wrong because then everyone can laugh, and the teacher does nothing about it. People wait for you to do something they can laugh at.	Waterfall
I feel like I am going to die.	Waterfall

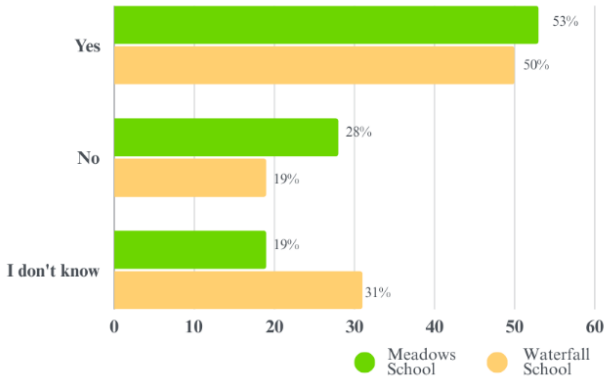
Students were asked if they had ever felt so nervous that they forgot what to say (Figure 7). A total of 67 percent of Meadows students said they had experienced it, while 62 percent of Waterfall students agreed. The Figure also show that 19 percent (Waterfall) and 14 percent (Meadows) of students said they had never experienced it. In comparison, 19 percent in both schools were unsure if they had experienced forgetting what to say linked to nervousness.

Figure 7. Students’ responses to if they had ever been so nervous they forgot what they were supposed to say



The final two questions asked if students thought the teacher was aware of students' nervousness about speaking English and what they thought teachers could do to help. In Figure 8, students responded to the teachers' awareness. Around 50% of students in both schools thought the teacher knew about the issue. In contrast, 28 percent of Meadows students answered that the teacher was unaware, while the percentage for Waterfall students was 19. Over 30 percent of Waterfall students did not know if the teacher was aware or did not know how to respond, while 19 percent of Meadows students agreed with this.

Figure 8. Students’ responses regarding teachers’ awareness of not wanting to speak



In Table 4, responses show students' ideas on what the teacher can do to help. It is essential to mention that 21 students wrote that they did not know if the teacher could do anything, and 8 students wrote that they did not think there was anything the teacher could do.

*Table 6. Students' responses to what teachers can do to help*

SELECTED RESPONSES	SCHOOL
I think it is up to the classmates that other students feel safe speaking English.	<b>Meadows</b>
Tell students they are doing a good job and help them with things they do not understand.	<b>Meadows</b>
It is easier to speak English only in front of the boys, but splitting boys and girls in all English classes might be difficult.	<b>Meadows</b>
Do so students do not have to answer questions in English or stop asking questions they have in English. Many students never ask what they want to ask because they think it is scary to speak English in class.	<b>Meadows</b>
Maybe chat with each student to find out who is comfortable speaking English.	<b>Meadows</b>
I feel like the teachers do all they can, often too much. If students are supposed to feel more confident speaking English, it should become something normal in class. It has to become somehow normal, not something you specifically have to practice. For example, learning to ride a bike, but just on one wheel instead of two.	<b>Meadows</b>
The teacher can give much praise to those who are willing to read. Then, they can get more self-confidence and dare to speak. My teacher is good at praising students who read or say something in English.	<b>Waterfall</b>
Get to know the class more. Everyone should feel safe with each other instead of laughing at each other. Be more strict and be more serious if students are joking around. I have experienced that students in my class can scream aloud or do something that makes the class laugh. I get sick of hearing students whispering, laughing, or yelling if anyone makes a mistake accidentally.	<b>Waterfall</b>

Looking at their responses, the ideas presented are:

1. Creating smaller groups
2. More focus on the classroom environment
3. Students themselves participate in making others feel safe
4. Push students to speak
5. Speak less English in class
6. Normalize speaking English
7. Be stricter towards students
8. Increased positive feedback from the teacher

Based on students' responses and reflections, a line of ideas and potential efforts are made visible. The insights points to the need for developing and implementing measures that responds to the identified issues. The findings will be explored and discussed in the following section, with a focus on answering the three research questions stated previously.

## **5.0 Discussion**

### **5.1 FLA in Norwegian Classrooms**

FLA is known for affecting the individuals' performance and learning ability in a foreign language context, and it can manifest in various ways, including fear of failing, nervousness under oral communication, and a general feeling of insufficiency. The discussion of FLA has uncovered significant consequences for language learning and education, as it can affect motivation and self-confidence among language learners (Horwitz et al., 1986). According to Horwitz et al. (1986), FLA is not only a result of individual characteristics but also of the unique process of learning a FL. The phenomenon can be seen as a form of performance anxiety that occurs when the students experience linguistic insecurity or feel less competent in language-specific situations (Horwitz et al., 1986).

Chan and Wu (2004) discovered that teachers were unaware of students' anxiety. The results are similar to the results of this study, as almost 50 percent of students who were asked if the teacher was aware of students' nervousness disagreed that the teacher was aware or did not know if the teachers were aware. As teachers' perspectives have not been included in this research, knowing how they perceive foreign language anxiety is impossible. Half of the students could not tell if the teachers were aware of the anxiety in the classroom. The importance of being aware is illustrated by Chan & Wu (2004), as non-aware teachers will struggle to know what to do about students' anxiety.

When examining the prevalence of FLA in Norwegian L2 classrooms, comparing it with other Scandinavian studies is beneficial. For instance, a Swedish study by Thompson and Sylven (2015) revealed the presence of Foreign Language Anxiety among younger Swedish learners. While previous research has focused mostly on older learners, the findings in this study discovered that FLA is present among secondary school students in Norway, echoing

findings of previous research in younger age groups (Chan & Wu, 2004; Nilsson, 2019; Thompson & Sylven, 2015).

## **5.2 How FLA can be alleviated according to students**

One of the goals of this MA thesis was to investigate how students thought teachers could help alleviate their anxiety related to foreign language learning. Although it is not possible for teachers to entirely remove speech anxiety in class, there are measures they can take to alleviate it to some degree. The following section will discuss what factors make students nervous, and discuss how teachers can help students, focusing on the classroom environment, structure, and encouraging English. Based on the students' responses in the methods used for the data collection, suggestions will be discussed.

### **5.2.1 *The Classroom Environment***

In this study, students had different perceptions of the classroom environment. Most students experienced the classroom environment as a safe space, but the results show that there were situations students felt unsafe and insecure about their roles and relations in class. According to The Ministry of Education (2017), the teacher is responsible for working specifically on classroom relations, ensuring students feel safe around peers (p.18). Researchers argue that attentive teachers who care and want to help students increase students' motivation, self-perception, learning, and wish to succeed (Grolnick, 1986; Hancock et al., 2021; Ryan & Deci, 2000). Active and supportive teachers who encourage making mistakes and create a safe environment can help reduce FLA and increase students' self-confidence (Cheng et al., 1999; Fenyvesy, 2021; Horwitz et al., 1986). The results indicate the importance of creating an inclusive and supportive learning environment where students with low proficiency in English feel safe and encouraged to explore and develop their language skills.

Young (1991) argued that a crucial part of working with Foreign Language Anxiety is creating classroom environments that focus on lowering the amount of anxiety students experience. While analyzing students' perspectives on the teacher's role in cultivating a conducive learning environment, it is vital to differentiate between instances of peer bullying

and the broader notion of a safe and supportive classroom atmosphere. Recent studies have underscored the alarming rise in anxiety and mental health issues among school-age children (Prop. 121. (2018-2019): p. 10-27). In light of these trends, teachers play a pivotal role in promoting academic growth and fostering students' emotional well-being. This is relevant for our results, as students expressed the need for supportive teachers. By prioritizing empathy, inclusivity, and proactive support mechanisms, educators can create an environment where students generally feel valued, respected, and emotionally secure, thereby mitigating the adverse effects of FLA and promoting positive mental health outcomes. In contrast to the findings in this study, Ringdal et al., (2020) found that stress associated with teacher interaction showed no significant association with mental well-being and anxiety, implying that students' perceptions of teacher interaction may not influence mental health among them. Although this does not focus specifically on FLA, my findings show how teacher interactions are important for students' safety and well-being in the language classroom. Understanding the classroom environment as a factor contributing to anxiety is essential when addressing FLA among students effectively.

### *5.2.2 Others Feel Safe*

The results of the study showed that some students put the responsibility on peers when working with Foreign Language Anxiety. According to interviews and the survey, students believed that some of the responsibility for making students feel safe and capable of speaking in class lies with their peers. Students in both Meadows and Waterfall expressed how peers' behavior affected them. They cited examples such as fear of making mistakes, being laughed at, feeling judged, getting interrupted, and receiving correction from their peers as anxiety-triggering. Student Aurora mentioned that students do not seem to care about each other, explaining that she feels the students need to make a difference in how they treat each other to decrease the uncertainty and nervousness peers feel. These findings agree with other researchers' results. Compared to Chan & Wu's (2004) examination of eighteen 5th-grade classes in Taiwan, peer-related factors increased student anxiety. Fenyvesi's (2021) study among Denmark's eight- and ten-year-olds revealed that students feared being laughed at or criticized when speaking in class. These findings are consistent with the results of this study, identifying peer-related factors and fear of negative evaluation as significant contributors to students' oral anxiety in the Norwegian L2 classroom.

### *5.2.3 Positive Feedback*

Previous research indicates that negative teacher feedback increased students' anxiety (Chan & Wu, 2004). In this study, students suggested that increased positive teacher feedback could help alleviate their anxiety in Foreign Language Learning and motivate them to participate more in class. When students were observed, student Gabriella searched for teacher confirmation while reading in front of the class. The observation showed a more relaxed student after positive feedback was provided by the teacher. As Cheng et al. (1999) and Sundquist (2009) argue, positive teacher and peer feedback is essential when addressing factors that increase students' anxiety. Increased positive feedback can affect students' motivation for learning in the classroom. In the survey, a student from Waterfall School responded that "teachers can give much praise to those who are willing to read. Then, they can get more self-confidence and dare to speak". Another student from Meadows School suggested that teachers should "tell students they are doing a good job and help them with things they do not understand". When giving encouraging feedback and creating an atmosphere of support, students can experience a sense of recognition and appreciation for their work and performance and increase their self-confidence. As Hancock et al. (2021) argue, by working on giving feedback, more students can feel confident in classroom participation, as students experience a sense of safety and belonging. Student engagement creates a learning culture that can facilitate personal and academic growth.

On the other hand, it is vital to remember that positive feedback must also acknowledge students' efforts and improvement, not only applauding them for their academic performances. Students must have a sense of succeeding to reach their potential (Cheng et al., 1999). A possible solution could be for teachers to create a growth-oriented mindset for students, where they see mistakes and challenges as opportunities for learning and development. The key is focusing on the process, not only the students' results. Additionally, it is crucial to be aware of the quality and consistency of the positive feedback. Students have mentioned a lack of positive feedback for their efforts in class, while their perception was that teachers focused on correcting students. For students to function, positive feedback must be perceived as authentic and meaningful (Fenyvesi, 2021). This is an essential factor to alleviate students fears and anxiety. By investing time and attention in giving effective, positive feedback, the teacher can create an inspiring learning environment where students feel seen, heard, and encouraged to reach their full potential.

#### 5.2.4 *Being Strict*

Fear of negative evaluation plays a crucial role in FLA and language learning. Previous research on various age groups indicated that fear of negative evaluation was one of the most prevailing components of FLA, underlining how fear of being judged, criticized, and evaluated by others could lead to anxiety when communicating in the FL (Chan & Wu, 2004; Horwitz et al., 1986; Nilsson, 2019). In this study, students felt anxious when they were put in situations where the risk of negative evaluation increased, such as speaking in class and participating in oral activities. Chan & Wu's, (2004), Horwitz et al's. (1986), and Nilsson's (2019) findings echoed the results of this study, as over 70 percent of students in both schools feared making mistakes and being negatively evaluated by peers.

In this study, students suggested that teachers should become stricter toward students' negative behavior affecting peers. How the teacher would balance the requirement to support all students with the need to enforce discipline needs to be discussed. While it is beneficial for teachers to maintain a certain degree of discipline and expectations for behavior in the classroom, it is also essential to create a supportive learning environment where students feel safe. These thoughts can be shown in a response from a Meadows student when asked about the classroom environment:

(...) Students in the class can say whatever they want about others, and the teacher does not do anything about it. For example, if I had raised my hand and said something wrong or pronounced something wrong, then people would have whispered, looked and judged me, or laughed at me. I used to raise my hand all the time initially, but now I do not dare anymore because of others. I wish they could stop and that everyone could feel safe with each other.

As an alternative to be stricter, it can be more appropriate for teachers to focus on being transparent and consistent with their expectations while offering student support and encouragement. This aligns with Ryan and Deci's (2000) self-determination theory, which aligns with the idea of focusing on support and guidance rather than strictness in the classroom. To effectively support student motivation and well-being in the classroom, prioritizing students' autonomy and self-determination can be important when teachers reduce anxiety and create a climate of respect and support. Although student autonomy is important, the teacher should find a balance. Being strict towards students might have some positive



effects, especially regarding discipline, a sense of responsibility, and securing effective learning. Deci and Ryan (2000) highlight the importance of structure and expectations while supporting and encouraging students. Teachers can guide students into giving constructive feedback rather than judging and criticizing peers to reduce the fear of negative evaluation and promote a climate of respect and support. A strict approach should never be authority-focused or condescending but relatively fair and motivational to promote a positive learning culture in the classroom. This is important to keep in mind, as peer behavior and negative feedback seemed to be one of the major anxiety-increasing factors among students experiencing FLA. The teacher must take this into consideration when working on how to reduce their anxiety.

### *5.2.5 Smaller Groups*

When asked how the teacher could alleviate oral anxiety in the classroom, many students indicated that creating smaller groups could help. Students mentioned classroom activities, evaluations, and speaking activities as language-specific situations where anxiety increases. These findings are supported by the results of other researchers, who found that speaking in front of larger groups lead to higher levels of anxiety and pressure (Chan & Wu, 2004; Nilsson, 2019). According to their responses in the survey, smaller groups can make learning English more fun and more manageable for students, relieve the stress of others hearing them speak, and work with students they are comfortable with. These aspects support the findings from Fenyvesi (2021), where students were afraid of being negatively evaluated by others. Smaller groups might, therefore, help alleviate students' anxiety as the risk of being negatively evaluated by others decreases. The Norwegian curriculum (LK20) underlines the importance of adaptive learning methods to accommodate individual needs (The Ministry of Education and Research, 2017, p. 19-20). As students suggest smaller groups, the teacher can meet students' individual needs and levels of FLA and comfort by adapting the structure.

### *5.2.6 Pushing*

When students were asked if there was anything the teacher could do to help students who feared speaking English in class, a Meadows School student responded that teachers should,

“actually care and not force us to speak”. This aligns with the findings discussed by Horwitz et al. (1986), who highlight that students who already struggle with FLA or lack confidence in speaking may experience higher levels of anxiety and stress when pressured. Consequently, these individuals may withdraw from classroom discussions and social interactions (Horwitz et al., 1986). Krashen (1987) shed light on the complexities surrounding language learning, particularly concerning early production. He found that forcing early production can induce anxiety, resonating with the notion that students vary in their readiness to engage in spoken language tasks (p. 74). In this study, some students might have felt confident speaking English early on, while others may require more time to build their competence through comprehensible input before feeling secure enough to participate actively.

By encouraging speaking in class and active communication in English, the teacher supports the development of students' linguistic competencies per the curriculum requests. The curriculum states the importance of developing students' competence comprehensively, including oral communication (Ministry of Education and Research, 2019). By encouraging speaking in class, the teacher allows students to practice and improve their oral skills in an authentic environment. Given the variability among students, it is essential to provide individual support and allow adequate time for students to acclimate to speak English comfortably. Teachers can make students feel valued and empowered to participate by adapting assignments and activities to accommodate individual needs. Teachers must give students time to progress at their own pace, fostering an environment where they feel supported rather than pressured. Therefore, it is crucial for teachers to recognize the diverse language proficiency- and comfort levels among students when encouraging participation in class, preventing students from experiencing increased anxiety.

### *5.2.7 Less English*

According to Krashen (1987), some individuals overuse and rely on their conscious knowledge of the second language to monitor their output. Consequently, these individuals may exhibit hesitant speech, frequent self-corrections mid-sentence, and a preoccupation with correctness that inhibits fluent communication. These ideas correspond with findings in this study, as students tended to correct themselves and mixing both L1 and L2 while speaking. This became apparent during the observations when students were asked to speak in front of

the class. Krashen claims that this behavior may be connected to personality traits characterized by uncertainty and the need for constant reassurance or a lack of sufficient exposure to the language to feel confident and secure (p. 19). Krashen's monitor hypothesis aims to find a balance between using the monitor when needed and does not disrupt communication. Based on this, students in this research may wish to limit the use of English in the class due to the mental overload they experience by using a language they do not feel comfortable with. Therefore, if students experience anxiety or stress tied to speaking English, they can automatically reduce the use of English to avoid potential mistakes or embarrassing situations.

Although using less English in class can help alleviate students' anxiety, it can also have adverse effects if not balanced. As Thompson and Sylven (2015) and Sundqvist (2009) discuss, reducing exposure to English can cause challenges in developing linguistic abilities relevant to authentic communication situations. Although students wish to minimize the use of English, the lack of exposure can make students feel less confident in their language skills and less willing to take risks and communicate with others. When limiting exposure, students' ability to practice their oral and communicative abilities in English excludes LK20's principles (Ministry of Education, 2017, p. 5-12). While it is vital to encourage students to speak English to develop their language competence, reflecting on the amount of English used in the classroom can be valuable. During the observations, it was apparent that teachers tried to use English as much as possible (especially in Meadows School). It is impossible to know if teachers always use this amount of English or if the researcher observing the classes affected this. However, they mixed L1 and L2 when giving instructions, speaking to students, and asking questions.

In the interviews and survey, students expressed that they would prefer to speak less English in class and receive fewer instructions from the teacher in L2. Horwitz et al.'s (1986) research about FLA can shed light on the need for a balanced approach to language use in the classroom. By considering students' comfort and anxiety levels tied to speaking English, teachers can create a supportive learning environment that promotes a positive attitude toward language use. It is important to remember that all students are different, and teachers must consider this when approaching FLA. Research on younger students found that FLA was tied to situations where students had to speak English in class (Nilsson, 2019). Reducing the pressure on students to speak English can be beneficial when reducing FLA, especially among

younger students who are still developing their language skills. Balance is needed, as English and Norwegian play valuable roles in students' learning and language development.

### *5.2.8 Normalizing*

In interviews and surveys, students expressed how they mixed L1 and L2 when speaking in class, as they found speaking embarrassing. Factors such as not pronouncing words correctly and not sounding the same as a native speaker contributed to their anxiety and were the reasons for mixing languages. Previous research has shown that speaking is one of the most prevailing anxiety-causing factors and points to the importance of normalizing speaking in the classroom by showing students that making mistakes is a natural part of learning a language (Fenyvesi, 2021; Horwitz et al., 1986; Nilsson, 2019; Thompson & Sylven, 2015). These thoughts can be seen in context with the findings in this study, as students tended to mix languages based on the fears mentioned. A safe and inclusive environment where students feel comfortable speaking can be created by showing students that mistakes are accepted and teachers and peers encourage, motivate, and support using L2 in the classroom. These aspects correspond with LK20's goals of forwarding an inclusive and safe learning environment where students are encouraged to take the initiative and explore the language (Ministry of Education, 2017, p. 18).

When teachers were observed, it became noticeable that they had different acceptance levels regarding the use of Norwegian and English. When the three classes were observed, one teacher did not accept students speaking L1 and asked students to repeat in English, while the other teachers were more relaxed about this. Similar results can be seen in Nilsson's (2019) research, as teachers varied the use of L1 and L2. There seems to be a different understanding of how much L1 and L2 should be used in class. To normalize English speaking in class, the teacher should be clear on their expectations for what language to use, so students can get time to adapt and explore the language.

Finally, offering opportunities for positive feedback and collaboration among students is beneficial when working on alleviating FLA. Nilsson (2019) noticed that the students felt more confident working collaboratively. While collaborative work is common in Norwegian schools, teachers should be aware of its positive role in alleviating anxiety. Normalizing

speaking can make students feel more prepared when speaking in everyday situations that might occur in the future. The more students speak and are exposed to L2, the better their language- and communication skills develop.

## **6.0 Conclusion – Limitations and Further Research**

This study was designed with the aim of addressing three research questions outlined in the introduction section. The first question delved into the prevalence of FLA among Norwegian students in the English classroom. The results revealed that students experienced anxiety in numerous ways, with their teachers being somewhat unaware of the issue. However, it is important to note that this study does not include the perspectives of the teachers, which leaves us with an incomplete understanding of the situation.

The second research question explored which factors made students nervous. Through this study, various factors have been identified in Norwegian L2 classrooms, with a particular focus on oral anxiety. By combining theoretical perspectives from research on FLA with empirical findings from the research, results indicate that fear of negative evaluation, presentation pressure, and lack of confidence and safety among peers stand out as central factors that affect students' experience of anxiety in the classroom. Speaking in front of others seemed to stand out as the most anxiety-inducing factor.

The third research question explored through students' responses how teachers could alleviate students' fears. Findings indicate that students need a safe classroom environment where they feel comfortable speaking the FL, where making mistakes becomes a natural part of language learning, and where students are exposed to various oral situations and activities. Students also mentioned the importance of smaller groups when working on various tasks and oral activities, as they found it embarrassing to speak in front of large groups. Lastly, students expressed how positive feedback from the teacher was an essential part of their motivation to learn, succeed, and dare to speak, as lack of feedback made taking risks in language learning difficult. All things considered, creating a safe and encouraging classroom environment where students felt supported seemed to be the essential measure the teacher could take when alleviating students' anxiety.

The findings of this study have significant implications for the field of foreign language learning and education. They underscore the importance of recognizing and addressing oral anxiety among students learning English as a second language. Educators should be equipped with the knowledge of potential causes of anxiety among students and be ready to implement strategies that can help alleviate it. The study also highlights the value of creating a supportive and inclusive learning environment where students feel safe and encouraged to practice and develop their English proficiency. This can be achieved through encouraging positive feedback, providing opportunities for practice and exposure to oral situations, and offering support and guidance to students. By considering these implications and implementing effective pedagogical strategies, educators can help create a more supportive and inclusive learning environment for all students in Norwegian L2 classrooms.

One of the limitations of this study is tied to the choice of methods. Although the methods allowed for a deeper understanding of oral anxiety among students, the results cannot be generalized to the society on a whole. A more extensive selection of classrooms and participants would increase representativeness and make it more generalizable. As all schools, classes, and individuals are different, there might be differences in their experiences of FLA and how students perceive it. Furthermore, there might be limitations to the use of surveys. Student's responses can be affected by factors that do not present the truth, such as self-report bias or lack of awareness of feelings and experiences. This can affect the reliability and validity of the results. It is also important to mention the limitations tied to interpretations of the findings. Even if the study has identified factors contributing to anxiety, it is necessary to be cautious when drawing absolute conclusions. Further research is needed regarding teacher interviews, where one can dive deeper into their perspectives of FLA, how teachers work with the issue, and their awareness of it. Teachers could give valuable insights to increase our understanding of FLA and how it portrays classrooms and students today.

Based on the findings in the study and the identified challenges tied to FLA among students, many parts of research can be fertile for further research. Some suggestions could be to look further into how different teaching methods and approaches can affect the degree of FLA. This can include comparing traditional teacher methods with innovative approaches like games, role play, and technology-based tools. Another suggestion is to research factors contributing to FLA, including personality traits, previous experiences with language learning, and cultural differences. This can contribute to tailor teaching methods and support

measures based on individual needs. A final suggestion is to research the long-term effects of FLA, looking at students' linguistic development, academic achievements, and general well-being. This can help identify potential risks and implement preventive measures early in education. Further research on these areas can help widen the knowledge of FLA and inform the development of more effective teaching- and support measures for language students.

We have identified findings that shed light on the problems associated with FLA among students. These include the fact that FLA can limit linguistic development and class participation. At the same time, the teachers' role and teaching method play a significant role in forming students' experience of FLA. Furthermore, we have found that factors such as group size, evaluation situations, and the feeling of safety and support in the classroom can affect the level of FLA among students. Through this research process, I hope you have gained a deeper understanding of the complexity tied to FLA, the meaning of developing teaching methods and support measures to meet individual needs, and the importance of a safe and supportive learning environment where students feel safe to explore and develop their knowledge without unnecessary fear or anxiety.

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## 8.0 APPENDIX

### APPENDIX 1. CONSENT FORM

#### Vil du delta i forskningsprosjektet “ “The use of English in a L2 speaking classroom”

Dette er en forespørsel til deg om å delta i et forskningsprosjekt for min masteroppgave. Formålet med prosjekter er å undersøke elevers ubehag knyttet til å lese og snakke engelsk i klasserommet, samt hvilke metoder som kan lette på dette ubehaget.

I dette skrivet vil du få all informasjonen om hva jeg ønsker for dette prosjektet og hva din deltakelse innebærer.

#### **Formål**

Undersøkelsen er en del av en mastergradsoppgave i engelsk ved Universitetet i Agder (UiA). Oppgaven tar for seg elevers nervøsitet knyttet til språklæring i engelskopplæringen i skolen, og hvilke faktorer som kan være med på å minske ubehaget elevene kan kjenne på ved å bruke språket i undervisning. Gjennom klasseroms-observasjoner og semi-strukturerte intervju, vil oppgaven dykke inn i elevers egne oppfatninger av bruk av engelsk i klasserommet, og hvordan dette kan påvirke dem.

Opplysningene vil kun bli brukt til formålet beskrevet ovenfor. Lydopptak vil slettes etter prosjektets slutt.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Susan Erdmann, min veileder, er ansvarlig for prosjektet. Jeg, vil være ansvarlig for den daglige driften av prosjektet.

Behandlingsansvarlig institusjon er Universitetet i Agder.

Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet, innebærer dette gjennomføring av et intervju. Intervjuet er semi-strukturert, og i all hovedsak vil spørsmålene omhandle din egen opplevelse av å bruke det engelske språk i klasserommet.

Intervjuet vil ta ca. 15 minutter. I

Under intervjuet vil jeg blant annet spørre deg om:

- Hvilke språk du snakker – legg merke til at hvor du er fra ikke er av interesse.
- Hovedfokus vil ligge på ditt forhold til det engelske språk. Dette innebærer hvordan du har lært det og hva som motiverer deg til å lære det. Videre er jeg interessert i hvor mye du bruker det i løpet av hverdagen.
- Ditt forhold til engelsk i klasserommet og din trygghet i klasserommet.

Intervjuene vil bli tatt opp og lydmaterialer vil lagres til prosjektet avsluttes.

### **Det er frivillig å delta**

Det er viktig å understreke at det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Du kan også velge å avstå fra å svare på spesifikke spørsmål under intervjuet.

Dersom du syntes noe er ubehagelig vil det være muligheten til å krysse av for «pass» på alle spørsmålene. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Dette er frivillig, og vil være helt anonymt. Du kan trekke deg fra studien ved å henvende deg til masterstudent Pernille Hauglid.

Din lærer vil ikke kunne spørre om hvorfor du trekker deg, og vil heller aldri se svarene dine. Svarene dine vil heller aldri bli sett av dine medelever.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har omtalt i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Navnet og kontaktopplysningene dine vil erstattes med en kode som lagres på en egen navneliste adskilt fra øvrige data. Personopplysninger lagres på PC med adgangsbegrensning.

Det er kun masterstudent som vil ha tilgang til personopplysninger og råmateriale fra intervjuene. Veilederen min, Susan Lynn Erdmann, vil ha tilgang til anonymisert data. Læreren din vil ikke ha tilgang til noe.

I publikasjonen av prosjektet vil personopplysninger generaliseres og anonymiseres. Det betyr for eksempel at navn vil erstattes med et alias og at spesifikk alder og bosted ikke vil framkomme, men erstattes med for eksempel «20-årene» og «Sørlandet» eller lignende.

Bakgrunnsopplysninger som avdekkes i intervju og spørreskjema vil ikke knyttes til enkeltindivider, men heller være med på å generalisere. Det kan forekomme at et sitat fra et intervju vil stå i oppgaven, men dette vil ikke kunne knyttes til et enkeltindivid. Forhåndsregler vil bli tatt for å sikre at informasjon ikke kan spores tilbake til én enkelt deltaker.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes, noe som etter planen er juli 2024.

Kontaktinformasjon og lydopptak fra intervjuer vil bli slettet.  
I publikasjonen av prosjektet vil personopplysninger generaliseres som beskrevet ovenfor.

### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Agder har personversntjenestene ved Sikt – Kunnskapssektorens tjenesteleverandør, vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Agder ved prosjektansvarlig Susan Lynn Erdmann and [susan.erdmann@uia.no](mailto:susan.erdmann@uia.no)
- Vårt personvernombud ved Universitetet i Agder: Ina Danielsen (epost: [ina.danielsen@uia.no](mailto:ina.danielsen@uia.no), telefon: 38142140/ 45254401).

Hvis du har spørsmål knyttet til Sikts sin vurdering av prosjektet, kan du ta kontakt på epost:

[personverntjenester@sikt.no](mailto:personverntjenester@sikt.no), eller på telefon: 73 98 40 40.

Med vennlig hilsen

Masterstudent, Pernille Hauglid

### **Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet «The use of English in a L2 speaking classroom» og har fått anledning til å stille spørsmål.

Jeg samtykker til:

Å delta ved å stille til intervjuer, og at disse tas opp

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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Prosjektdeltakers signatur, dato

## APPENDIX 2 – Observation Protocol

Which class is being observed?	Which observation?	What to look for when observing	Field notes
Class 1	First	<i>Who talks in class?</i>	
Class 1	Second	<i>Who talks with whom?</i>	
		<i>Do they talk in groups?</i>	
Class 2	First	<i>Do they talk alone?</i>	
Class 2	Second	<i>Are there any signs of reluctance to speak? (who?)</i>	
		<i>How = body language, silence...?</i>	
Class 3	First	<i>In what circumstances do they show reluctance?</i>	
Class 3	Second	<i>Do they speak only Norwegian?</i>	

## APPENDIX 3 – INTERVIEW GUIDE

Hvor mange språk snakker du?	Oppfatter du at du selv er god i engelsk? Hva er du god på?	Har du noen gang opplevd å bli så nervøs at du glemmer det du skal si?
Hvordan oppfatter du klassemiljøet? ( <i>oppleves det som trygt?</i> ) <i>Hvorfor/hvorfor ikke?</i>	Blir du stresset når læreren sier noe du ikke forstår?	Bruker du engelsk utenfor klasserommet? I hvilke situasjoner? Er det noen ganger du føler deg tryggere enn andre?
Snakker du mye engelsk når du er i klasserommet? I hvilke situasjoner?	Hva er det du liker/ikke liker med engelsk undervisning på skolen?	Er det noe du tenker at læreren kan gjøre for å hjelpe deg med frykten? Andre metoder etc.
Føler du deg noen gang usikker i klasserommet? Er dette knyttet til engelsk eller generelt deg i klasserommet?	I forhold til undervisningen i engelsk, skulle du ønske en lærte mer engelsk/har flere engelsk timer?	tror du læreren er klar over at det kan være skummelt å være muntlig?
Kjenner du på et press på å forberede deg til timen? Hvorfor/hvorfor ikke? Hva gjør du eventuelt for å forberede deg?	Har du noen gang opplevd å bli rettet på i klassen når du har sagt noe feil?	Hva er det som føles ubehagelig for deg når du snakker eller leser engelsk høyt? Er det flaut?
Når læreren stiller deg et spørsmål på engelsk, hvordan reagerer du? Hvorfor er det slik?	Føler du at du er dårligere i engelsk enn andre elever?	Har du noen gang opplevd at andre elever har ledd av deg når du sier noe feil? Hva føler du da?
Har du noen gang opplevd at du ikke vil snakke engelsk fordi du er redd for å si noe feil?	Har du opplevd ubehag når du blir bedt om å snakke engelsk?	

## Appendix 4 – Formal interview aspects

1. If there are any questions I ask that you do not want to answer, let the researcher know.
1. No one will know what you say; this means your teacher, parents, friends, and others.
2. The information will be coded, you will get a pseudonym, and no one can trace the information back to you.
3. I will ask about your motivation, well-being, English, and English learning.
4. I will record the interviews; these will be transcribed.
5. If you regret your participation, let me or your teacher know, and the interview will be deleted.

## APPENDIX 5 – SURVEY

Denne spørreundersøkelsen er gitt til deg spesifikt.

Jeg holder nå på med mitt masterprosjekt i engelskfaget, og undersøker elevers forhold til engelsk undervisning.

Formålet med denne undersøkelsen er å kartlegge bruk av muntlig engelsk i timen, og undersøke hvordan språket brukes.

Spørreundersøkelsen er helt anonym.

Tusen takk for at du tar deg tid til å svare på undersøkelsen, det settes stor pris på.  
Hilsen, Pernille Hauglid (Masterstudent ved Universitetet i Agder)

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### Hvilket trinn går du i?

- (1) 8 trinn
- (2) 10 trinn

### Hvor mange språk snakker du?

- (1) 1
- (2) 2
- (3) 3
- (4) 4 eller flere

### Hvordan oppfatter du ditt klassemiljø?

- (1) Jeg opplever klasserommet som trygt og godt sted



- (2) Av og til syntes jeg det kan være litt vanskelig å være i klassen, men for det meste er det bra
- (3) Jeg føler meg utrygg i klassen
- (4) Vil ikke svare

**Dersom du opplever klassemiljøet som litt utrygt, kan du utdype hvorfor?**

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**Hvor mye engelsk bruker du i engelsk undervisningen?**

- (1) Jeg snakker mye engelsk i timen
- (2) Jeg snakker litt engelsk i timen
- (3) Jeg snakker lite engelsk i timen
- (4) Jeg snakker ikke engelsk, og foretrekker heller å svare på norsk/ikke svare

**Har du noen gang vært redd for å snakke engelsk i klasserommet?**

- (1) Jeg har aldri følt på en frykt for å snakke engelsk
- (2) Jeg syntes av og til det kan være litt skummelt å snakke engelsk
- (3) Jeg er ofte redd for å snakke i klasserommet

**Hvordan reagerer du når læreren stiller deg et spørsmål på engelsk? (du kan velge flere svar)**

- (1) Jeg svarer på engelsk, og syntes ikke dette er et problem
- (2) Jeg blir stresset
- (3) Jeg blir stolt
- (4) Jeg blir nervøs og vet ikke helt hva jeg skal gjøre
- (5) Jeg svarer på norsk
- (6) Jeg lar vær å svare
- (7) Annet

**Har du noen gang vært redd for å si noe feil?**

- (1) Ja
- (2) Nei
- (3) Vet ikke

**Har du noen gang opplevd at andre elever har ledd av deg når du sier noe feil?**

- (1) Ja, flere ganger
- (2) Noen ganger
- (3) Sjeldent
- (4) Aldri

**Dersom du har vært redd for å si noe feil - hvorfor? Gjerne utdyp.**

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**Oppfatter du at du selv er god i engelsk?**

- (1) Ja
- (4) Litt
- (2) Nei
- (3) Vet ikke

**Hva er du god på i engelskfaget? (du kan velge flere svar)**

- (1) Snakke
- (2) Skrive
- (3) Lese
- (4) Analysere
- (5) Forstå
- (6) Lytte
- (7) Jeg syntes ikke jeg er god på noe
- (8) Annet

**Har du noen gang opplevd å bli stresset når læreren sier noe du ikke forstår?**

- (1) Ja, flere ganger
- (2) Noen ganger
- (3) Sjeldent
- (4) Aldri

**Hva er det du liker, eller ikke liker med engelsk undervisning på skolen?**

\_\_\_\_\_

**I forhold til engelskundervisning, skulle du ønske man lærte mer engelsk/har flere engelsk timer?**

- (1) Ja, jeg kunne ønske flere timer og lært mer
- (2) Nei, jeg syntes det er nok engelsk undervisning på skolen
- (3) Jeg vet ikke

**Har du noen gang opplevd at andre elever/lærere har rettet på deg når du har sagt noe feil?**

- (1) Ja, flere ganger
- (2) Noen ganger
- (3) Sjeldent
- (4) Aldri

**Hvordan føles det for deg å snakke eller lese engelsk høyt foran andre? (du kan velge flere svar)**

- (1) Jeg blir flau
- (2) Jeg kjenner på mestringsfølelse
- (3) Jeg blir stresset
- (4) Jeg prøver helst å unngå det
- (5) Annet

**Gjerne utdyp følelsene du kjenner på:**

\_\_\_\_\_

**Har du noen gang opplevd å bli så nervøs at du glemmer det du skal si?**

- (1) Ja
- (2) Nei
- (3) Vet ikke

**Kjenner du på et press til å forberede deg til timen? Hvorfor/hvorfor ikke? Hva gjør du eventuelt for å forberede deg?**

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**Bruker du engelsk utenfor klasserommet?**

- (1) Ja, mye
- (2) Litt
- (3) Sjeldent
- (4) Aldri

**I hvilke situasjoner bruker du engelsk? Er det noen situasjoner du føler deg mindre trygg enn andre?**

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**Tror du læreren er klar over at det kan være ubehagelig for elever å snakke engelsk i undervisning?**

- (1) Ja
- (2) Nei
- (3) Vet ikke

**Er det noe du tenker at læreren kan gjøre for å bidra til at det ikke er like skummelt å snakke engelsk? Andre metoder etc.**

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**Er det noe mer du ønsker å dele?**

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Tusen takk for at du tok deg tid til å delta i spørreundersøkelsen.

Jeg setter stor pris på at du vil hjelpe til i forskningen i min masteroppgave.