

From silence seekers to confident speakers

A mixed-methods study of anxious pupils' experiences in the EFL classroom and of pedagogical implementations employed by teachers to alleviate speech anxiety in Lower Secondary Schools.

MARTE KARLSEN

SUPERVISOR

Ingrid Kristine Hasund

University of Agder, 2023

Faculty of Humanities and Education

Department of Teacher Education

Acknowledgments

As I approach the submission deadline for my MA thesis, I can honestly say that this year has been a great learning experience for me. Alongside my studies, I have worked as an English teacher in an upper secondary school. This has allowed me to gain hands-on experience while deepening my understanding of the theoretical aspects of my chosen profession. Overall, I am grateful for the valuable insights and personal growth this year has brought me.

I want to express my sincerest gratitude to my supervisor, Ingrid Kristine Hasund, who has guided me through this project. Without your patience, motivation, knowledge, and feedback, I would not have been able to write my thesis. I am grateful for your support and encouragement. I am also thankful for the weekly Wednesday meetings you hosted for me and my co-students. It has been helpful and reassuring to update each other on our projects.

I would also like to thank my co-students for all the productive hours at the university, for coffee breaks, and for the moral support. Working together and motivating each other has been crucial in upholding my enthusiasm throughout this project.

Thank you to Lenka Garshol for hosting weekly “Shup up & Write” sessions throughout the last semester. You have been available for questions, provided a social meeting point, and encouraged us. It has been very beneficial for me.

A special thanks to the participating pupils and teachers who took part in the survey and interviews. I want to praise your courage in opening up on a difficult topic. You have helped provide insights, thoughts, and experiences. This study would not have been possible without you.

Thank you to my family for always providing me with moral support and love, and a special thanks to my parents for teaching me the value of hard work. Additionally, I want to thank Ingebjørg; I am grateful to have such a kind and positive friend. Finally, my sincerest thanks to Andreas for your continuous support and encouragement. You make me believe in myself.

Kristiansand, May 2024

Abstract

The present study seeks to address the research gap existing on Foreign Language Anxiety in oral communication in a Norwegian context. The main aim is to investigate how educators can effectively address Foreign Language Anxiety and enhance speaking confidence among lower secondary school pupils in the English Foreign Language classroom. Four research questions emerged: What experiences do Norwegian pupils with speech anxiety have in the English Foreign Language classroom, and when do they feel anxious? Are teachers in lower secondary schools aware of Foreign Language Anxiety? What impediments caused by Foreign Language Anxiety do pupils experience? Lastly, what strategies can educators employ to alleviate speech anxiety?

A mixed-methods research design was applied, with a pupil survey and semi-structured pupil and teacher interviews. Two eighth-grade and two tenth-grade classes participated in the survey, 14 pupils participated in individual or group interviews, and three lower secondary school teachers participated in individual interviews.

The main findings reveal that some of the participating pupils in lower secondary school experience Foreign Language Anxiety, Foreign Language Enjoyment, and Foreign Language Boredom in language learning and that the three emotions intertwine. Pupils feel most anxious when speaking in front of their class, during presentations, reading aloud, or during icebreaker activities. The teachers sympathized with pupils' speech anxiety but found it challenging to alleviate it. Both teachers and pupils recognized impediments caused by Foreign Language Anxiety, which are consequences for pupils' self-perception, decreased motivation, poorer learning outcomes, and problematic physical reactions. Strategies and methods to reduce anxiety concern classroom environment, teacher-pupil relations, class sizes, and fortifying enjoyment in language learning, in addition to facilitating positive emotions, humor, and frivolity. Additionally, teacher variables are crucial; they include modeling a healthy attitude towards making mistakes while learning, clear instructions and expectations, how teachers use the Target Language, and predictability in the classroom.

Keywords: Foreign Language Anxiety, Language Acquisition, Lower Secondary Education, Motivation, Emotions, Pedagogical Implementations

Table of Contents

1.0 INTRODUCTION	1
1.1 BACKGROUND.....	1
1.2 AIMS OF THE PRESENT STUDY	2
1.3 DEFINING KEY TERMS.....	3
2.0 THEORETICAL FRAMEWORK	5
2.1 INTERNATIONAL STUDIES	5
2.1.1 <i>Horwitz and colleagues</i>	5
2.1.2 <i>McCrosky and Daly</i>	7
2.1.3 <i>Simsek and Dörnyei</i>	8
2.1.4 <i>Cheng and colleagues</i>	9
2.1.5 <i>Zhang & Coulson</i>	10
2.1.6 <i>MacIntyre & Gregerson</i>	10
2.1.7 <i>Dewaele and colleagues</i>	11
2.1.8 <i>Mak</i>	14
2.2 SCANDINAVIAN STUDIES	15
2.2.1 <i>Horverak and colleagues</i>	15
2.2.2 <i>Nilsson</i>	15
2.2.3 <i>Landeström</i>	16
3.0 METHODOLOGY	18
3.1 A CASE STUDY	18
3.2 MIXED METHOD RESEARCH DESIGN.....	18
3.3 ETHICAL PRECAUTIONS	18
3.4 QUANTITATIVE AND QUALITATIVE RESEARCH.....	19
3.5 SURVEY AND SEMI-STRUCTURED INTERVIEWS.....	20

3.6 MY INFORMANTS	20
3.6.1 <i>Recruiting teachers for interviews</i>	21
3.6.2 <i>Recruiting for pupil survey</i>	21
3.6.3 <i>Recruiting pupils for interviews</i>	21
3.7 QUESTIONNAIRES	22
3.7.1 <i>Teacher interviews</i>	22
3.7.2 <i>Survey questions</i>	23
3.7.3 <i>Pupil interviews</i>	23
3.8 ANALYSIS	24
3.9 VALIDITY AND RELIABILITY	24
4. RESULTS	27
4.1 RESULTS FROM THE SURVEY	27
4.1.1 <i>Demographic information</i>	27
4.1.2 <i>Emotions and Experiences in the EFL Classroom</i>	27
4.1.3 <i>Teachers' awareness of FLA</i>	29
4.1.4 <i>Impediments Caused by FLA</i>	30
4.1.5 <i>What can reduce FLA?</i>	31
4.2 RESULTS FROM PUPIL INTERVIEWS	33
4.2.1 <i>Emotions and Experiences in the EFL classroom</i>	33
4.2.2 <i>How do pupils perceive their teachers' knowledge of FLA?</i>	38
4.2.3 <i>Impediments Caused by FLA</i>	40
4.2.4 <i>Strategies to Alleviate Speech Anxiety</i>	40
4.3 RESULTS FROM TEACHER INTERVIEWS	45
4.3.1 <i>Are Teachers aware of FLA?</i>	45
4.3.2 <i>Impediments Caused by FLA</i>	50
4.3.3 <i>Strategies to Alleviate Speech Anxiety</i>	52
5.0 DISCUSSION.....	59

5.1 WHAT EXPERIENCES DO ANXIOUS PUPILS HAVE IN THE EFL CLASSROOM, AND ARE TEACHERS IN LOWER SECONDARY SCHOOLS AWARE OF FLA?	59
5.2 WHAT IMPEDIMENTS ARE CAUSED BY FLA, AND WHAT STRATEGIES CAN EDUCATORS EMPLOY TO ALLEVIATE SPEECH ANXIETY?.....	61
6.0 CONCLUSION AND FURTHER RESEARCH	65
REFERENCES	66
APPENDICES.....	71
APPENDIX 1 – LETTER OF INFORMATION.....	71
APPENDIX 2 – CONSENT FORM FOR TEACHER INTERVIEWS	73
APPENDIX 3 – CONSENT FORM FOR PUPILS INTERVIEWS	76
APPENDIX 4 – CONSENT FORM FOR PUPIL SURVEY	79
APPENDIX 5 – TACHER INTERVIEW GUIDE.....	82
APPENDIX 6 – PUPIL INTERVIEW GUIDE	86
APPENDIX 7 – SURVEY GUIDE	89
APPENDIX 8 – SURVEY RESULTS FROM SUVERYXACT.....	94

List of Tables

Table 1: Demographic information about pupil informants	33
Table 2: Demographic information about teacher informants.	45

List of Figures

Figure 1: Language Background.....	27
Figure 2: Do the pupils enjoy English?.....	28
Figure 3: Color coding for answer alternatives – I strongly disagree (medium light blue), I partially disagree (dark blue), I partially agree (light blue), and I strongly agree (medium dark blue).	28
Figure 4: What makes pupils nervous?	28
Figure 5: Preferences in learning activities.....	29
Figure 6: Do teachers know when their pupils experience CA or language anxiety? .	30
Figure 7: Affective impediments caused by anxiety in language learning.	30
Figure 8: Physical impediments caused by anxiety in language learning.....	31
Figure 9: Pupils’ perception of their EFL teacher.....	31
Figure 10: Learning activities provoking FLE.....	32
Figure 11: Learning activities provoking nervousness.	32
Figure 12: Sources of boredom in the EFL classroom.....	38
Figure 13: The pupils’ suggestions to alleviate speech anxiety.....	41

List of Abbreviations

CA – Communication Apprehension

EFL – English as a Foreign Language

FLA – Foreign Language Anxiety

FLB – Foreign Language Boredom

FLCA – Foreign Language Classroom Anxiety

FLE – Foreign Language Enjoyment

L1-4 – First, Second, Third, and Fourth Language

LK20 – Kunnskapsløftet 2020

SA – Speech Anxiety

TL – Target Language

WTC – Willingness to Communicate

1.0 Introduction

1.1 Background

In contemporary society, having a solid command of English speaking skills is essential for effective communication, intercultural competence, and self-identity. Notably, it is listed as one of the core elements within the Norwegian educational framework (Norwegian Directorate of Education and Training, 2020). Given globalization, oral communication is regarded as more important than ever. Confident English speakers can use their language skills to connect, explore, and learn more. Nonetheless, language learning is often accompanied by anxiety, particularly in speaking (Lightbown & Spada, 2021, p. 81; Al-Saraj, 2014, p. 52).

Compared to listening, reading, and writing, several researchers claim that speaking is the most anxiety-provoking aspect of language acquisition (Horwitz et al., 1986, p. 128; Young, 1991, p. 427; Cheng et al., 1999, p. 420). Within the English Foreign Language (EFL) classroom, pupils are expected to learn an FL, which is demanding yet achievable (Myhre & Fiskum, 2021, p. 202). When pupils engage in conversation, they showcase their proficiency level while receiving evaluation and possible correction from teachers and peers. Research shows that excessive speech anxiety can negatively impact pupils' ability to comprehend and improve their oral skills (e.g., Horverak, 2022, p. 44; MacIntyre & Gregersen, 2012, p. 198). This obstacle arising from the uniqueness of the language learning situation was first conceptualized by Horwitz, Horwitz, and Cope in 1986, termed Foreign Language Anxiety (FLA).

Since the early 1970s, many scholars have researched language anxiety. FLA has been forecasted as a critical predictor of success or failure in FL learning (Dewaele & MacIntyre, 2014, p. 238). Further, it can “compromise the learning potential of the FL learner, wreck the best teaching techniques, and render the most attractive material inadequate” (Dewaele & McIntyre, 2014, p. 238). According to a recent study by Læringsmiljøsentret (2020), anxious learners typically gain lower grade point averages, heightened absenteeism, and difficulties maintaining focus during class. In short, it is significant and decisive in FL achievement and development (Lightbown & Spada, 2021, p. 81).

Practicing speaking skills through interaction with others is essential, which aligns with Vygotsky's sociocultural learning theory (Vygotsky, 1978, p. 24). When Swain proposed the comprehensible output theory in 1985, it marked a turning point in second

language learning research (Sun, 2020, p. 130). This theory contradicted Krashen's input theory, which claimed that mere exposure to Target Language (TL) input is enough to develop language skills (Swain, 2000, p. 98). Arguably, teachers are crucial in helping their pupils overcome speech anxiety (SA). To do so, they must get insights into how pupils experience FLA and how it impedes them. Moreover, teachers need to be able to recognize FLA and acquire knowledge on what strategies to employ to alleviate it.

The curriculum reform initiative (LK20) seeks to implement 21st-century skills for lifelong learning, including communication, interaction, and cooperation. Unlike traditional approaches, LK20 prioritizes competence over content, focusing on skills, strategies, and tactics for learning rather than specific subject matter (Sundby & Karseth, 2021, p. 427). In the competence aims within the English subject for lower secondary schools, the primary goal is for pupils to communicate understandably and clearly.

1.2 Aims of the present study

While several studies on FLA have been conducted internationally, few research projects have been conducted in Scandinavia (Rindal, 2013, p. 352; Gjerde, 2020, p. 9). The main aim of the present study is to discover pedagogical approaches that educators can implement to alleviate anxiety and enhance pupils' speaking confidence. More research in educational literature is needed on this topic. Therefore, the objective of this study is to gain insight into teachers' and pupils' experiences with FLA within a Norwegian school context. The study intends to investigate the following research questions:

1. *What experiences do Norwegian pupils with speech anxiety have in the EFL classroom, and when do they feel anxious?*
2. *Are teachers in lower secondary schools aware of FLA?*
3. *What impediments caused by FLA do anxious pupils experience?*
4. *What strategies can educators employ to alleviate speech anxiety?*

The research questions will be examined using data from a survey and semi-structured interviews among four classes in Norwegian lower secondary schools from the pupils' and teachers' points of view. The study will explore how teachers work against FLA to encourage speaking confidence and how pupils perceive it. I am interested in gathering information about teachers' thoughts and experiences with FLA and how they adjust their lessons

afterward. I aim to find methods and strategies that are specific, efficient, and applicable to teaching. Ultimately, I hope to achieve useful tools for my future career as an EFL teacher.

The present thesis consists of six chapters. In chapter two, the theoretical and epistemological framework for this project is presented, study by study. Then, the methodology will be outlined in the third chapter, reflecting on validity and reliability. Chapter four presents the results of the data conduction. The survey will be presented thematically and organized according to the four research questions. The results from the interviews will be structured likewise. The survey will be presented first, followed by the results of the interviews with pupils and teachers. Finally, my findings will be discussed in chapter five, considering the theory, before concluding and reflecting upon further research in chapter six.

1.3 Defining key terms

Anxiety is a multifaceted and elusive concept that has yet to be defined satisfactorily by researchers (Simsek & Dörnyei, 2017, p. 51). It is a fundamental and universal experience in psychology (Al-Saraj, 2014, p. 51). Individual differences make it ambiguous and challenging to characterize. Moreover, “anxiety” is used in varying contexts (Simsek & Dörnyei, 2017, p. 51). For instance, feeling anxious about a doctor’s appointment or being a generally anxious person represents different forms of anxiety. It is common to distinguish between three characterizations of anxiety: trait, state, and situation-specific (Al-Saraj, 2014, p. 51). Anxiety translates into “angst” in Norwegian, which is defined as “a collective term for conditions where the main symptom is irrational fear” (HelseNorge, 2024). Typical symptoms of anxiety are nausea, headache, stomach ache, feeling dizzy, unease, or being unable to concentrate (HelseNorge, 2024). In education, anxiety is often associated with situations such as speaking in class, examinations, or presentations.

FLA is a form of anxiety connected to communicating in an FL. Communication encompasses various interactions, including reading, writing, listening, and speaking. Oral discourse incorporates many constituents: “accuracy, fluency, grammar, vocabulary, pronunciation, and comprehensibility” (Omari, 2015, p. 23). Speaking in front of others, as opposed to simply speaking, amplifies this form of anxiety. Moreover, it makes the learner less prone to use the TL. While the related term Foreign Language Classroom Anxiety (FLCA) refers to the classroom situation specifically, FLA refers to general anxiety both in and outside of school. In the research of the acknowledged and reputable Horwitz et al.

(1986), they define and conceptualize the related term FLCA as “a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom learning arising from the uniqueness of the language learning process” (p. 128). FLCA falls within specific anxiety reactions, as it is experienced in a particular setting or situation (Horwitz et al., 1986, p. 125). FLCA involves risk-taking and causes impediments to learning outcomes, and adverse physical and emotional reactions. The concept of FLCA has been used in several succeeding studies, but it has also been challenged and further refined (Landeström, 2016, p. 4).

Concerning anxiety in relation to language learning, it is closely connected to performance anxiety, which denotes fear related to the desire to accomplish specific goals, the fear of failure's consequences, and the fear of rejection if one does not perform well (Horwitz et al., 1986, p. 127).

Willingness to communicate (WTC) refers to individuals' voluntary choice to engage in conversation. The link between WTC and FLA refers to communicative confidence (Lightbown & Spada, 2021, p. 89). WTC is described as a personality trait related to introversion, communication apprehension (CA), and communicative skills (Zhang & Coulson, 2022, p. 212; Young, 1991, p. 427). Extroverted learners are traditionally associated with more WTC and, therefore, assumed to be well-suited to language learning (Lightbown & Spada, 2021, p. 87). WTC can change depending on the situation's formality, the audience's size, and sometimes the topic being discussed (Horverak, 2022, p. 37; Zhang & Coulson, 2022, p. 223). Moreover, CA is related to FLA. Most learners experience some form of CA, not only the anxious ones (Young, 1991, p. 429).

Whether to use the term EFL or ESL is an ongoing debate in Norway (Rindal, 2013, p. 336). It concerns defining English as a “foreign language” or “second language.” According to scholar Si Peng (2019), EFL is distinguished from ESL namely because the former denotes learning English in a country where it is considered an FL, while the latter denotes learning English in countries where it is an official language yet not the mother tongue (Peng, 2019, p. 33). It seems that EFL is more widely used, which is the term I will use when referring to English teachers or the classroom in which pupils learn English.

2.0 Theoretical framework

This chapter presents the theoretical foundation for this project, reviewing previous research on speech anxiety (SA) in the EFL classroom. First, reputable international studies will be presented, followed by Scandinavian studies.

2.1 International Studies

The upcoming international studies have been selected based on their relevance to the present study. Numerous projects exist, so narrowing them down to some of the highly reputable and acknowledged researchers in the field is essential. The works of Horwitz and colleagues, McCrosky and Daly, Simsek and Dörnyei, Cheng and colleagues, Zhang and Coulson, MacIntyre and Gregersen, Dewaele and colleagues, Mak and Alrabai and Moskovsky will be highlighted.

2.1.1 Horwitz and colleagues

The pioneering study “Foreign Language Classroom Anxiety” was conducted by Horwitz et al. (1986), discussing the concept and impediments caused by FLCA. They introduce three related concepts to understand the term: Test Anxiety, Fear of Negative Evaluation, and CA. They define FLCA to exceed these concepts, representing something more. They solidify that FLCA concerns and addresses the language learning situation exclusively. To effectively help pupils, language teachers must first and foremost become aware of FLCA (Horwitz et al., 1986, p. 131). It is crucial to acknowledge and aid anxious learners to improve their language experience and learning outcomes (Horwitz et al., 1986, p. 125).

Horwitz et al. (1986) proposed the Foreign Language Classroom Anxiety Scale (FLCAS), which consists of 33 items designed to calculate FLCA among FL learners. It estimates the overlap of the abovementioned concepts through a self-report questionnaire. The FLCAS investigates these relationships to give the scale validity and elicit FLCA as a new construct. Using the scale with seventy-five university students in Texas learning an FL, the results suggest parallels between FLCA and performance anxieties (Horwitz et al., 1986, p. 127). Consequences of personal failure can result in inaccurate self-assessment where learners are misled to understand themselves as missing the correct aptitude for language learning, thus making them lack sufficient motivation. The FLCAS has subsequently become a reputable and often cited scale.

The researchers evaluate the ramifications of FLCA on learning outcomes by investigating prior research in the field. FLCA affects how much learners comprehend input and their ability to produce output. Some tend to overstudy to compensate for their lack of ability in highly stressful situations. Learners report that they forget words they already know in the FL classroom. Moreover, anxious learners construct a different speech pattern, aiming for shorter, more straightforward, less personal sentences (Horwitz et al., 1986, p. 126). The anxious learner practices less advanced skills, thus hindering rapid development.

Furthermore, severe FLCA can lead to avoidance behavior, e.g., purposely avoiding class, conversations in class, homework, or activities related to the subject. It can cause pupils who otherwise are talkative to avoid conversing in the TL. From an outside perspective, they may seem indifferent, unenthusiastic, or poorly motivated (Horwitz et al., 1986, p. 131). Teachers should, therefore, always consider the possibility that poor motivation or lack of participation may be the signs of coping mechanisms exhibited by highly anxious learners to avoid attention or engagement in the FL classroom (Young, 1991, p. 429).

Another impediment is FLCA's effect on learners' self-image, as it is distinguished from other academic anxieties by the implication of self-perception. Authentic communication can become limited since the FL vocabulary is most often restricted compared to the L1 (Horwitz et al., 1986, p. 128). Language learning is a highly emotional and ego-centered activity regarding identity. Anxious learners may hold irrational high standards towards themselves, resulting in embarrassment, humiliation, and negative self-perception if they make a mistake (Horwitz et al., 1986, p. 129). Moreover, insufficient recognition from teachers and peers can strengthen learners' belief that they lack the aptitude for language learning.

The researchers propose two pedagogical implementations to tackle FLCA. In essence, teachers can help the anxious learner to cope with their anxiety or make the learning context less anxiety-inducing. Ideally, combining both strategies is most sufficient. Their study implies that high-anxiety learners may practice specific techniques to relax. Nevertheless, it will be difficult and somewhat unrealistic to expect learners to possess the knowledge and ability to handle their anxiety on their own. For teachers, it can prove difficult to reduce anxiety-provoking elements, considering school to be a formal setting with continual performance evaluation.

In her later article, "On the Misreading of Horwitz, Horwitz, and Cope (1986) and Need to Balance Anxiety Research and the Experiences of Anxious Language Learners",

Horwitz (2017) reviews literature on the relationship between the three components of Test Anxiety, Fear of Negative Evaluation, and CA. She describes their curvilinear relationship and underpins that these do not make up the term FLCA. They serve as examples of specific anxieties to understand the construct, thus providing insight into why learners respond with specific anxiety toward language learning. FLCA can be experienced when participating in learning situations or when the learner thinks about using the TL (Horwitz, 2017, p. 33). The most remarkable correlation existed with Test Anxiety. According to her research, FLCA appears to be an independent form of anxiety. The anxious learner does not necessarily experience general anxiety, which is always present; their anxiety is unique to the language learning situation.

According to previous research, some FL teachers believe that a moderate amount of anxiety can be beneficial as it drives learners to pressure themselves to better achievements. Horwitz (2017) disagrees, noting that facilitating language anxiety can, in several ways, result in lower performance ability. When the learner surpasses moderate amounts of anxiety, performance decreases sharply. The divided attention of the learner weakens their ability to comprehend. Moreover, some teachers may shame learners in a misguided attempt to make them study harder. According to Horwitz (2017), this can lead to heightened anxiety levels, which is highly inadequate (p. 34). There exists a fragile balance between advantageous and detrimental levels of anxiety. The individual learner experiences situations differently, and lower-proficiency learners will more easily pass the level of stress that causes optimal achievement.

2.1.2 McCrosky and Daly

McCroskey and Daly's (1976) article "Teachers' Expectations of the Communication Apprehensive Child in the Elementary School" examines teachers' expectations and their impact on pupils and academic achievements in the FL classroom where teachers were asked to estimate two pupils' success rate on a scale from 1 to 10 (p. 69). Additionally, they investigate the causes of these expectations. They refer to previous research, which prominently connects "quiet" and apprehensive pupils to being less successful in school and perceived negatively by their teachers (McCroskey & Daly, 1976, p. 68).

In their methodology, they construct two imaginary elementary school children with detailed descriptions by their fictional teacher. One child was highly apprehensive, whereas the other was low apprehensive. A sample of 462 teachers participated. They attempted to

estimate the children's success individually. In short, the low apprehensive child received positive associations, while the teachers formed negative associations towards the highly apprehensive child. The researchers inquire whether this is a bias against apprehensive children or if there is any truth in these prejudgments considering the possible impediments caused by CA, for instance, that learners become less prone to use the TL. According to Swain, output is vital for three cognitive processes that lead to language acquisition: generating alternatives, choosing alternatives, and applying alternatives in speech (Sun, 2020, p. 133). Thus, it is essential to practice oral communication to improve. Therefore, the researchers conclude that CA must be diminished to investigate this further (McCroskey & Daly, 1976, p. 71).

2.1.3 Simsek and Dörnyei

Mapping the extent of FLA, even with tools like FLCAS, can be challenging. Anxiety is a subjective experience that varies significantly from person to person. According to Siemsek & Dörnyei's (2017) article "Anxiety and L2 Self-Images: The 'Anxious Self'", in line with the works of Horwitz et al. (1986), some pupils go to great lengths to hide their anxiety to avoid embarrassment or expose their weaknesses (p.63). In their study involving 20 participants questioned about their language learning experiences in semi-structured individual interviews over Skype from four Turkish universities, they found that SA can lead to decreased productivity, poorer performance, Test Anxiety, and "stage fright" (Simsek & Dörnyei, 2017, p. 59). They report physical symptoms including stomach aches, shaking, blushing, sweating, heart racing, trembling voice, and feeling hot (Simsek & Dörnyei, 2017, p. 57; Horwitz et al., 1986). Emotionally, FLA troubles learners with distress, self-doubt, and severe unease.

The participants freely elaborated on their FLA experiences—some distance themselves from their authentic selves, inhabiting an "anxious self." They reckon a lack of self-control in these situations causes their minds to get fogged, and they do not have control over their physical reactions. The "anxious self" refers to the character some participants recognized but did not want to identify with. The researchers serve the close tie between language and self to explain how SA can become severe. Horwitz (2017) also highlights the inauthenticity threatening the self-concept in language learning as anxiety increases (p. 34). Siemsek and Dörnyei state that "a threat to one is a threat to the other" (2017, p. 66). They also imply a connection between the anxious self and enmity towards the L2, FL teachers, or

classmates. As Dörnyei previously stated, “It is difficult to imagine that we can have a vivid ideal L2 Self if the L2 is spoken by a community that we despise” (Dörnyei, 2010, p. 79, as cited in Moskovsky et al., 2016, p. 642). Therefore, teachers must establish a positive relationship with their pupils and a safe learning environment to achieve good learning outcomes.

Further, the “anxious self” suggests a re-think of how to alleviate FLA by recognizing the self-concept. The researchers state that anxious learners will exhibit one of three reactions – the fighter, the quitter, and the safe player. The fighter will employ self-induced strategies to fight their anxiety. The researchers point towards employing imagery-based strategies (Siemsek & Dörnyei, 2017, p. 66). These strategies may include imagining optimistic scenarios in which the learner is a confident speaker of English or the EFL teacher guiding them through realistic outcomes or expectations to language learning situations, such as speaking up in class or presenting in front of peers. Such strategies are concerned with ensuring predictability for the learner and alleviating negative expectations. The quitter will “give up,” holding the notion described by Horwitz et al. (1986) that they are not apt for language learning. The safe player will avoid eye contact with the teacher, sit at the back of the classroom, or provide minimalistic answers if they are addressed. The aim is to attract as little attention as possible, minimizing the chance of being required to participate.

2.1.4 Cheng and colleagues

Cheng, Horwitz, and Schallert (1999), in “Language Anxiety: Differentiating Writing and Speaking Components,” examine the interplay between second-language classroom anxiety and second-language writing anxiety. Although related, they operate independently (Cheng et al., 1999, p. 421). In their project, 433 students from four universities in Taiwan engaged in a self-report questionnaire designed to obtain their self-perception of their English speaking and writing skills. They used a modified version of the FLCAS to map the participants' degree of FLA and questions concerning their self-rating of proficiency.

They discovered that low self-confidence is an essential factor in developing anxiety constructs. They also talk about how learners often are bad at predicting their level of proficiency. Sometimes, the learners believe themselves to be far worse than they are. SA can cause highly motivated pupils who are genuinely fascinated by English to be unable to achieve their academic goals. However, Gregersen and Horwitz (2002) point out this is only sometimes the case (p. 566). Nevertheless, FLA affects memory and reduces learning

capacity, suggesting a strong connection between anxiety and poorer achievement measures (Cheng et al., 1999, p. 435; Dewaele & MacIntyre, 2014, p. 238).

2.1.5 Zhang & Coulson

Oral communication requires risk-taking, and the learner is bound to make mistakes sporadically (Zhang & Coulson, 2022, p. 223). In Zhang and Coulson's (2022), "The Effect of English Study at School on Later Foreign Language Learning" (p. 223), the researchers conducted a qualitative study of 12 semi-structured interviews and a questionnaire with Chinese students learning Japanese, where they investigate if personality traits can predict the likeliness of FLA development. These personality traits concern self-esteem, responsiveness, domination, talkativeness, and empathy (Lightbown & Spada, 2021, p. 89). Their findings align with Siemsek and Dörnyei (2017), connecting introversion to the likeliness of FLA development.

Zhang and Coulson (2022) point out a correlation between perfectionism and FLA, where learners may have unrealistic or harmfully high expectations set for themselves. Perfectionism denotes self-oriented and socially prescribed standards on the learner's competence, such as immense pressure to do well. Perfectionism influences learners' WTC, as some attempt to hide their lack of competence by staying quiet. It can also cause habits of overstudying or delays in completing tasks because they repeatedly start over again, also found in Gregersen & Horwitz (2002, p. 566). The researchers add that the formality of social situations can fortify FLA, for instance, when the learner is being evaluated.

2.1.6 MacIntyre & Gregerson

When working towards alleviating FLA, it is essential to understand the interplay between different emotions. Anxiety is an emotion purposed to alert against dangers or threats. It can cause affliction or interfere with rationality. In their article "Emotions that facilitate language learning: The positive-broadening power of the Imagination," MacIntyre and Gregerson (2012) point towards Johnmarshall Reeve's definition of emotions: "short-lived, feeling arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events" (Reeve, 2005, p. 294, as cited in MacIntyre & Gregerson, 2012, p. 194). Emotions are multidimensional, organized into basic, first-order, or complex, high-order emotions. Anxiety belongs to first-order emotions that occur

automatically without extensive cognitive processes (MacIntyre & Gregersen, 2012, p. 196). As reported in their definition of emotion, anxiety is purposed to help us adjust.

The researchers associate FLA with tension, stress, and being extremely nervous or worried and perturbed. The “fight or flight” response denotes the panicky reaction to anxiety-inducing situations, which can result in a blurred mind and functional freeze. The expression of FLA can be involuntary automatic reactions, signaling to other people the distress that the anxious learner endures (MacIntyre & Gregersen, 2012, p. 195).

According to the researchers, positive emotions can help learners indulge in the FL by enhancing their ability to notice details in the environment and be aware of language input. On the contrary, negative emotions can cause a narrow focus and a restriction on the range of potential language input. The researchers point out that positive and negative emotions have different functionalities; they are not two opposite poles of a shared spectrum (MacIntyre & Gregerson, 2012, p. 193). According to their study, positive emotions can overshadow negative ones and promote the learners’ resilience and hardiness when facing challenges.

2.1.7 Dewaele and colleagues

Dewaele and MacIntyre’s article (2014), “The two faces of Janus? Anxiety and enjoyment in the foreign language classroom,” focuses on positive emotions and Foreign Language Enjoyment (FLE) to establish a genuine interest and fortify motivation for second language learning. Using a statistical analysis of two questionnaires with 1,746 participants measuring FLE and FLA, they examine the impact of learners' language background, gender perspectives, age, and other variables. In their study, they claim that FLE, in some cases, can obliterate FLA, thus introducing a re-evaluation of the concept and approaches to tackling it. They present their argument by stating that it is not possible to study FLA without considering positive emotions (Dewaele & MacIntyre, 2014, p. 240). They corroborate by pointing towards the complexity of language learning and how positive and negative emotions intertwine, referring to the two-faced Roman god Janus to illustrate the anxious learners' two-sided language learning experience.

Consistent with Dewaele’s later work, Dewaele et al. (2018), the present study found that teachers’ emotional and professional skills are important in facilitating a supportive and enjoyable atmosphere in FL learning. Teachers should aim to inflict a cheerful tone to the EFL classroom and illustrate that it is okay to make mistakes when attempting to speak. Additionally, they discovered that language background impacts learning experiences,

whereas knowing more FLs increased FLE but did not generally decrease FLA. Anxiety levels were significantly lower if the TL belonged to a linguistic family similar to other FLs that the participant knew from before. Another finding denotes peer recognition as a contributing factor for learners to make positive associations towards the EFL classroom, thus aiding them in feeling comfortable with FL communication (Dewaele & MacIntyre, 2014, p. 258).

The researchers claim that age is a notable predictor for FLA and FLE. Traditionally, lower levels of anxiety have been associated with learning an FL at a young age (Dahl, 2014, p. 357). In their findings, FLA was significantly lower in highly educated and older participants. Additionally, older learners experience more FLE. Their results indicate that FLA is most prominent among teenagers and people in their twenties. This correlates with the conclusions of the Norwegian PhD study by Dahl (2014), claiming that starting the language learning process early does not necessarily entail better results, suggesting that perhaps older learners are more suitable for the language learning situation (p. 357). Looking at gender perspectives, their results stipulate that females experience more FLE, which can aid them in developing more advanced skills. Interestingly, females additionally experienced more FLA, indicating that they perceived positive and negative emotions more intensely than their male counterparts. This finding correlates with Dewaele and MacIntyre (2016), suggesting females are more modest about proficiency level, more worried about making mistakes, and tend to underestimate their speaking skills to a greater extent (p. 217).

In their study “Foreign Language Enjoyment and Anxiety: The Effect of Teacher and Learner Variables,” Dewaele, Witney, Saito, and Dewaele (2018) claim that learners driven by perfectionism to meet various standards are more likely to experience inadequacy. The instrument used in the study was a questionnaire in which 189 British FL learners participated. The researchers investigate the relationship between FLA and FLE and how teacher variables are linked to the two constructs. Further, they examine the influence of positive psychology on second language acquisition.

Positive psychology attempts to broaden the general perspective of psychology, traditionally focusing on negative emotions and how to cope with them. The researchers emphasize how negative emotions such as self-doubt, embarrassment, or fear can create obstacles in language learning. These negative emotions raise the psychological barrier of the affective filter, which prevents the learner from processing input (Dewaele et al., 2018, p. 678). To alleviate speaking apprehension, striving towards diminishing negative emotions must be combined with strengthening positive emotions and FLE.

Teachers are crucial in enhancing FLE and creating a positive atmosphere in learning situations. Teachers using the FL all the time in the EFL classroom resulted in higher FLE among the learners compared to those who used it “sometimes” or “not very often” (Dewaele et al., 2018, p. 688). Interestingly, teacher predictability resulted in lower levels of FLE and was found to affect FLA very little. They also discovered that intermediation is an important factor for the learners' attitude towards the subject. High-intermediate learners experienced significantly less anxiety compared to those with lower proficiency levels. They additionally investigated the proportion of time spent on speaking activities and their effects; FLE increased with more time spent on speaking activities. Ideally, between 50-60% of time dedicated to speaking tasks will result in a peak of FLE among the learners. In short, pupils like it when teachers are unpredictable, speak in the FL and allow them to participate in the conversation.

Dewaele, Botes, and Greiff's (2023) “Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach” examine the relationship between FLA, FLE, and boredom (FLB). The researchers investigate if teachers' use of the FL and their unpredictability directly affect the three constructs. Additionally, they question how these concepts affect academic achievement. Through snowball sampling, they recruited 332 learners of different ages, genders, and nationalities to respond to a questionnaire including three scales to measure the three FL emotions and investigate their research questions.

They found that teacher characteristics concerning friendliness, patience, happiness, regular use of humor, and skill can predict as much as twice the variance between FLE and FLA (Dewaele et al., 2023, p. 465). According to a study by Alrabai and Moskovsky (2016), affective variables account for 85-91% of performance variance in L2 learners, and motivation is the strongest predictor (Alrabai & Moskovsky, 2016, p. 77). They continue, “Practically everything that the teacher does (or doesn't do) in the classroom can have a more or less significant impact on the learning process and, by extension, on its outcomes” (Alrabai & Moskovsky, 2016, p. 92). Hence, the teacher influences how their pupils experience affective variables.

Another term related to FLA is Second Language Tolerance Ambiguity (SLTA). It describes how comfortable the learners are with uncertain situations in the language learning process, for instance, if they do not understand what their teacher is saying in the FL or feel unable to express themselves accurately in the FL (Ely, 1989, p. 440). Teachers' enthusiasm and pupils' perception of the value of English proved significant predictors of FLB, SLTA,

and motivation. As predicted, teacher unpredictability positively affected FLE and negatively affected FLB (Dewaele et al., 2023, p. 470).

Dewaele et al. (2023) could find no clear relationship between FL attitude and FLA, yet there is a corroborative connection between a positive attitude and better achievements. However, some participants who received top grades were still afflicted by FLA. The researchers state, “One could either argue that high FLE helps learners neutralize the negative effects of FLA or that high FLA chips away at the FLE, possibly because of the distracting and tiring effects of anxiety” (Dewaele et al., 2023, p. 473). Thus, the complex interplay between the FL emotions is crucial in determining attitudes and achievements.

2.1.8 Mak

Mak (2011), “An exploration of speaking-in-class anxiety with Chinese ESL learners,” investigates factors contributing to the development of FLA through a research project carried out with 313 English students attending a Chinese university in Hong Kong (p. 202). He discovered five crucial factors that contribute to the development and maintenance of FLA: “negative evaluation, uncomfortableness when speaking with native speakers, negative attitudes towards the English classroom, negative self-evaluation, and fear of failing the class/consequences of personal failure” (Mak, 2011, p. 207). His findings provide grounds for reflection on pedagogical implementations to enhance speaking skills.

The impact of educators’ errors can contribute to an increase in FLA, in line with Dewaele et al. (2023). However, Mak (2011) highlights more details. Addressing the class without preparation, receiving corrections while speaking, insufficient wait time, and restrictions on using the native language in an FL class proved significant. According to Mak, providing enough wait time to process input and plan on output is especially important for Chinese learners because of cultural standards. It is essential not to lose “face” or stand out. Likewise, Lightbown and Spada (2021) promote ample time as a crucial learning condition to enhance language learning, in addition to modified input and corrective feedback (p. 39). In line with Krashen’s theory on the zone of proximal development, they also suggest that educators should use TL just above the learners’ proficiency level. Finding a balance between providing guidance and paying attention to accuracy and fluency in speech can be challenging. Mak suggests focusing on building confidence, pointing out that using learner errors as a teaching example happens at the learner’s expense. Therefore, this strategy is

unlikely to be effective for language development and should be avoided (Mak, 2011, p. 212).

2.2 Scandinavian Studies

Some research projects have been conducted on SA in Scandinavia, particularly in Sweden. Several smaller studies, including MA projects, have recently been carried out in Norway (Rindal, 2013, p. 362). In this section, two Swedish studies will be highlighted in addition to Horerak, Langeland, Løvik, Askland, Scheffler, and Wach (2022).

2.2.1 Horverak and colleagues

The study “Systematic Work with Speaking Skills and Motivation in Second Language Classes” by Horverak et al. (2022) confirms that FLA is a highly relevant phenomenon in Norway. They suggest a five-step method to work with SA. The intervention in this study builds on the SAMM method, an innovative project initiated by Horverak and Langeland (2017) to motivate learners by helping them discover their aims, how to achieve them, and how to overcome potential obstacles (<https://samm.uia.no/en/about-the-project/>). These steps focus on motivating, developing individual strategies, and creating a supportive atmosphere among pupils to aid each other in becoming confident speakers.

The researchers state that characteristics of FLA are “related to perceptions of learning environments as challenging, perceived pressure to do well, fear of not meeting high expectations, doubts about one’s competence, and concern about classmates’ proficiency” (2022, p. 37). Using a mixed methods approach, they conduct pupil logs, self-reported answers to questionnaires, and a pupil evaluation. Their results reveal that FLA was found among all proficiency levels and in every context where English was taught. Interestingly, the anxiety levels were higher in English classes compared to other FLs where the proficiency level was lower. The researchers hypothesize that the expectations may be lower in classes with lower levels of advancement. The participating pupils report that the five-step method is supportive and has the potential to create a more sympathetic atmosphere in the classes.

2.2.2 Nilsson

Swedish associate professor in language didactics Nilsson's (2019) article “Foreign Language Anxiety: The Case of Young Learners of English in Swedish Primary Classrooms” investigates FLA in young learners, more specifically with 225 pupils in primary school aged

8-12 from six different schools in Sweden. The pupils were grouped into three categories based on answers from a self-report questionnaire to further investigate similarities and differences across levels of anxiety. She aims to examine possible triggers of FLA in what she describes as a “supportive, non-competitive” classroom environment (Nilsson, 2019, p. 2). The context of her study diminishes reputable factors contributing to FLA, such as fear of receiving poor grades or the possibility of failing the class (Nilsson, 2019, p. 15). Nilsson suggests that teaching practices should consider FLA as a collective obstacle rather than an individual experience based on her findings. In contrast, some classroom situations triggered anxiety in learners who did not usually experience FLA.

Forty-one pupils were characterized as high anxiety learners, 143 as medium anxiety learners, and 41 as low anxiety learners, unequally distributed across the participating classes (Nilsson, 2019, p. 10). This is in correlation with the teaching style and impact of the teacher, which are important variables related to FLA (Gregersen & MacIntyre, 2014). Speaking in groups scored lowest in anxiety-triggering situations. Being teased by peers also scored low. Through classroom observations, Nilsson concluded that adverse reactions from other pupils seemed a minor problem. Receiving spontaneous attention to speak in class, being afraid of making mistakes, and initiating to contribute to class proved to be the three most anxiety-provoking factors reported by approximately 23% of the pupils for each of these. Teachers should consider this and adapt their teaching style accordingly. Many pupils reported tendencies of FLA without being characterized as high-anxiety learners. One decisive factor in Nilsson’s study is the pupils’ relationship to other subjects in school; 75.6% of high-anxiety pupils report that they are more nervous during English lessons compared to other subjects in school, while only 4.2% of the medium-anxiety pupils reported the same, and none of the low-anxiety pupils.

2.2.3 Landeström

In his case study “Foreign language anxiety among Swedish lower and upper secondary students,” Landeström gathers data through a questionnaire and interviews with pupils in lower and upper secondary schools to discover differences in FLA experiences across levels and possible FLA sources. Four pupils from lower secondary schools and six from upper secondary schools participated in interviews, while 49 pupils responded to the questionnaire.

His findings reveal that 19 pupils (39%) scored high enough to be considered anxious learners according to the questionnaire, built on Horwitz et al. (1986) FLCAS. Eight pupils

(16%) scored high enough to be considered very anxious. The three most common sources of anxiety proved to be teacher-induced anxiety, fear of negative evaluation, and general anxiety, e.g., negative self-perception, feeling inferior to other pupils concerning English skills, or habits of comparison. This aligns with the findings of Horwitz et al. (1986) and Simsek and Dörnyei (2017). They also reported a feeling of increased anxiety toward communication in an FL with the opposite gender, in line with Dewaele et al. (2016). One girl commented that she experienced more judgment and teasing from the boys in her class.

Eight out of ten pupils suggested small groups when asked how to alleviate their experience of SA, which aligns with the works of Dewaele et al. (2018). Nevertheless, they needed to consist of other pupils at their level of proficiency, strategically aligned by their teacher according to who felt safe with whom.

3.0 Methodology

This chapter presents the methodology for data collection and analysis. It describes the research design and provides a report on the data collection. I will give grounds for the choice of method before discussing validity and reliability.

3.1 A case study

This project is a case study, a specific and detailed exploration of one topic based on an extensive data set (Creswell & Guetterman, 2021, p. 674). The case study consists of a pupil survey, semi-structured interviews conducted with pupils and teachers in lower secondary schools, and an additional semi-structured interview featuring an informant with diverse teaching experience currently specializing in English at the university level.

3.2 Mixed Method Research Design

A mixed-method research design was applied, which is a widely used and reputable design in didactic studies. It denotes collecting data from qualitative and quantitative research (Creswell & Guetterman, 2021, p. 619). A mixed-method research design builds on the strength of each of the data sets. It does not consist of two separable sets of data; it constitutes integrated data being merged or built upon another (Creswell & Guetterman, 2021, p. 595). The data is meant to embed and connect the methods, providing a solid foundation for investigating the research questions. The aim is for the two methods to complement one another, adding integrity and validity to the research (Creswell & Guetterman, 2021, p. 595).

3.3 Ethical precautions

Ethical precautions are crucial to collecting data for a research project (Creswell & Guetterman, 2021, p. 620). SIKT (Norwegian Agency for Shared Services in Education and Research) provides resources and services for research and education regarding conditions and required guidelines. Their guidelines on writing letters of information and consent forms to pupil- and teacher informants were used for this purpose. In the forms, the participants consent to be audio-recorded in the interviews and that the data from the survey and interviews will be used for this MA thesis.

SIKT offers privacy services. I applied, submitting my interview guides, pupil survey, letters of information, and extensive information about the research project and its purpose.

Three weeks later, SIKT approved my request. Consent forms were then created and forwarded to participating teachers and pupils, who physically signed the forms.

3.4 Quantitative and Qualitative Research

Quantitative and qualitative research are the two reputable paths in educational research (Creswell & Guetterman, 2021, p. 35). **Quantitative research** is characterized by collecting and analyzing statistics from large groups (Creswell & Guetterman, 2021, p. 37). In quantitative research, the data set consists of responses to questions set in advance that are measurable to analyze statistics, trends, or the relationship between variables. Quantitative research is often implemented using standardized questionnaires, which can prove highly effective when the goal is to gain a broad overview. Questionnaires comprise specific, narrow, and quantifiable purpose statements, ensuring an impartial and objective approach (Creswell & Guetterman, 2021, p. 40). Accordingly, quantitative research is well suited for more general insights and broader observations about a given topic. The pupil survey developed for this study qualifies as a quantitative method with simple descriptive statistics.

The prime part of my data set consists of qualitative semi-structured interviews. **Qualitative research** is explorative, and the conducted data set is more unpredictable than quantitative research designs. According to Lightbown & Spada (2021), qualitative approaches such as semi-structured interviews are necessary to capture variables concerning concepts such as FLA to depict its complexity and depth (p. 89). It is well suited for this project as the research questions are open without a clear hypothesized answer, and the variables are unknown. Data sets from smaller groups of informants characterize qualitative research. A literature review is less substantial in developing questionnaires than quantitative research designs (Creswell & Guetterman, 2021, p. 41). Qualitative research aims to develop a detailed understanding and capture informants' experiences, including bias and reflexivity (Creswell & Guetterman, 2021, p. 40). The aim is to obtain the participants' views, allowing them to shape responses in their own words. In educational research, questionnaires are typically designed to capture the thoughts and reflections of teachers, pupils, parents, or school management. This project is limited and will therefore aim to apprehend the personal perspectives of a selection of teachers and pupils in lower secondary schools.

3.5 Survey and semi-structured interviews

Affective variables are not directly observable. For practical reasons, I could not follow teachers or pupils over an extended period. It would have been interesting to observe the progression of pupils with FLA and assess the effectiveness of the teaching strategies. Instead, the choice fell upon semi-structured interviews with teachers and pupils and a pupil survey. Approaching the research questions from both teachers' and pupils' perspectives will be beneficial in getting a more comprehensive picture. The survey contributes a broader perspective, providing general insights into the extensiveness of FLA and pupils' experiences.

Results from the pupil survey are the quantitative data set for this project. The information was gathered through self-reporting. Semi-structured interviews with pupils and teachers follow as part of the qualitative data set. They serve as an elaboration of the questionnaire in the survey, providing contextual understanding of the data and detailed insights into the emotions and reflections of the pupils. Additionally, they provide in-depth descriptions of EFL teachers' beliefs regarding their effective strategies. Detailed and specific questions in the interview guides can capture interesting answers depicting pupils' experiences and EFL teachers' expertise. This type of interview also requires continuous analysis of responses to provide appropriate follow-up questions (Postholm & Jacobsen, 2022, p. 121).

Although the original intention was to conduct only individual interviews, some pupil informants felt more confident in a group setting. Therefore, the pupil interviews consist of five groups and four individual interviews. I settled on individual interviews for the teachers to give them a suitable space to reflect on and talk about their experiences.

3.6 My Informants

Before collecting data, I had to thoroughly consider who and how many I wanted to interview and how to recruit them. This section will present how I encountered my informants and explain my choices. The pupils who participated in the survey will be referred to as respondents or survey respondents. The teachers interviewed will be referred to as informants or teachers, while the pupils interviewed will be referred to as pupils.

3.6.1 Recruiting teachers for interviews

The first interview was conducted with a professor of English didactics at the university level. I encountered him through networking. I forwarded an e-mail including a letter of information and consent form. He maintains broad experience with different pedagogical implementations employed to reduce FLA through various teaching jobs. The interview occurred in October 2023.

Three English teachers in lower secondary schools were recruited through networking for individual semi-structured interviews. An e-mail was sent out at the beginning of October to several schools in Agder and Telemark, including a letter of information about the project and a request to participate. A school in Telemark reported that they had the capacity and interest to contribute to the project. In the middle of September, the process of planning my visit for conducting the interviews emerged. December 2023 was most suitable for them, and that is when the interviews were conducted.

Unfortunately, one of the lower secondary school teachers canceled at the last minute due to a personal family situation. Therefore, three teacher interviews resulted: two lower secondary school teachers and one university professor.

3.6.2 Recruiting for pupil survey

The three teachers from lower secondary schools who originally intended to participate in interviews offered to carry out the survey with pupils in their current English classes. One taught two 10th-grade classes, and the other two taught one 8th-grade class each. They were more than willing to conduct the survey during English lessons. I forwarded the consent forms for survey participation, and the pupils signed them physically in class. The pupil survey was conducted in November 2023.

3.6.3 Recruiting pupils for interviews

The three teachers from lower secondary schools were asked to recruit pupils from their classes whom they believed had experience with FLA in the EFL classroom. It was assumed they would have adequate prerequisites to choose the appropriate pupils for interview participation. I saw an opportunity to benefit from their teachers' knowledge and trust their judgment in deciding who would be most apt for my project. All appointed pupils agreed to participate. The interviews were carried out in December 2023.

The interest lies primarily in gaining insights into pedagogical implementations and strategies supporting pupils with FLA and speech anxiety. Consequently, it seemed most advantageous to investigate the research questions from pupils with FLA. Allowing the teachers to select suitable pupils was beneficial; however, it posed risks. It is possible that the teachers wrongly assume that their pupils relate to SA when they do not. It is also possible that the teachers are unaware of some of their pupils' anxiety.

The aim was to interview a minimum of eight pupils to gather sufficient data for the analysis. Accordingly, the teachers were asked to recruit two pupils, each of whom they believed had speech anxiety. With my full support, one of the teachers appointed five pupils from her two classes in 10th grade. She explained that several of her pupils fit the description and therefore asked if it would be beneficial for the project to appoint all of them. Agreement was given. Interviewing more pupils can provide a more solid foundation for investigating the research questions.

3.7 Questionnaires

For my quantitative data collection, general questions were used to gain an overview of the broadness of FLA among the participants and identify trends and patterns. In the interviews for the qualitative data, open-ended follow-up questions were presented to a smaller group of participants face-to-face while their answers were recorded. The interview guides and survey questions additionally consist of some close-ended questions to support concepts and theories in literature (Creswell & Guetterman, 2021, p. 251).

3.7.1 Teacher interviews

The teacher interview guide contains 36 questions. Certain questions were to be skipped if the interviewees had covered similar topics. The initial questions focus on demographic information concerning education, teaching experience, gender, and age. They were further asked about familiarity with FLA before being presented with questions to investigate their awareness of FLA, particularly concerning their teaching style. They were based on the works of Alrabai and Moskovsky (2016).

The final questions explore teachers' strategies to alleviate SA and encourage pupils to practice speaking skills. It also aims to explore how teachers adjust to pupils with FLA through everyday pedagogical implementations.

3.7.2 Survey questions

The first set of questions for the pupil survey maps language background and demographic information among the participants. This allows for a more effective comparison of the results, contributing to a better understanding of the data. The next set of questions aims to measure pupils' experience of anxiety in the EFL classroom. It covers various aspects, namely how pupils feel about learning English, positive and negative emotions in language learning, activities provoking enjoyment or dread, and activities they find anxiety-inducing.

The questionnaire primarily contains multiple choice questions, with a few exceptions for inserting self-proposed activities. Several questions are built on Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). As mentioned in the theory section, the FLACS is a recognized tool for measuring FLA. Certain questions have been borrowed and slightly adapted, thus allowing room for questions about activities. Questions about emotions in correlation to learning English are based on the works of Dewaele, Witney, Saito & Dewaele (2018) and Dewaele & MacIntyre (2014), investigating the relationship between enjoyment and anxiety in FL learning, as well as teacher- and learner variables effects on the experience. They aim to discover patterns of emotions or possible contradictions in the pupils' experiences of enjoyment and anxiety. For a complete survey questionnaire, see Appendix 7.

3.7.3 Pupil interviews

The pupil interview guide includes 13 questions with 16 follow-ups, altogether 31 questions. The follow-up questions will extract more details if the informants provide general answers. Having semi-structured interviews also allows for using clarifying probes, e.g., "Tell me more" or "Can you expand on your meaning behind 'not much'?" if some informants seem reserved in the conversation (Creswell & Guetterman, 2021, p. 256). Although the interview guide was carefully considered beforehand, I was aware the conversation could unfold differently based on the content of their responses.

The first set of questions concerns demographic information and emotions in connection to the subject of English. The pupils are asked about their perception of English in a school context and how they use it in their spare time. The next set of questions aims to capture their experiences of learning English and for them to be able to put their positive and negative emotions into words. One question emerged from Simsek & Dörnyei's (2017) work about language learning and self-image, asking the pupils about identity in correlation to

speaking an FL, intending to discover if they experience anxiety differently based on how they perceive themselves in anxiety-inducing situations. The pupils were then asked for suggestions on how to alleviate SA. Questions about individual adjustments and their effectiveness are also included. The final set of questions investigates activities the pupils enjoy and have had positive associations with.

3.8 Analysis

SurveyXact, a program that facilitates the creation and conduct of research surveys, was used to create the quantitative data set. The survey results were analyzed by generalizing the findings and discovering trends. Then, the survey was grouped into themes according to research questions, thus making it easier to interpret in light of the interview data set.

For my qualitative data set, I did a reflexive thematic analysis (RTA), generating codes and themes based on the data provided from the interviews. Themes and topics emerged through description-focused coding – labeling and understanding extracted information from the interviews while analyzing (Byrne, 2021, p. 1397). RTA offers flexibility when identifying these (Byrne, 2021, p. 1392). I used the qualitative analysis software package NVivo 14 to label and create codes. Since most teacher- and pupil-interview questions are open-ended, the data collected covers a broad range of themes and variations, fostering rich details to analyze.

I followed Braun and Clarke's (2022) six phases of RTA, denoting six steps on how to label, code, thematize, and present the data (p. 35). In reflexive thematic analysis, themes and codes transpire while coding the data depending on the findings. For this project, themes and codes emerged based on prior theories and summaries of what the participants provided. The first step of the six phases is to familiarize yourself with the data sets before coding and generating initial themes. The writing process occurs during the latter of these steps. Then, items emerge and are reviewed before naming themes, editing, shortening, and re-grouping (Braun & Clarke, 2022, p. 36).

3.9 Validity and reliability

Validity and reliability are important quality criteria in research. Validity describes how credible the data is and how well it represents the authentic, real-world situation it investigates. It features internal-, external-, and measurement validity. Internal validity denotes the trustworthiness and accuracy of the study, while external validity describes its

transferability. Measurement validity addresses whether the study accurately assesses what it aims to measure. Reliability refers to the consistency and dependability of the results from research. It signifies the ability to replicate the study with consistent methods and detailed documentation of the procedures. (Creswell & Guetterman, 2021, p. 297)

This is a small study – therefore, it is crucial to rely on previous research and theory to support my findings. Throughout the study, I have considered validity and reliability when choosing research design, methods of conduction, and how to analyze the data. Triangulation denotes extracting information from various sources, in this case, from interviews with pupils, a survey, and teacher input. Although pupils and teachers may describe one specific situation, they will most likely experience it differently. Therefore, triangulation helps to enhance an accurate and credible report (Creswell & Guetterman, 2021, p. 297). In qualitative research, context is vital. Thus, background information about the participants is provided when introducing quotes in addition to detailed descriptions of the procedures employed. I cannot generalize my findings, but by providing context, it is possible to see similarities between data, and the findings can be transferred to similar situations.

Conducting data from surveys comes with limitations, which denote potential weaknesses in the collected data (Creswell & Guetterman, 2021, p. 232). The researcher identifies these and aids in judging how applicable the findings are. Prior to conducting data from the pupil survey, the teachers provided instructions to the participating pupils on how to answer it, directing them to be as honest as possible. Nevertheless, there will always be sources of error related to this kind of survey. The pupils answered the survey through self-report, perhaps giving the answer they thought they ought to provide for the research. The survey questions were very direct. However, another limitation relies on understanding words such as “angst,” which could be unfamiliar or challenging for some respondents to grasp the meaning of, considering their age.

In qualitative research, it can be challenging to meet the standards of validity and reliability (Postholm & Jacobsen, 2022, p. 222). For instance, semi-structured interviews can be difficult to replicate, making reliability questionable. Detecting bias in qualitative research relies on the interpretive and self-reflective role of the researcher, where personal experiences and assumptions may influence the interpretation of the data (Creswell & Guetterman, 2021, p. 297). It is important to be aware of these pitfalls to interpret the data properly. To strengthen the validity and reliability of this study, context is combined with an abundance of quotes from the informants. However, these quotes have been translated from Norwegian into

English (except for the professor interview) and, therefore, are not presented in the exact words of the informants.

4. Results

This chapter presents the results of my data collection from the survey and the semi-structured interviews. The results from the pupil survey will be shown in percentages, followed by relevant data from the interviews. The data have been carefully selected as to how they correspond with the theory of this study.

4.1 Results from the Survey

The results from SurveyXact are shown in percentages. The program rounds percentages to the nearest whole number, sporadically resulting in slightly more or less than 100%. 72 pupils responded to the survey, while 9 completed it partially. The respondents consist of 39 females, 27 males, and three identified as other. A selection of figures will be presented in this section according to themes correlating to the research questions. For an overview of all survey questions, see Appendix 8.

4.1.1 Demographic information

Figure 1 shows how the respondents are distributed regarding language background:

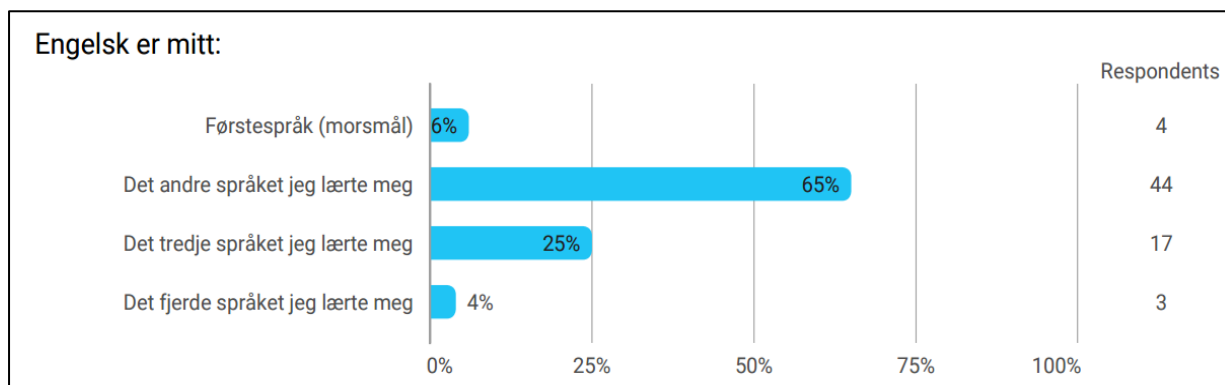


Figure 1: Language Background

The majority (65%) learned English as an L2, while an ample proportion (25%) learned it as their L3. None of them had lived in an English-speaking country.

4.1.2 Emotions and Experiences in the EFL Classroom

The respondents were asked how many hours a day they spend on activities involving English in their leisure time and whether they like the subject of English the way it is taught

in school. Most report that they spend between 1-2 hours or 3-4 hours daily on English activities, hence getting regular exposure. 68% report that they either strongly or partially agree with the statement “I enjoy English the way it is taught at school in level 10”, whereas 87% strongly or partially agree that they enjoy it outside of school, as shown in Figure 2:

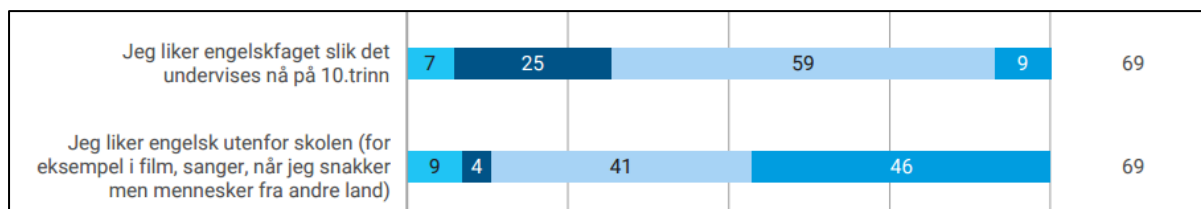


Figure 2: Do the pupils enjoy English?

■ Jeg er helt uenig ■ Jeg er delvis uenig ■ Jeg er delvis enig ■ Jeg er helt enig

Figure 3: Color coding for answer alternatives – I strongly disagree (medium light blue), I partially disagree (dark blue), I partially agree (light blue), and I strongly agree (medium dark blue).

This indicates that 19% of the respondents who are fond of English dislike it in school. Most of them (69%) report that they recognize the expected proficiency level in the EFL classroom to match their level of mastery. Nevertheless, 37% report feeling more tense or nervous during English lessons compared to other subjects in school.

Some negative emotions towards the EFL classroom come from CA or anxiety. Therefore, the respondents were asked to report what makes them nervous during English lessons. They could alternatively hook off “I am not nervous,” as shown in Figure 4:



Figure 4: What makes pupils nervous?

Although 77% reported that they liked their classmates, “the other pupils” (49%) were listed as the most common source of nervousness by the respondents, followed by “one group of pupils” (19%).

The pupils were also asked about preferred learning activities and what they learn most from. Their responses are shown in Figure 5:

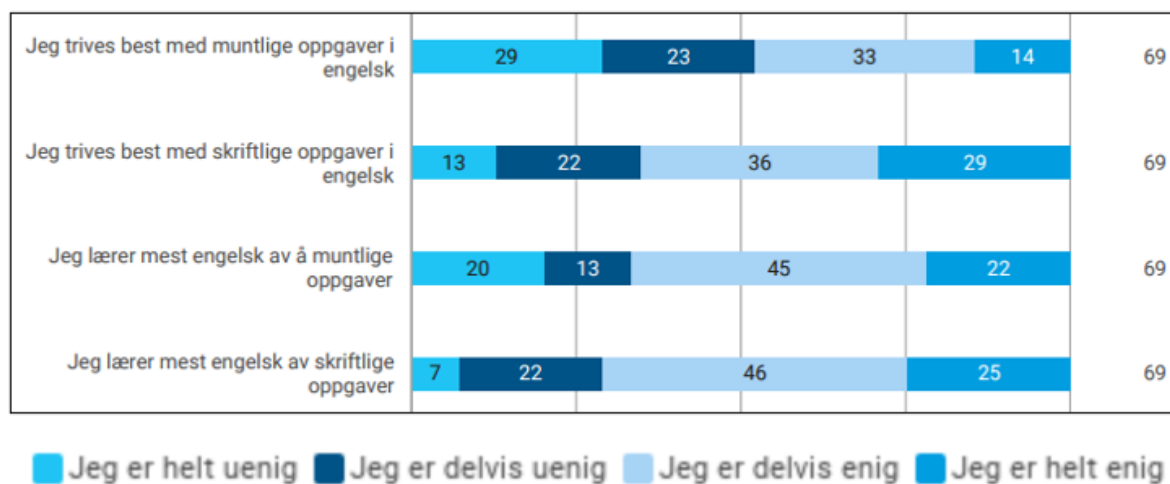


Figure 5: Preferences in learning activities.

They could hook off on more than one alternative, thereby expressing that they enjoy both written and oral learning activities. Most enjoyed writing tasks more (65%), yet nearly half (47%) reported that they enjoyed speaking activities more. This indicates an overlap where some hooked off on both options. It is also possible that some do not enjoy either choice.

When asked what they learned the most from, 67% referred to speaking activities, while 71% referred to writing activities, also indicating an overlap. Further, they were asked whether their proficiency level was higher in written or spoken tasks. This was distributed thus: 40% equally mastered both, 32% did better in writing tasks, and 28% felt they did better in oral assignments, somewhat correlating with what they enjoy.

4.1.3 Teachers' awareness of FLA

The survey asked if the respondents think their EFL teacher is aware if they sometimes feel apprehensive about speaking in class. 45% agreed that their teacher probably did know, as shown in Figure 6:

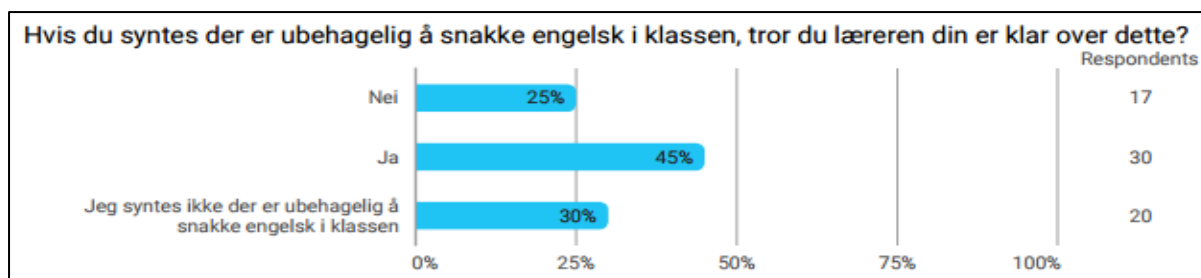


Figure 6: Do teachers know when their pupils experience CA or language anxiety?

Subsequently, they were asked if they believed their teachers planned their lessons and adjusted thereafter. 46% answered “yes,” 7% answered “no,” and the rest “don’t know.” The respondents generally trust their teachers to recognize potentially anxiety-provoking situations in lessons. Furthermore, the pupils were asked if they participated more when they were reminded that oral participation in class counts positively for their grade, where 58% reported that they participated equally either way.

4.1.4 Impediments Caused by FLA

Approximately half of the respondents (48%) report that they sometimes forget words they already know due to nervousness or anxiety. 15% report that they have been tempted to skip English lessons because of anxiety. Figures 7 and 8 illustrate reported physical and emotional impediments caused by nervousness:

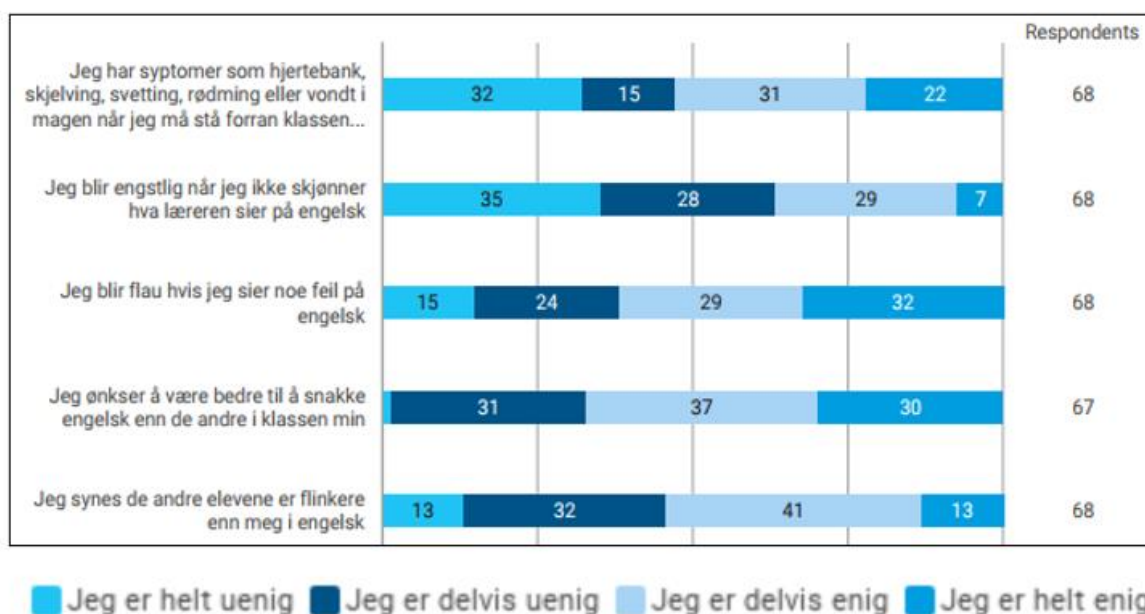


Figure 7: Affective impediments caused by anxiety in language learning.

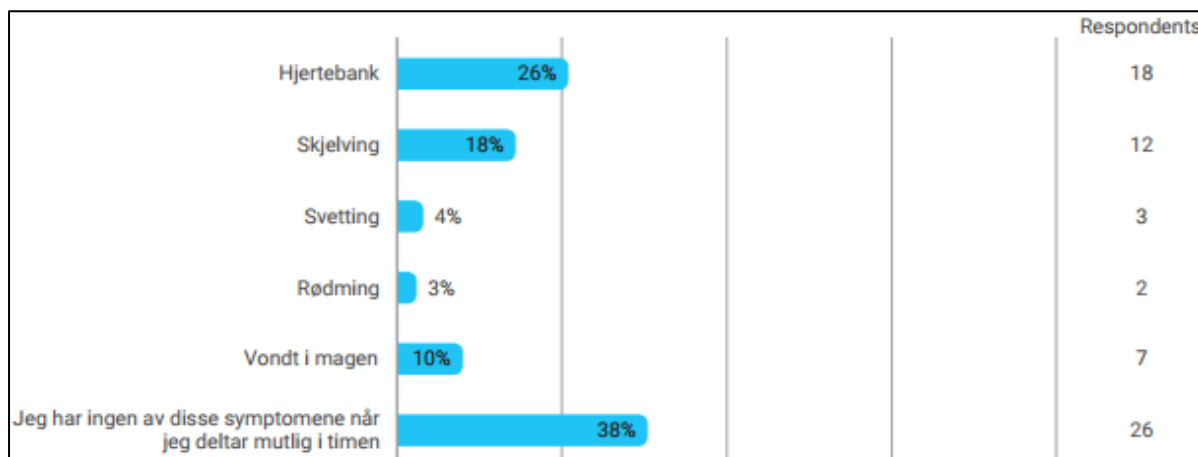


Figure 8: Physical impediments caused by anxiety in language learning.

Around 53% experience physical symptoms such as heart racing, shaking, or stomach aches when speaking English in front of their class. Not understanding what the teacher is saying in the TL qualified as a source of anxiety among 36% of the respondents. On the emotional aspect, 54% believe their peers to be better English speakers than they are, and 67% feel embarrassed if they utter something incorrectly.

4.1.5 What can reduce FLA?

Regarding pedagogical implementations to reduce FLA, it is suggested that the teacher-pupil relationship is essential. Therefore, the respondents were asked about their perception of their teacher. These results are shown in Figure 9:

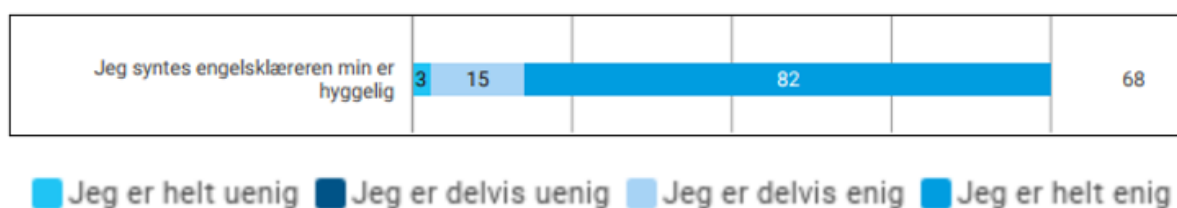


Figure 9: Pupils' perception of their EFL teacher.

As previously mentioned, several respondents report negative and anxious emotions toward language learning. However, 97% find their English teacher friendly and affectionate, indicating that other factors may contribute more to developing CA.

Moreover, the respondents reported that they learned more from group work (83%). This was listed as the most popular activity in the EFL classroom (53%). Figure 10 shows

their response to activities they enjoy, while Figure 11 shows activities provoking nervousness:

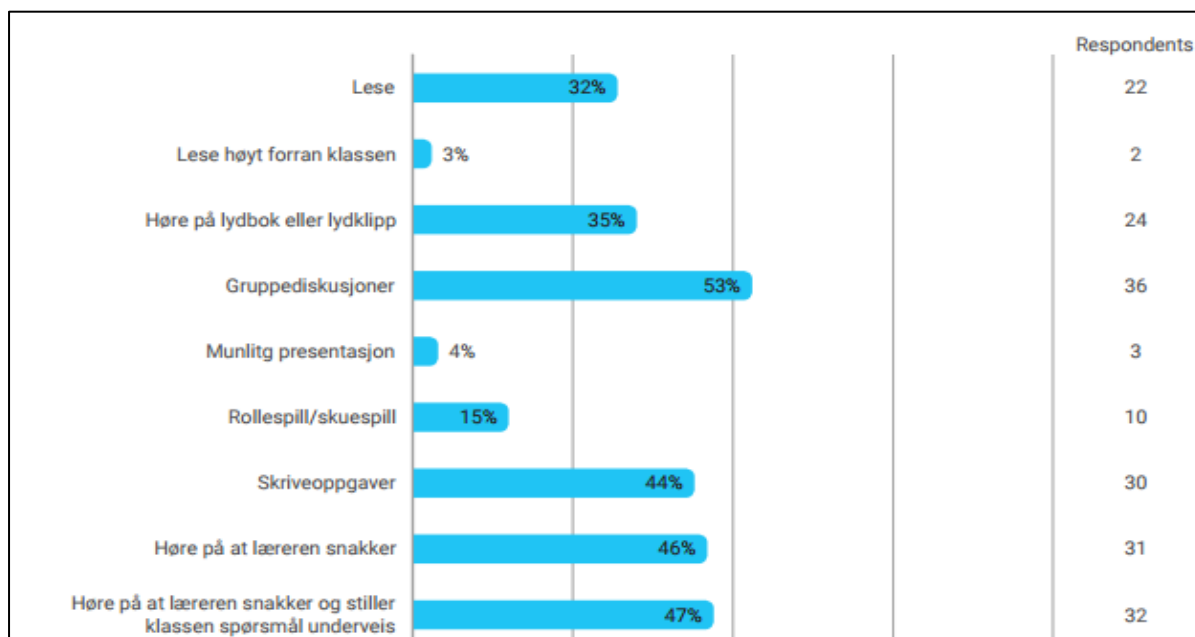


Figure 10: Learning activities provoking FLE.

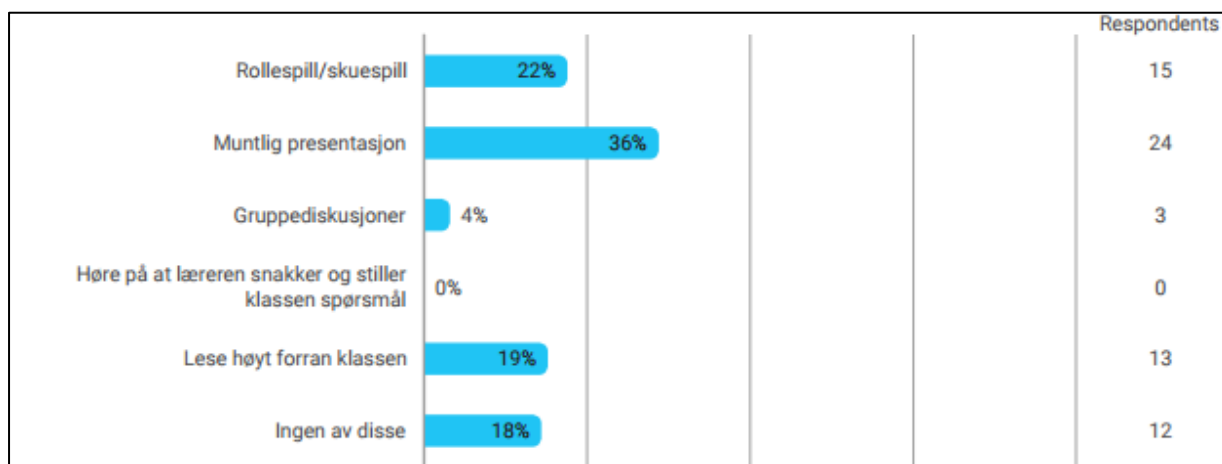


Figure 11: Learning activities provoking nervousness.

The respondents enjoy listening to their teacher talk (46%) and interacting with the class (47%). The former was the only activity receiving 0% on being anxiety-provoking. Their least favorite activities are reading aloud in class (3%), oral presentations (4%), and role-play (15%), the three activities that require speaking in front of the whole class.

4.2 Results from pupil interviews

Qualitative interviews are apt to capture complexity and depth in concepts such as FLA, thus supplementing the survey data set (Lightbown & Spada, 2021, p. 89). I did a thematic analysis, generating codes and themes based on the interviews. Figures and tables will be included to make the findings more easily readable. The interviews were conducted and transcribed in Norwegian. All quotes are translated into English in this section of the chapter. Original Norwegian transcriptions can be accessed by sending a request to the researcher. Contact information can be found in Appendix 1.

Demographic information about pupils is shown in Table 1:

Table 1: Demographic information about pupil informants

	Age	Gender	Language background
<i>P1</i>	Thirteen	Female	Chilean, English L3
<i>P2</i>	Thirteen	Female	Norwegian, English L2
<i>P3</i>	Thirteen	Female	Norwegian, English L2
<i>P4</i>	Thirteen	Female	Norwegian, English L2
<i>P5</i>	Fifteen	Female	Arabian, English L2
<i>P6</i>	Fifteen	Female	Turkish, English L4
<i>P7</i>	Fifteen	Female	Norwegian, English L2
<i>P8</i>	Fifteen	Female	Norwegian, English L2
<i>P9</i>	Fifteen	Female	Norwegian, English L2
<i>P10</i>	Fifteen	Female	Norwegian, English L2
<i>P11</i>	Fifteen	Female	Norwegian, English L2
<i>P12</i>	Fifteen	Female	Norwegian, English L2
<i>P13</i>	Fifteen	Female	Norwegian, English L2
<i>P14</i>	Fifteen	Male	Norwegian, English L2

4.2.1 Emotions and Experiences in the EFL classroom

The pupils were asked about their experiences in the EFL classroom. A summary of positive emotions, negative emotions, boredom, and anxiety-inducing experiences will be presented in this section.

4.2.1.1 Positive emotions

When asked about positive experiences in the EFL classroom, several pupils mentioned activities such as watching movies, playing games, group discussions, and problem-solving tasks. They emphasized the feeling of excitement and enjoyment connected to an atmosphere characterized by playfulness, frivolity, and predictability. One pupil states she sometimes

“forgets that she is speaking in English” when focusing on practical tasks, hence aiding her in overcoming the speaking apprehension she typically experiences during lessons.

Another pupil emphasizes the serene atmosphere among the pupils attending English in-depth studies, an alternative to other FL subjects. P9 describes these lessons thus:

I feel that presenting and such is not as difficult in English in-depth studies because everyone is kind and does not really tease. However, we have many boys in our ordinary class, and they tease. If you say something wrong, they will make fun of you. It can make one feel uncomfortable.

A recurring topic in several interviews is the advantage of having half classes, especially for pupils who typically experience CA. P3 reported that smaller classes make her relax and enjoy speaking activities more easily. As described by the pupils, English in-depth studies work as a remedial class where they receive extra guidance and continuation of what they are occupied with during their usual English lessons. Pupils tend to associate a safe classroom environment with positive emotions.

When asked about positive experiences in the EFL classroom, P3, P9, P11, and P12 mentioned feeling accomplishment and mastery. P12 felt proud of herself after receiving praise from her teacher for a text she had written. P3 elaborates that she needs to understand the content and assignments to feel enjoyment in class. She gets enthusiastic over activities with straightforward content, such as selected pictures for conversation starters. It ensures that everyone can participate; it feels less risky when there are “no wrong answers.”

Several pupils did not hesitate to praise their teacher’s impact when asked about positive emotions. P5 and P6 say their teacher had baked for them on the day their interview took place. They described her as nice and warm, something they highly appreciated. P6 adds that their teacher arranged for them to dance during English lessons when half the class went to upper secondary school secondments. P6 reported being quite reluctant towards speaking activities, so she thought it was fun to try something completely different. P14 stresses that humor is an essential factor in his appreciation of the subject.

4.2.1.2 Negative emotions

When asked about negative experiences, the pupils divulge situations where they panicked or felt highly uncomfortable about speaking in class, presentations, erratically being addressed

by their teacher, or being teased by their classmates because they uttered something incorrectly. In repercussion, they feel embarrassed, confronted, or have a moderate sense of blatant unfairness for being unpredictably addressed. They report physical symptoms such as sweating, shaking, or stomach aches when they feel particularly anxious about a specific situation that they reminisce about. On the emotional level, the pupils report unease, fear of failure, and being publicly humiliated if they make a mistake, say something wrong, or freeze in front of their peers. Also, pupils with poor confidence in the subject compare themselves with their classmates to a large extent. They often conclude that their peers are better English speakers than they are. This worsens their already existing apprehension as they do not want to unveil their lack of skills.

Teachers pressuring their pupils too much without realizing it is another repeated topic. For instance, P8 says:

I started shaking and feeling an ache in my stomach. My teacher told me ‘Come on, it will be fine’, and all the other pupils told me ‘You just have to read a sentence from the blackboard, you can do it’. Then I started crying, and I left the classroom. I felt weak that I had to leave the classroom, and everyone was looking at me. It hurt.

P8 reveals that her teacher did not accept her apprehensive feelings prior to this incident. After witnessing what happened, her teacher adjusted her expectations for P8 to ensure that she could be present in class without the fear of being addressed without prearrangement. P8 continues, “Everyone was pressuring me, telling me that I could do it, and I know that I am actually capable of answering. But when.. I cannot control it; my body is telling me no.»

Several pupils struggle to describe what makes it so difficult for them to speak in class. However, almost all pupil informants mention the fear of being laughed at. P4 elaborates:

The reason I do not want to speak English in front of everyone is because I do not want to make a fool of myself, or have people laugh at me. They will make fun of you for weeks. That is the kind of class I have. People laugh at each other all the time. They make fun of everything. I do believe that several people in our class are afraid to be made fun of.

It appears that even small mistakes can result in condescending responses from peers. Negative comments or mockery can create insecurity and a charged atmosphere, which can make pupils apprehensive about speaking. Quite a few of them report feeling uneasy around certain people in their class.

4.2.1.2.1 Gender perspectives

The teachers participating in this project were requested to connect pupils in their class who they believe experience FLA. It is noteworthy that 13 out of 14 pupils selected were girls. P3, P4, P7, P11, and P12 commented on gender perspectives in terms of anxiety-provoking factors. P7 suggests that it would be better if the boys and girls were to present in front of each other separated by gender. P4 claims that only the boys tease or make condescending comments in her class, which makes her more apprehensive in front of them compared to the girls. P3 agrees; however, she emphasizes that the boys mainly tease each other and only sometimes the girls. It still affects the class dynamic because watching others being teased can increase insecurity.

Interestingly, P11 and P12 believe that their male teachers are stricter and less understanding regarding speaking apprehension in the EFL classroom. They have had several different English teachers throughout lower secondary school. According to them, their male teachers tend to push them to a greater extent, sometimes crossing their boundaries so that they end up in highly uncomfortable situations. They claim that they “do not know what it is like being a girl in lower secondary school” and that the difference between boys and girls is quite immense. P12 continues:

There is a significant difference between girls and boys in how they experience emotions. Boys are supposed to be a bit cooler in front of others and know how to carry themselves. Girls are very sensitive, in a way. I mean, boys are also sensitive, but they express it differently than we girls do.

Since most pupils in this study are girls, it would be interesting to learn more about gender perspectives from the boys' point of view.

4.2.1.3 Anxiety-inducing situations.

The pupils were asked about when they felt most anxious. Answering spontaneous questions from the teacher or speaking in front of their class is exceedingly anxiety-provoking, as reported by 13 of the pupils. Several of the pupils did not hesitate to mention holding a presentation. When having a presentation to demonstrate one's skills is experienced as severely anxiety-triggering. Rather than assessing their skills, it measures pupils' ability to cope with stress and highly uncomfortable feelings.

Some had more specific incidents in mind. P4, P9, and P10 endured a feeling of panic during ice-breaker activities at the beginning of the school year. P4 could not pay attention to anything the others were saying because she was so worried about her contribution when it would be her turn to say her name, hobby, if she owned any pets, and so on. She continued, “and we had to say it in English, and then I did not want to say anything, right. (...) I sat there dreading the whole time until it was my turn to speak”.

P7, P8, P9, and P10 said reading aloud in class was particularly anxiety-provoking. P8 described the fear she felt when being exposed to an unfamiliar word, worried that she would embarrass herself in front of everyone. Some put forward dyslexia as a contributing factor. P7 said that because of her dyslexia, she hates reading aloud. She feels her heart race and continues, “When it is difficult to know how it is supposed to be pronounced, it becomes extra embarrassing if you say something wrong.”

4.2.1.5 Boredom

Several pupils mentioned boredom when elaborating on their experience learning English in school. Some repeated topics are shown in Figure 12:

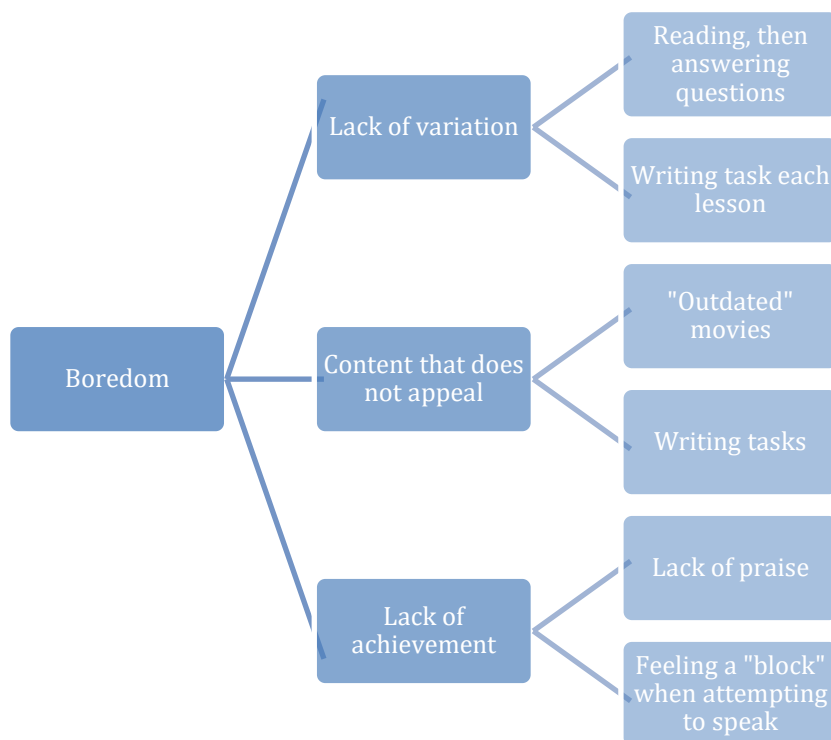


Figure 12: Sources of boredom in the EFL classroom.

The pupils found it boring mainly because of the lack of variation and achievement in the subject. Although predictability is essential, several crave teaching variants where they can explore and be creative. To exemplify, P7 is one of the pupils who experience anxiety in the EFL classroom. However, she stresses that the lack of variation makes the subject dull and less appealing. Repetitive lessons, where pupils read a text and then answer questions or mainly focus on writing tasks, were experienced as tedious and dull by several pupils. Watching movies was listed as boring if it did not appeal to their interests, was outdated, or unrelatable to them. Although variation is vital to create enjoyment, predictability is crucial for them to be receptive and able to indulge in the subject. Pupils experiencing boredom due to lack of variation while experiencing FLA and a desire for predictability create a two-sided dilemma for teachers.

4.2.2 How do pupils perceive their teachers' knowledge of FLA?

4.2.2.1 Expectations for Speaking Activities in Class

According to the pupils, their teachers speak English and Norwegian during English lessons, depending on the situation. The pupils can answer in English or Norwegian when they talk in front of the class but are expected to speak in English during group discussions or

presentations. They are allowed to answer in Norwegian so that everyone can participate in plenary discussions or get clarification even if they do not want to or dare speak in English.

Some point out that it becomes quite visible who are strong or weak pupils in the EFL classroom depending on their language use. The interviewees do not like to participate orally in plenary discussions. Most feel it is easier in groups of two and two, reporting that their teachers regularly use this method to ensure everyone gets to say something during lessons, even if they do not dare to speak in front of the class.

According to P9, being corrected in front of the class can feel quite embarrassing. She claims it had happened to her before, that she was not able to read due to her dyslexia, and that she felt “stupid” and humiliated. According to her, reading in front of the class without preparation is not attainable, especially with her dyslexia and her general CA in the EFL classroom.

4.2.2.2 Grading

The pupils have been informed that class participation reflects their effort in the subject. Hence, it will affect their grade. P7 specifies that participation will always count for the better, even if they make mistakes while speaking, and that they will not receive a poorer grade if they do not participate. However, P3 believes otherwise. She states, “Not everyone is comfortable. (...) perhaps some of us receive a poorer grade in English because we do not speak so much.” P13 and P14 agree but point out that it depends on the teacher. However, most pupils seem pleased with their current English teachers’ grading style.

4.2.2.3 Perceived laziness

P7 and P13 said that they fear some English teachers may interpret their silence as “lazy.” They describe their teacher as exasperated if someone has requested to avoid reading aloud. Their teacher’s attitude denotes that it should not be a problem for them to speak. Additionally, P5 and P6 assert that it is embarrassing to continue speaking in English if many people switch to Norwegian. It is not that they do not want to put in the effort and practice their speaking skills, but their apprehension gets worse because they want to avoid conspicuousness.

4.2.3 Impediments Caused by FLA

Feeling highly anxious about speaking English can hinder their competence acquisition. Their vocabulary becomes limited as they forget words they know when put on the spot. Some perceive themselves as better English speakers than they can exhibit in class. With that in mind, many suffer low self-esteem regarding their skills and ability to master the subject. Most informants say they do not view themselves as good English speakers compared to their classmates.

FLA and nervousness can prevent pupils from demonstrating their speaking skills and entail not getting the practice they need to improve their skills. As a result, they might not receive positive feedback, which can enhance them in alleviating their anxiety. Their FLA prevents them from practicing, thus aggravating the dilemma further. It is difficult for teachers to give positive feedback when they rarely get the chance to hear their pupils talk. Lack of feedback and praise can result in a lack of accomplishment and a feeling of mastery that would benefit the pupils in overcoming their language barriers. It can also lead to low motivation in the subject.

Another impediment is a reluctance to appear in English lessons—an aspect of avoidance behavior. When pupils have strong negative associations and uneasy feelings about attending classes, it can create a high threshold to attend. Lack of predictability or highly anxiety-inducing situations work as decisive factors for some pupils as they explain how they failed to be present during class. Because of the added pressure they experience in the EFL classroom, it takes great effort for them to show up.

4.2.4 Strategies to Alleviate Speech Anxiety

Figure 13 provides an overview of the findings from the pupils' suggestions on how to alleviate SA during English lessons:

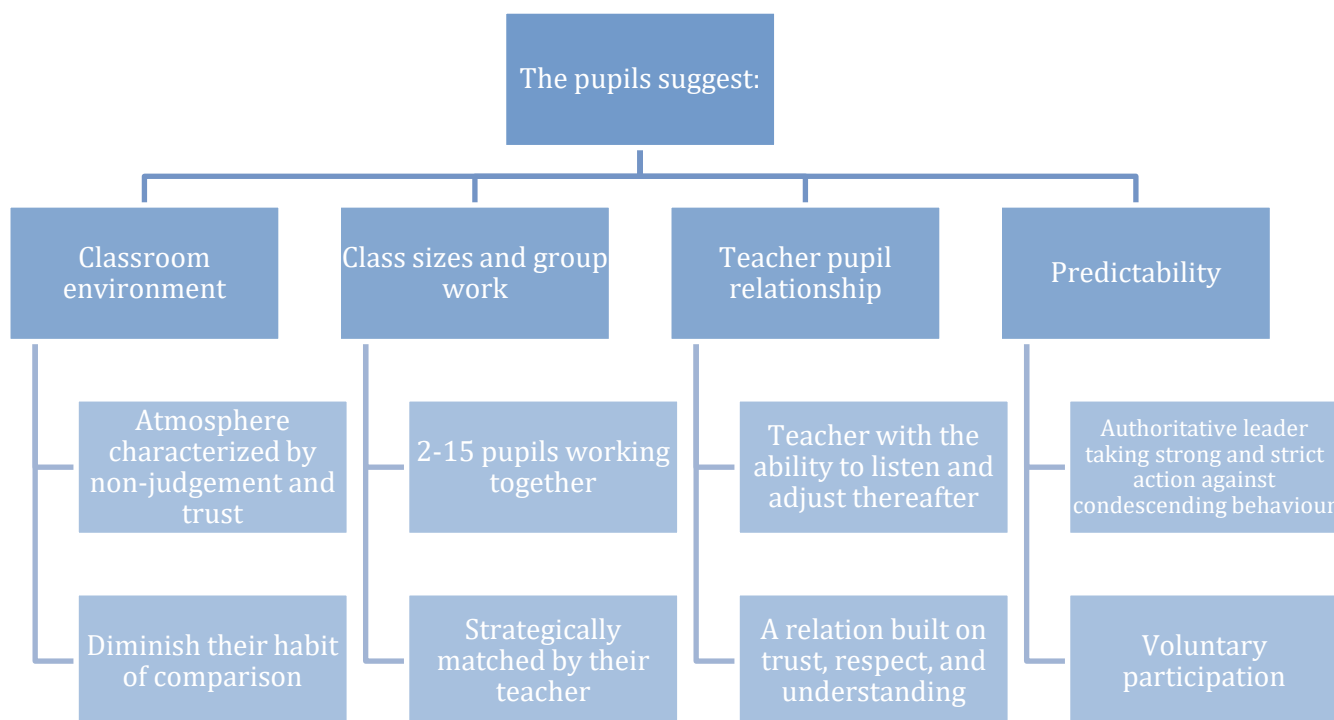


Figure 13: The pupils' suggestions to alleviate speech anxiety.

It is essential to address what the pupils suggest in order to find efficient strategies on how to alleviate SA and aid pupils in their path to becoming confident speakers. The pupils were asked what teachers could do and what they needed to feel comfortable. Many did not hesitate to mention the classroom atmosphere and group sizes. Some contributed that being taken seriously and respected by their teacher is also crucial. Several pupils had experience with individual adjustments made by their teacher so that they could feel safe attending the EFL classroom. These protocols involved adjustments such as a reassurance that they would not be randomly addressed, would not be asked to read aloud in class, or would be able to present only in front of half the class or a teacher they trust.

4.2.4.1 Classroom atmosphere

A classroom atmosphere built on good relationships between pupils and their teacher helps pupils avoid being too rigid or solemn, thus increasing their WTC and willingness to experiment with more advanced use of English. Most pupils emphasize that they fear the other pupils will laugh or tease if they make a mistake. P4 puts it this way: "Everyone is afraid of being insulted or spoken to rudely by others. It does not make things any better that

we must do presentations and speak aloud in class, in a way”. Uncertainty decreases pupils’ willingness to take risks and feel comfortable.

In the context of the classroom environment and social dynamics, the interviews reveal, as previously mentioned, a trend where pupils compare themselves to their classmates regarding language proficiency. For instance, P2 says, “For me, it is that I feel like everyone else is kind of talented, and they are better than me. And that makes it a bit difficult”. It is difficult to avoid comparisons between pupils, especially in an FL subject where skills are demonstrated in a way that is quite visible to everyone. The pupils suggest that a classroom atmosphere where you do not feel “judged” and where they can “trust” makes it easier for them to alleviate their SA and diminish their habits of comparing their proficiency level.

4.2.4.2 Class sizes and group work

Most pupil informants stress class size as contributing to escalating negative emotions. It becomes problematic when many pupils talk simultaneously, particularly during English lessons. When asked about the ideal class size, the pupils provided different answers. P9 and P10 elaborated on their English in-depth studies class and concluded that half a class of 10-15 pupils is ideal. P13 and P14 agree that working together between 3-5 pupils is ideal if everyone is expected to participate in conversation. P11 and P12 suggest 2-4 pupils in one group. P7 concludes that a maximum of 10 people work as a satisfying number of pupils in FL classes.

An important advantage of smaller classes is that they can contribute valuable time for teachers to create good connections and relationships with their pupils. However, fewer pupils in one class make each of them more visible. Therefore, it is crucial to combine the groups strategically so that the ones that feel safe with each other and trust each other end up together. Several pupils stress that they must be paired with classmates with whom they feel safe speaking. Generally, the pupils have a high preference for group work. It makes it easier for them to enjoy and engage in the subject and learn from and inspire each other. The pupils claim that smaller groups or class sizes contribute to aiding them in taking more risks, which is crucial for developing more advanced speaking skills. P7 elaborates:

If we answer in small groups, it is not that bad. (...) Then, the others talk a lot as well, so it becomes noisy and buzzing in the classroom. Then, it is not as easy for everyone

to hear what you are saying. If you make a mistake, it is only you and the other people in your group who hear it and laugh about it. No one else notices.

Background noises make the pupil less visible, so pupils are more likely to attempt more advanced utterances, although this involves more risk.

4.2.4.3 Predictability

Predictability is important to reduce anxiety – pupils can prepare and know what to expect when entering the classroom. Several pupils mentioned boredom when asked about their opinion on how English is taught in school. Simultaneously, most pupils reported predictability as vital when asked what their teacher can do to make them feel comfortable in the EFL classroom. Predictability does not mean repeating the same task in every lesson. It can be achieved through clear instructions and respectful leadership. A teacher can create a secure and accepting environment in the classroom by being a transparent and authoritative leader so that pupils do not fear humiliation or pressure to perform well consistently.

As previously mentioned, several pupils feel frightened of other pupils in their class. They have experienced themselves or witnessed others being laughed at derisively during English lessons. The teacher is responsible for taking decisive and strict action against condescending behavior, creating a safe space for pupils struggling with SA. Additionally, precise boundaries for speaking activities are essential to create a safe space, as P5 requests. She finds it embarrassing to be the only one speaking English when everyone else switches to Norwegian. Clear instructions and boundaries make it easier to focus on the subject rather than distractions from social dynamics in the classroom, such as when to speak what language. The pupils feel safer when the teacher establishes clear expectations for acceptable behavior.

4.2.4.4 Teacher-pupil relationship

Teachers must establish a trusting relationship with their pupils to set conditions and boundaries. Many pupils reported that they highly value teachers who care for them, listen to them, and take them seriously. As mentioned earlier, some pupils felt that their teachers were understanding of their communication anxiety, as in P8's case. She elaborates that "stricter" teachers seem less willing to listen and take her anxiety seriously.

Overall, most pupils seemed pleased with their current English teacher. They emphasize that their current teacher gives them the feeling that she truly “cares about them,” is “kind,” and adjusts for them. P10 said their teacher had made individual adjustments for her, letting her skip aloud reading in front of the class. Others have had adjustments such as presenting alone, group presentations, or agreeing not to be called upon randomly in class. All informants with individual adjustments claim that it has made them feel safer in the EFL classroom and that they have been highly useful. P4 says, “So then I do not have to dread attending school and such” when discussing the individual adjustments made for her.

4.3 Results from teacher interviews

This chapter presents results from teacher interviews. Figures and Tables will be included to make the findings more accessible. Two interviews were conducted and transcribed in Norwegian and one in English. All quotes from T1 and T3 are translated into English in this chapter section. Transcriptions can be accessed by sending a request to the researcher.

Demographic information about teachers is shown in Table 2:

Table 2: Demographic information about teacher informants.

	Age	Years of experience	Education	Natioanlity
T1	Fiftyseven	25 years	General teaching training, specialized in English 60sp and Nordic 60sp	Norwegian
T2	Sixtyfive	40 years	PhD in English, Spanish studies, pedagogy, and philology	American
T3	Fourty	17 years	General teaching training, 30sp extra in English, and BI management	Norwegian

4.3.1 Are Teachers aware of FLA?

The teachers were first asked how they define FLA, how they understand it, and if they had been introduced to it before. T1 is familiar with the term and defines it thus:

I might have wanted to say that the type of language anxiety I'm referring to doesn't delve into the deep, psychiatric aspects associated with anxiety; it's more about stress. So, I might have wanted to say that it's about stress in that situation rather than serious anxiety. (...) I differentiate based on the situation they are in, which often becomes stressful, rather than thinking that we are talking about serious anxiety.

According to her, FLA is situation-specific. It is a form of anxiety featuring less in-depth aspects compared to severe anxiety diagnoses. When the anxiety-inducing situation is over, the anxiety will vanish. She does not, however, diminish the acute impediments caused by FLA. T2 is not familiar with the term but recognizes the symptoms. He has had students and pupils he believes have had experience with FLA. He continues:

You're in a class, and if someone calls on you out of the blue, you haven't raised your hand, right, you're going to have a physical reaction. Your blood pressure will rise a little bit. Your breathing will miss a beat. If you are particularly sensitive, you'll even get a reaction on the top of your legs, like you've almost gotten in a car crash. These are all automatic responses. None of those things I mentioned are pleasant.

T2 recognizes the typical physical impediments caused by FLA. T3 is somewhat familiar with the term but has not studied it as part of her education. She stresses that FLA pupils do not necessarily possess poor speaking skills:

But I also see that some of those who have this anxiety, many of them can speak a lot of English. I remember a pupil who didn't say a word and then suddenly started speaking, and a lot came out. So, it's kind of both yes and no.

T3 explains that this pupil describes herself as a gamer, hence practicing her English in her spare time. She emphasizes that developing oral skills requires practice. This pupil gains input and output from playing video games. Although skilled, she still experiences anxiety in the EFL classroom. T3 believes that pupils tend not to be able to see their competence realistically. She elaborates that FLA is provoked by pupils comparing themselves to one another and that pupils in lower secondary school are particularly vulnerable and self-conscious.

4.3.1.1 Why are pupils afraid to talk?

When asked about their perspectives on why pupils are afraid to speak English in class, T2 explains, "I haven't met anybody who is afraid to talk. But I have met a lot of people who are afraid of making mistakes." He recognizes that the intense fear of making mistakes while talking can create anxious feelings toward oral communication as the pupils expose their speaking competence. He believes it is important to know the difference so that "the anxiety level can be reduced." In correlation with T3's beliefs, T1 thinks pupils are afraid to speak because they profoundly compare themselves to one another. She presumes that many pupils believe "everyone else is so skilled"; therefore, they will experience "performance anxiety" when speaking in front of others, even in smaller groups. Similarly, T3 says, "they constantly measure themselves against others," continuing, "there is always someone who performs very well in the classroom," making the other pupils nervous. T3 describes the pupils' habit of comparison; "If one feels inferior to others, it's not as enjoyable. It becomes so apparent, perhaps, when speaking another language".

T1 describes another important trend among pupils undergoing FLA. Several of them seem to carry with them uncomfortable experiences from incidents where they have been made fun of in primary school. These pupils frequently feel insulted or interpret instances of derision or teasing as a personal affront. In other words, they seem more sensitive and get upset more easily than their counterparts. Their threshold for emotional impact and feeling humiliated is lower than that of their classmates, who lack prior negative experiences of that severity. T3 adds that she believes pupils are afraid to speak English because it is embarrassing; hence, they fear humiliation.

T1 prompts FLA to be provoked by specific situations in the EFL classroom, for instance, an oral hearing:

If you're going to have an English oral exam, you see it very clearly. It's the situation where now I must speak for half an hour, which makes me very stressed. But when that half-hour is over, I don't have anxiety anymore, I think for many pupils.

T3 also mentions specific situations concerning why pupils get anxious, such as reading aloud or being unprepared to answer questions in class.

4.3.1.2 Expectations and teaching style

The teachers were asked about their teaching style in the classroom if they expect their pupils to always speak in English during lessons if they randomly address pupils who have not raised their hand in class, and how they aid their pupils in improving their oral communication skills in the form of feedback and correcting mistakes. They were additionally asked to corroborate and justify their choices. T1's notion is explained thus: "I don't think we can demand all pupils to speak aloud in class. (...) We don't have a basis for doing that". She validates this conviction by pointing out that some find it incredibly uncomfortable. Therefore, teachers have no authority to make such demands. She believes one solution is allowing them autonomy in determining when they participate orally. Therefore, she exclusively asks those who have raised their hand in class.

T1 emphasizes the importance of consistently encouraging pupils to participate verbally. T2 voices that confident speakers do not have to be encouraged to speak, and like T1, does not expect his pupils to participate equally. He introduces various methods to engage less confident pupils in conversation. One strategy is to focus on a topic that engages

and appeals to the apprehensive pupil. He provided an example of a former pupil who, he observed, found it easier to talk about music as the pupil played bass himself. Another method is to start by asking anxious pupils only “yes/no” questions, making them used to saying something aloud in class, even if it is only a one-word answer. As a teacher, he oversees creating a non-threatening and non-competitive environment in the classroom. Lastly, he introduced the “pass” rule, wherein he asks pupils questions randomly without them having raised their hands. They are permitted to say “pass,” indicating they do not want to answer. Although he agrees, like T1, that he cannot expect his pupils to participate equally, he expects them to gradually become a part of plenary discussions in class. He justifies this by saying, “Just say the word ‘pass,’ and the problem immediately goes away; it creates a non-risk environment for the pupil.”

T2 maintains that he expects his pupils to speak only English during lessons. He explains this to them thus: “You have your whole life to speak Norwegian, but only these two hours to speak English.” He underpins his expectations from them first and foremost that they attempt communicating. He explains, “My rule is if anyone with even a scintilla, a little bit of imagination, could understand what they're trying to say, that is a successful active communication.” His corroboration for this standard is that it works if the teacher can lower the threshold for making mistakes and create a frivolous and easy-going environment in the classroom.

T3 does not anticipate her pupils to participate actively in plenary discussions. However, she uses a strategic approach to ensure the opportunity to address pupils who have not raised their hands. Usually, when posing a question to the class, she instructs them to discuss within groups or with the person sitting next to them. Subsequently, T3 addresses each couplet or group, prompting them to share what they have been talking about. She finds this method effective in encouraging broader pupil participation. It is less daunting for pupils to discuss something they have collaboratively discussed beforehand because it removes individual accountability. She recognizes that this method may still be uncomfortable for some. Nevertheless, she still asserts that a certain degree of pushing is essential for pupils to familiarize themselves with talking in class and enhance their proficiency as English speakers.

As for teachers’ language use in the EFL classroom, they provide different answers. T1 asserts varying between speaking English and Norwegian, depending on the situation. She continues, “There are always some who don’t understand much if I only speak in English. So, sometimes I speak English first, and then I often say the same thing in Norwegian right

after”. She accepts that pupils answer in Norwegian even if she addresses them in English and points out that it indicates whether they have understood what she said. If they get time to prepare, she wishes them to speak in English but repeats that we cannot expect it from them. T2 speaks almost exclusively English during class. For the last ten years, he has felt secure enough to provide the Norwegian equivalent when using vocabulary that might be unfamiliar to the pupils. He claims he never uses Norwegian sentences. T3 speaks mostly English in class, but often, she asks her pupils to “recap what I’ve said in Norwegian” to ensure that everyone is following along with her instructions and provided information.

4.3.1.3 Grading and Assessment

When asked how they assess pupils’ language proficiency, T1 stated that language production in class does not negatively impact their grades. This applies both to frequency of participation and accuracy and fluency of speech. She explains, “It costs them a lot, but very often, I say that it will always be a plus if you can say a little in English. You will always benefit from it; you won’t receive any deduction”. She stresses that it is imperative to have heard your pupil speak properly, namely more than a few sentences, if you are going to be able to grade them. Therefore, adjusted ways of having presentations or graded discussions are important measurements for assessing the pupils’ oral skills.

T3 has a slightly contradicting notion. She says, “I think it’s very important that they participate orally because it’s not like we have a lot of oral presentations. We don’t. So, what they say in the classroom shows they reflect and can be vocal”. She emphasized class participation when assessing pupils, viewing this as demonstrating one’s effort in the subject. She believes the most important part of communicating in English is making oneself understood. Therefore, she puts the most weight on speaking freely and getting one’s message across. When asked how or if she corrects mistakes while her pupils speak, she answers, “when they consistently use the wrong verb, it can serve as feedback on a presentation. However, it’s not something I correct during the class”. She further explains that she wants to encourage her pupils to speak up in class and make them feel comfortable doing so. Correcting mistakes while they speak in class will serve the opposite purpose.

Similarly, T2 believes that vocabulary is of the greatest importance when demonstrating English speaking skills. “Vocabulary, vocabulary, vocabulary,” he exclaims before continuing, “it is your supply of ammunition to say what you mean, and you will get much further with the correct word and synonyms around it.” When assessing, he will

primarily look for communication ability and vocabulary in speech, although accuracy and fluency always have a positive impact. T2 explains that he does not correct mistakes while pupils talk. T2 also assesses and grades apprehensive pupils by attentively listening to them during group work.

4.3.2 Impediments Caused by FLA

The teachers were asked how important it is to practice their English speaking skills regularly to improve. All three informants report it is indispensable; T2 explains, “It is essential that every pupil performs essential.” Subsequently, they were asked if they believe FLA can cause impediments to developing more advanced linguistic competence, particularly oral skills. All three informants concluded that it does. When pupils are precluded from performing orally, they will not prosper with their English speaking skills. T3 explains:

Yes, I believe so. Because then they don't challenge themselves. They are afraid to try. Yes, because it will hinder them all the way, in a sense, with speaking English. (...) They are not observant, or they themselves don't know what they can and cannot do when they don't challenge themselves to speak English or write in English.

T3 points out the impediments and consequences of not daring to take risks and attempting to practice. She also points out the anxious learner's inability to observe, grasp, and comprehend conversations.

Suppose one challenge lies in comprehending language input and the material in class. In that case, the situation becomes even more critical if the pupil cannot attend class altogether. The teachers were asked how their pupils behave if they feel particularly anxious or discomfited. T1 emphasizes the individuality of each pupil and that it varies based on different situations; however, some tendencies trend. For instance, situations where pupils “just need to go to the bathroom” because “they need to get out, and they want to leave.” Leaving class at strategic timing works as a coping mechanism for pupils with severe FLA. T1 continues, “I've noticed a tendency that they just give up, and then they must get out of the situation. It's very sad”. Choosing not to attend is one strategy employed to avoid a discomfiting or anxiety-provoking situation, often used as a last resort if the pupil perceives no alternative.

T1 observes that highly anxious pupils sometimes “hide behind each other” or try their best to avoid conspicuousness. Similarly, T3 reports that pupils in her class sometimes avoid eye contact with her to ensure they will not be asked to answer questions in front of the class. It is unfortunate for the pupils if they constantly feel discomfited during English lessons, partly because it can make them create negative associations towards the subject. Negative experiences where pupils may end up leaving the classroom due to overwhelmingness and anxiety can, as T1 described it, “linger.” She imagines their stream of thought as “I just can’t handle this; I need to get out,” depicting a feeling of panic and defeat. Negative experiences and associations can reinforce pupils' FLA, fortifying the appalling situation.

Another impediment caused by FLA is perfectionism. T1 prompts that, in her experience, girls dominate the statistics on pupils experiencing FLA, although she acknowledges that this is not always the case. She stresses that this chiefly affects “girls who are good initially” and that girls more often tend to perfectionism. Sometimes, pupils put much academic pressure on themselves. T1 states:

There is a lot of focus on them [her pupils] mastering an exam, which can be tough for many. They get performance anxiety and don’t handle it well. They set a pretty high standard for themselves.

Perfectionism can fortify a competitive and threatening classroom environment where pupils compare themselves to each other and find it hard to accept that they do not, in their opinion, outperform or measure up to their peers. These thoughts are often unrealistic, and pupils tend to underestimate their competence when comparing themselves to others. T1 states that this trend has been more prominent “in recent years” compared to the commencement of her teaching career and that previously, her pupils would not typically impose such high standards and self-inflicted pressure upon themselves. T3 recognizes this trend as well. Unrealistically high standards can create a lack of accomplishments and feelings of mastery, hence working as an FLA reinforcer. A perfectionist way of going about the subject makes the pupils less willing to take risks when communicating. Perfectionism is an impediment because it prevents risk-taking, which is the currency of developing one’s oral skills.

T1 sometimes reminds her pupils that oral participation is an opportunity for them to gain a better grade. She says it makes them participate more, yet they seem quite nervous:

As soon as I remind them that this is an oral assessment and that raising their hand pays off, I see that more are willing to do so because they think it's a smart move. However, I notice that they are stressed, and some become completely distressed if I ask them without having arranged it beforehand. I feel that there are more and more pupils who have an agreement not to speak aloud in class. Yes, due to language anxiety.

T3 adds that it “costs them a lot” when pupils pressure themselves to defy their fears to show effort and gain a better grade.

4.3.3 Strategies to Alleviate Speech Anxiety

The teachers were asked about pedagogical implementations and strategies to alleviate their pupils' speaking apprehension, make them feel comfortable and at ease in the classroom, and encourage them to participate orally. They provided several interesting insights.

4.3.3.1 *Teacher-pupil relationship*

The key to alleviating anxiety is a relationship built on trust and respect between the pupil and their teacher, according to T1. She explains:

The entire platform for getting pupils to speak is built on establishing trust and safety beforehand. Engaging in positive dialogues with those who are already receptive is crucial. So, I believe the teacher's role, in general, is absolutely decisive for having a successful English class. Being fortunate enough to know your students, understanding their strengths and weaknesses, and carefully guiding them, akin to an oral exam, to bring out the very best when they speak.

To be able to bring out the best in one's pupils, it is crucial to establish a trusting relationship with them. This way, the pupil can enter the EFL classroom knowing that the teacher is supporting and collaborative, hence there to aid them. T3 expresses that it is easier for her to adapt to the pupils in her class because she knows their boundaries, which is essential for her to address them without them having to raise their hands first. She continues to add that it is necessary to have the ability to read social cues from her pupils, such as when they are “looking away, or not looking in my direction at all.”

T2 has some interesting insights on creating a positive relationship with his pupils. He introduces the “HTRI method” (humor, trust, respect, interest) which he employs when encountering new pupils. Firstly, it is important to show a sense of humor to create a light-hearted and frivolous atmosphere. The one considered most important by T2 trust makes them “feel at ease with you.” It is crucial to show respect and gain respect. T2 suggests that mutual respect comes naturally if the pupils can trust you and if you demonstrate that you know your subject well. Lastly, showing interest in the pupil’s occupations and life outside of school makes them feel seen, strengthening the relationship. According to T2, the HTRI method can establish an amicable and secure relationship between teacher and pupil, a pivotal tool to alleviate FLA.

T1 suggests that it is important to endorse and praise pupils to create a positive relationship with them. Often, it is difficult for them to recognize their strengths in the subject; typical for pupils with FLA is underestimating their oral skills. Therefore, it is paramount that their teacher encourages them and makes them see how good they are. She continues:

I often tell my pupils that I’m rooting for them. Even if you feel unsure about expressing yourself, know that every time you speak up, I’m cheering for you and feel elated when you try to speak English. I believe that this is about building trust and safety. These are the key elements in encouraging them to speak. Provide them with some peace, and the relationship is very important.

It is decisive to become a supportive figure for the pupils and cheer them on their path to becoming confident speakers.

4.3.3.2 Positive emotions and enjoyment

It is interesting to see if some tools to alleviate anxiety are about arousing enjoyment as well as diminishing negative emotions. The teachers were asked how they work toward making their pupils enjoy the subject of English. T1 answers, “perhaps it becomes easier for them to enjoy the English subject if they can talk about something they care about and have an interest in.” T1 suggests pedagogical implementations where the lessons take root in her pupils’ interests to create positive associations and attempt to “weave it into the curriculum.” T2 is very fond of the idea of creating enjoyment to dilute anxiety. He claims that enjoyment

is a key factor in alleviating speaking apprehension combined with a merry atmosphere. T2 suggests humor as a key part of his strategy. T3 suggests games and activities involving competition, claiming that her current pupils greatly enjoy them. She adds that competitions provoke those who enjoy speaking English to “keep going” and those who are apprehensive to “speak a little bit.”

T1 embryoids on T3’s statement addressing boredom in correlation to those who are “quite skilled” and find the lessons to be “too easy.” She recommends having alternatives where the pupil can get challenged and simultaneously feel that they can master the content of the material. However, addressing plenary discussions, she elaborates, “I believe that most in a class don’t lose out when we adapt and explain in a simple manner.” She explains that “I think everyone actually benefits from that” because it gives everyone clarity and accessibility in addition to reassurance.

4.3.3.3 Classroom environment

All three teachers quickly brought up the classroom environment as a determinant to relieving FLA. The teacher must work as a condition-setter, determining boundaries and taking responsibility to aid pupils in creating a safe atmosphere. T1 exhibit:

I think it's a general conversation I had with all new classes when I started as a subject teacher that I believe that when someone speaks up in class, we cheer for each other. There is absolutely zero tolerance for booing or laughing at someone in a mean way that makes them feel unsafe, and this applies to me as well. If you perceive that I say something funny, you can laugh with me, but standing and laughing at me without me knowing what you're laughing about creates insecurity. I emphasize that I support everyone who dares to say something aloud, and you should, too.

Having an open conversation with the class about expected behavior and mindset is a pedagogical strategy to lay a solid foundation for a secure and risk-free arena where pupils can practice their oral skills. T1 elaborates on another implementation of hers, where the pupils are expected to say something “nice” when someone is presenting in class. It can be in English or Norwegian if it is a specific and positive compliment rather than a generic one.

T2 emphasizes competition as a factor contributing to a hostile environment among pupils. He states, “You cannot have a winner without a loser,” relating to how he senses a trend in which pupils compare their skills, creating insecurity and self-consciousness. He

aims to create a classroom environment where “it’s just fine to make mistakes.” T3 also advocates for a good classroom environment, exclaiming, “Yes. At least in the previous class, I had a great class environment. Then, no one was afraid at all”.

T3 comments on her current class: “When I had this class, there was a very high level of interaction between the boys. So, it made the girls very afraid”. She claims that the classroom atmosphere is characterized by competition, loudness, and teasing between the boys, which, in her opinion, makes the girls uncomfortable and nervous. The solution for her became to engage her pupils in practical activities such as paddling, ice skating, or hiking. Her strategy was to focus on creating an inclusive classroom environment where the girls could feel comfortable and that they also had a voice. She claims her strategy was quite successful: “Two of the girls who found it unpleasant say that the class has improved a lot lately.” T3 foregrounds classroom atmosphere as pre-eminent in reducing FLA.

4.3.3.4 Group work and class sizes

T1 exhibits that reducing class sizes will benefit pupils and teachers, especially concerning FLA. She conveys:

I think that in the last ten years, I’ve noticed that more and more pupils exhibit a much greater form of language anxiety than I can remember from before. But it also has to do with the fact that we have increasingly more pupils in each class.

T2 describes himself as someone with a strong affinity for group work. T3 strongly agrees, accentuating that her pupils seem less anxious when speaking in smaller groups. All three teachers corroborate their argument by claiming that it is an advantage for pupils to talk with fewer people at a time so that they feel comfortable. The consequences of making a mistake may not seem as severe compared to plenary discussions in larger groups. T1 manifests, “I continually realize that more people possess knowledge that I would never have brought out in a full class,” arguing class size to be of the greatest importance in relation to FLA.

T2 asserts that he combines groups with “weaker” and “cleverer” pupils:

I kind of hate to admit this. (...) I sacrifice my clever students for my weak students.
 (...) I'm not wasting their time. I just hate this – I am using them. As a resource.
 They're one of my tools.

He maintains that his “clever” pupils would learn more if they worked in groups based on proficiency level. By placing them together, he uses them as a “resource” to aid “weaker” pupils. Nevertheless, everyone benefits from this, according to T2. The “cleverer” pupils will still get valuable practice, while the “weaker” pupils or the apprehensive ones can more easily join the conversation without having to conduct it.

It is interesting to inquire whether class size is a more decisive factor in alleviating SA than classroom environment. T1 and T2 clearly state that their classes have become increasingly more prominent during their teaching careers. As previously mentioned, they both point out a development towards more extensive FLA development. Smaller groups cannot reduce apprehension if the atmosphere provokes insecurity. Likewise, larger class sizes can make it challenging to create a positive and relaxed environment.

4.3.3.5 Everyday pedagogical implementations

The teachers were asked about pedagogical implementations to lower the threshold for speaking in class. T2 provided an interesting strategy; telling pupils it's okay to make mistakes is insufficient and needs to be demonstrated. He practices it thus “I will deliberately screw up Norwegian words I already know perfectly” to illustrate himself trying to speak a foreign language and getting it almost correct. He continues, “Sometimes it's a genuine question like, is it “innebare” or “innebære”? (...) I'm fine with sharing my ignorance about that. And they should be too”. He aims to convey that not knowing is acceptable and that language learning involves a continuous cycle of making mistakes and acquiring knowledge.

T2 implements another strategy where the class pronounces difficult words in unison, for instance, “illusionist.” They commence from the end of the word, gradually working towards the beginning. He asserts that this strategy is effective with phrases that are difficult to articulate and helps reduce pupils' anxiety about speaking English. This method allows them to practice pronouncing words aloud without fixating solely on them.

Despite their apprehension, T1 and T3 use digital tools to promote the pupils' competence. They can make movies, record presentations or homework, and then show it to

their class or teacher afterward. This is a way for pupils to get used to using the TL orally. The goal is that they will eventually find it easier to use it spontaneously.

4.3.3.6 Activities

The informants were asked what activities they apply to stimulate a WTC. Here is an abridged overview of their responses:

- Think-pair-share
- Roleplay
- Heads-up (Kortskalle)
- Hot chair
- Activating knowledge through pictures
- Pronounce difficult words in unison
- Read poems aloud
- Competitions
- Drawing games
- Guessing games

T1 usually activates the pupils' prior knowledge when delving into a new topic by presenting visuals they can discuss. One advantage of this activity is that no right or wrong answers exist. She uses the think-pair-share method so that everyone can participate. Additionally, she states that she is fond of guessing games. She keeps a stack of cards with glossaries they have focused on previously. She explains without mentioning the target word, and the pupils attempt to guess. Similarly, she sometimes mimics the word, and the pupils try to guess. Another activity she employs is heads-up (Kortskalle), where a Post-it with the name of a famous person is attached to her head, and she asks the pupils questions and tries to figure out who it is.

T2 uses role-play a lot for oral participation purposes. As previously mentioned, he pronounces difficult words together with his pupils. Another activity he is fond of is poem reading. He instructs his pupils to stand up and repeat poetry together, line by line.

T3 often tends to employ competition activities in the EFL classroom. As previously mentioned, many of her pupils are highly competitive. She is fond of an activity called the "hot chair," where she divides the class into two teams. One pupil from each team sits on a

chair in front of the blackboard. On the blackboard is an English word that the pupil sitting in the chair is supposed to guess. Everyone on their team faces them and can see the word behind them and must explain in English what it is to help their classmate guess correctly. “Then they become eager,” she explains, fostering that competition triggers their WTC.

It is important to find activities that engage pupils in talking. All the abovementioned activities aim to create a playful, frivolous, and light-hearted atmosphere. To amplify the positive impact, they aim to be manageable for everyone.

5.0 Discussion

This chapter presents the results considering the theory. Results from pupils and teachers are presented together. Research questions one and two will be discussed first, followed by three and four. As portrayed in the introduction, the research questions seek to investigate Norwegian pupils' experiences in the EFL classroom, examine teachers' awareness of FLA, discover impediments caused by FLA, and identify strategies to alleviate speech anxiety.

5.1 What experiences do anxious pupils have in the EFL classroom, and are teachers in lower secondary schools aware of FLA?

As mentioned in the theory chapter, Nilsson (2019) found that 75.6% of high-anxiety learners felt more tense or nervous during English lessons compared to other subjects in school, thus describing it as a decisive factor in detecting FLA. In the present study, approximately 40% of the survey respondents agreed that they feel more nervous during English lessons. This implies that FLA is a highly relevant concept in a Norwegian context. Mak (2011) states that speaking in class is the most anxiety-inducing activity for EFL learners. In the present study, this was reported by 13 out of 14 pupil interviewees. Further, when asked about experiences in the EFL classroom, the pupils identified four sources of anxiety: speaking in front of the class, presentations, reading aloud, and icebreakers. In correlation with MacIntyre & Gregerson (2014) and Horwitz et al. (1986), the pupils in the present study report adverse physical and emotional anxiety reactions.

All three teachers interviewed for this project claim that they have had pupils in their classes with FLA. Although T2 was unfamiliar with the term, he recognized it, stating that it can feel “like you’ve almost gotten in a car crash” if one is being erratically addressed in class. The teachers appointed pupils they believed had experience with FLA to participate in interviews. It can be challenging for teachers to spot pupils' anxiety (McCroskey & Daly, 1976). Therefore, teachers must always consider the possibility that they have apprehensive pupils in their classes and may not recognize all of them. Horwitz et al. (1986) state that teachers should always consider shyness, withdrawal from oral activities, slow learning, and disruptive behavior as signs of FLA. Based on the survey, 45% of the pupils in this study feel that their teachers are aware of their anxiety. Further, 82% perceive their English teacher as friendly and affectionate. The interviews show that the pupils believe their teachers are doing their best to accommodate their anxiety.

However, in the present study, some pupils fear that their teachers will perceive them as “lazy” or unenthusiastic if they do not actively participate orally in class. According to McCroskey and Daly (1976), teachers often form pessimistic predictions about silent pupils (p. 67). However, the three teachers interviewed for this project seem sympathetic and recognize FLA as a situation-specific yet severe form of anxiety. According to Alrabai & Moskovsky’s (2016) study, motivation, attitude, self-esteem, autonomy, and anxiety account for between 85-91% of performance variance, with anxiety being the strongest predictor. This contrasts with T3’s claim that some of her pupils display high FLA and exceptional English competence, as Gregersen and Horwitz (2002) predict. There is reason to believe that the teachers want to support and understand, yet some apprehensive pupils are still afraid of being judged negatively.

Concerning gender perspectives, it is noteworthy that almost all pupil informants in the present study were girls, as Dewaele and MacIntyre (2014) predicted. The girls' responses to topics about anxiety-inducing factors reveal that they seem more worried about being teased by their male counterparts, which provides grounds to confirm Dewaele et al.’s (2016) notion that females tend to be more modest about their skills, underestimate themselves to a greater extent and worry more about making mistakes. Interestingly, several pupil informants preferred female teachers over male teachers, claiming they were more kind and understanding towards their anxious feelings.

The teachers point out several possible reasons why pupils develop FLA. T1 states that we cannot expect pupils to talk – “we don’t have a basis for doing that.” She adds that many pupils carry with them negative experiences from primary school. T2 expresses, “I haven’t met anybody who is afraid to talk. But I have met a lot of people who are afraid of making mistakes”. T3 believes the root of FLA relies on comparison habits between her pupils, which is in line with the findings of Landström (2016). If one feels inferior to another, it can be quite uncomfortable. Prior negative experiences can, according to the teachers, lead to pupils with FLA being extra sensitive and vulnerable to condescending comments from their peers. Additionally, as pointed out by the teachers, pupils in lower secondary schools are in a vulnerable stage regarding age and maturity, which is in line with Dahl (2014) and Dewaele and MacIntyre (2014).

T1 asserts that some of her pupils attempt to “hide” in the classroom or avoid eye contact. This aligns with Siemsek & Dörnyei's (2017) description of anxious learners, whereas some become safe players who will try their best to stay silent and unobtrusive (p. 66). Although the teachers try to be kind, caring, and willing to adjust, they sometimes lack

enough knowledge to practice advantageous methods. The pupils say their teachers often switch between English and Norwegian, whereas they are allowed to answer in Norwegian if they feel uncomfortable speaking in English. They describe this as consoling, yet it displays weak and strong learners; some desire more precise instructions. Dewaele et al. (2023) state that teacher variables can predict as much as twice the variance between FLE and FLA (p. 465). If the teachers always speak in the TL, FLE increases significantly.

Several of the pupils mentioned that they often feel bored during English lessons. Dewaele et al. (2023) conceptualize FLB as affecting pupils' motivation and academic achievements, while FLA, FLE, and teacher variables affect SLTA. The researchers suggest that "the distracting and tiring effect of anxiety" perhaps fortifies FLB (Dewaele et al., 2023, p. 473). From this perspective, it makes sense that so many of the anxious pupils recruited for interviews report on boredom.

In this study, the teachers encourage their pupils to speak in class by reminding them of how it impacts their grades, underlining that oral activity will always count for the better and not vice versa. According to several researchers, e.g., Zhang & Coulson (2022), Horwitz (2017), and Siemsek & Dörnyei (2017), this strategy does not reverberate anxious learners positively.

5.2 What impediments are caused by FLA, and what strategies can educators employ to alleviate speech anxiety?

Reported impediments caused by FLA correlate with the theoretical aspects previously addressed. In Dewaele et al. (2018), the participants often compared themselves to their peers. In this study, the pupils generally perceived others as better English speakers, which made their apprehension worse. In Horwitz et al. (1986), some report forgetting words they already know when speaking in front of others. In this study, 48% agree that they had experience forgetting words they already knew in the survey.

Moreover, Horwitz (2017) describes how the split attention of the anxious learner hinders their ability to comprehend. In the present study, some pupils claim they are better English speakers alone or in a safe space with people they trust. In the survey, 53% reported physical symptoms, whereas heart racing, shaking, and stomach aches were most prominent. In line with the findings of Siemsek & Dörnyei (2017), one pupil experienced not being in control of her own body, claiming, "I cannot control it; my body is telling me no" while exhibiting what the researchers refer to as the "anxious self" (p. 66).

According to Zhang & Coulson (2022), learning an FL involves risks, which can prove especially difficult for FLA pupils. All three teacher informants express their sincerest belief that regular participation in oral communication is crucial for pupils to improve their skills, a notion supported by several studies (e.g., Horwitz et al., 1986; Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Horverak, 2022). T3 points out that it is demotivating for them if pupils do not participate in conversations because “they kind of really don’t know what they can and cannot do”; thus, they will not experience mastery nor receive praise from their peers or teacher. In short, the hindrance of rapid competence acquisition severely impedes pupils in several ways (Mak, 2011).

As previously addressed, several studies define language anxiety as a situation-specific and dynamic form of anxiety (e.g., Cheng et al., 1999; Horwitz et al., 1986). In this study, the pupils describe a feeling of “panic” when addressed in class. Furthermore, some of them seem to recognize the EFL classroom itself as anxiety-inducing, creating quite a challenge when working towards alleviating the typical impediment “avoidance behavior” conceptualized by Horwitz et al. (1986). Strong negative associations can lead to reluctance to show up in class. T1 obtains tendencies of avoidance behavior, where pupils leave the EFL classroom at strategic timings, with excuses such as “just need to go to the bathroom.” In the present survey, 15% have been tempted to skip English lessons because of apprehension. In the interviews, they say it requires a great deal of effort to show up in class if they expect highly anxiety-inducing situations there.

As previously mentioned, FLA weakens the pupils' comprehension ability, leading to a “functional freeze” and blurred mind (Horwitz et al., 1986, p. 131). Hence, pupils experiencing language anxiety cannot show proficiency in highly stressful situations. Assessment can become complicated, and the teachers hold different notions. T1 states that she exclusively values oral participation in class positively and does not hold it against them if someone seems apprehensive. T3 points out that she will not have a solid enough foundation to assess her pupils if they do not participate orally. She uses classroom participation as grounds for assessment, even if it is not as formal as an oral hearing or presentation. Similarly, T2 states that he will listen to pupils as they speak in groups, thereby getting a broad enough picture of their level of proficiency. This strategy gives a fairer foundation for assessment, as the pupils are more relaxed during group work.

Concerning FLB and FLE, dealing only with negative emotions addresses only half of the problem (Dewaele & MacIntyre, 2014). All the teachers mentioned that having fun in the EFL classroom helps dilute pupils' anxiety (Dewaele et al., 2023). Enjoying language

learning can change negative associations, fortify motivation, and aid confidence. T1 and T3 are fond of competitions, while T2 prefers humor. T2 presents the HTRI method (humor, trust, respect, interest), which practically incorporates elements from Dewaele and MacIntyre (2014), emphasizing a cheerful tone through humor and focusing on FLE. According to the present study, most pupils highly value predictability. At the same time, lack of variation fortifies FLB, which aligns with Dewaele et al. (2023), who suggest that unpredictability can boost FLE and help fortify motivation. Concerning FLB, the teachers hold contradictory notions. T3 believes that some of her highly skilled pupils might find the content of her lessons evident. In contrast, T1 claims that providing in-depth simplistic instructions does not disadvantage any of her pupils, and varying learning activities can avoid boredom. Also, it is possible to make lessons predictable and varied if the pupils are exposed to clear boundaries and safe learning conditions.

Compared to previous studies, the pupils' suggestions on strategies to alleviate FLA in the present study were similar to those suggested by Landeström (2016), Dewaele et al. (2018), and Horverak (2022). This study suggests that a safe classroom environment increases their WTC. Teachers are crucial in having firm leadership over the class to prevent pupils from mocking or condescending behavior. When asked about pedagogical impediments, the teacher informants point toward many of the same topics as the pupils. Their leading suggestions concerned teacher-pupil relations, positive emotions and enjoyment, classroom environment, class sizes, and modeling a healthy attitude towards making mistakes in the EFL classroom.

T1 expresses her immense priority of praising and endorsing her pupils to boost their self-image and confidence in speaking English and create a positive relationship with them. She believes it is crucial not to add to the insecurity FLA pupils feel in the EFL classroom, prompting that “every time you speak up, I’m cheering for you.” T1 exclusively asks those who initiate that they want to speak in class, but she regularly attempts to encourage everyone to participate. T2 introduces the “pass” rule and a strategy where he asks yes/no questions to familiarize pupils with classroom participation. T3 often makes her pupils discuss in groups so that even if they do not participate in plenary discussions, they still say something in English during their lessons.

According to Nilsson (2019), group work is the least anxiety-triggering learning style. Smaller classes can be beneficial when working with oral skills in the EFL classroom. T1 states that throughout her teaching career, her classes have become larger and larger. She suggests a connection between larger class sizes and the increase in pupils exhibiting

language anxiety compared to her early years of teaching. As previously mentioned, an interesting inquiry is whether class size vs. classroom atmosphere is most decisive in alleviating FLA. Additionally, these factors may be closely intertwined. The pupils in this study also suggest decreasing class sizes and strategically creating groups based on group internal dynamics. Without their entire class as an audience, they can easily relax. It seemed important to the pupils not to be exposed and judged by others. Some of the girls suggested gender-based groups, claiming that they feel safer with the girls.

It seems unlikely that the pupils possess tools to work on their apprehensive feelings without support from others. Therefore, teachers are bound to provide support and guidance. Everything the teacher does or does not do in the classroom impacts achievement variance and the pupils' overall learning experience (Alrabai & Moskovsky, 2016, p. 92). Teachers must work as condition-setters and take responsibility for creating a safe classroom environment. The pupils stress teacher-pupil relationships when talking about strategies to aid them. Horwitz et al. (1986) emphasize that to get insights into the pupils' thoughts and experiences, pupils must trust their teachers and have relations built on understanding and respect. The pupils in this study describe their desire to receive respect, trust, and understanding from their English teacher to be emotionally available and receptive.

6.0 Conclusion and further research

Although Foreign Language Anxiety is widely studied in educational research, few research projects have been conducted in Scandinavia with Norwegian pupils. The present study suggests that the phenomenon is highly relevant to education in Norway. The primary purpose of this project was to investigate how educators can effectively address speech anxiety and enhance speaking confidence among pupils in lower secondary schools. The pupils report apprehension and anxiety about speaking activities, in addition to Foreign Language Enjoyment and Foreign Language Boredom in language learning. The teacher informants seem sympathetic towards speaking apprehension, but at times unaware of how they can be able to aid their pupils. Both teachers and pupils reported impediments to skill development, negative self-perception, and generally tending to avoidance behavior. Furthermore, the exhaustion from the impact of anxiety comes on top of that. Key elements to alleviate FLA include classroom environment, class size, teacher-pupil relations, predictability, and Foreign Language Enjoyment. Additionally, teachers hold a responsibility as role models, illustrating that it is okay to make mistakes.

In this study, 72 pupils participated in the survey, and 14 pupils and three EFL teachers participated in semi-structured interviews. This sample size is insufficient to provide a comprehensive overview of the Norwegian school context. Future research could beneficially be conducted with a larger group of informants and survey participants attending different schools, perhaps during a more extended period, to see how pedagogical implementations affect pupils and classes over time. Further research could investigate to what extent it is possible to alleviate speech anxiety and what elements hold the most significance. It would also be interesting to investigate gender perspectives further from the views of the boys as well.

Teachers can establish facilitated learning conditions through everyday pedagogical implementations and modeling. Although it can be quite challenging, it is possible to aid pupils on their path to becoming confident speakers.

I hope this research can directly benefit EFL teachers in raising awareness and increasing knowledge about FLA. Lastly, I hope the presented perspectives can provide tools for teachers to employ as part of their everyday pedagogical strategies to alleviate speech anxiety in their EFL classes.

References

- Al-Abdallat, Z. M. & Omari, H. A. (2019). English teachers' suggestions to overcome the challenges they face in teaching oral skills. *International Journal of English and Education*, 8(3), 141-155. www.researchgate.net/publication/372478247
- Alrabai, F., Moskovsky, C. (2016). The relationship between learners' affective variables and second language achievement. *Arab World English Journal*, 7(1), 77-103. DOI: <https://dx.doi.org/10.24093/awej/vol7no2.6>
- Al-Saraj, T. M. (2014). Revisiting the foreign language classroom anxiety scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia. *L2 Journal*, 6(1), 50-76. DOI: 10.5070/L26121650
- Byrne, D. (2021). A worked example of braun and clarke's approach to reflexive thematic analysis. *Quality & Quantity*, 56(1), 1391–1412. DOI: <https://doi.org/10.1007/s11135-021-01182-y>
- Cheng, Y., Horwitz, E. K. & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning* 49(3), 417-446. DOI: <https://doi.org/10.1111/0023-8333.00095>
- Creswell, J. W., Guetterman, T. C. (2021). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Global edition.
- Dahl, A. (2014) PhD revisited: Young language learners: The acquisition of English in Norwegian first-grade classrooms. In U. Rindal & L. M. Brevik. *English Didactics in Norway: 30 years of doctoral research* (pp. 356-375). Universitetsforlaget. DOI: <https://doi.org/10.18261/978-82-15-03074-6-2019-1810.18261/978-82-15-03074-6-2019-18>
- Dewaele, J.-M., MacIntyre, P. (2016). Foreign language enjoyment and foreign language classroom anxiety. *ResearchGate*, pp. 215–236. DOI: 10.21832/9781783095360-010
- Dewaele, J.-M., MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <http://dx.doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M., Botes, E. & Greiff, S. (2022). Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach. *Studies in Second Language Acquisition* 45(1), 461-479. DOI: 10.1017/S0272263122000328

- Dewaele, J.-M., Witney, J., Saito, K. & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research* 22(6), 676-697. DOI: [org/10.1177/1362168817692161](https://doi.org/10.1177/1362168817692161)
- Ely, C. M. (1989). Tolerance of ambiguity and use of second language strategies. *Foreign Language Annals*, 22(5), 437–445. DOI: <https://doi.org/10.1111/j.1944-9720.1989.tb02766.x>
- Gjerde, E. (2020). *Language anxiety in oral activities in Norwegian lower secondary EFL classroom: Teachers' and their students' beliefs, practices and experiences* [Master thesis]. University of Stavanger. <https://hdl.handle.net/11250/2670753>
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562–570. <http://www.jstor.org/stable/1192725>
- Heger, H. (2001). *Anxiety in the classroom – a study of English as a foreign language in the Norwegian lower secondary school*. Unpublished MA thesis, University of Oslo, Department of British and American Studies.
- HelseNorge. (2024, February 16). *Angst*. <https://www.helsenorge.no/sykdom/psykiske-lidelser/angst>
- Horverak, M. O., Langeland, G. M., Løvik, A., Askland, S., Scheffler, P. & Wach, A. (2022). Systematic work with speaking skills and motivation in second language classes. *IAFOR Journal of Education*, 10(1), 33-52. <https://doi.org/10.22492/ije.10.1.02>
- Horwitz, E. K.; Horwitz, M. B.; Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70 (2), 125–132. DOI: <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.
- Horwitz, E. K. (1995). Student affective reactions and the teaching and learning of foreign languages. *Elsevier*, 23(7), 573-579. DOI: [https://doi.org/10.1016/0883-0355\(96\)80437-X](https://doi.org/10.1016/0883-0355(96)80437-X)
- Horwitz, E. K. (2017). On the misreading of Horwitz, Horwitz, and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. In C. Gkonou, M. Daubney & J.-M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications* (pp. 31-50). Multilingual Matters. DOI: <https://doi.org/10.21832/9781783097722-004>
- Læringsmiljøsentret. (2020). Hvordan kan lærere oppdage og hjelpe elever med angst? *University of Stavanger*. <https://www.uis.no/nb/angst-og-depresjon-hos-skoleelever/>

- Landström, P. (2016). *Foreign language anxiety among Swedish lower and upper secondary school students* [Unpublished manuscript]. Department of Language, Literature and Intercultural Studies, Karlstad Universit t.
- Levitt, M. H, Creswell, J. W., Josselson, R., Bamberg, M., Frost, D. M. & Su rez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychological Association, 71*(1), 26-46. DOI: <http://dx.doi.org/10.1037/amp0000151>
- Lightbown, P. M., Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- MacIntyre, P. & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching, 2*(2), 193–213. www.sllt.amu.edu.pl
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *Elsevier, 39*(1), 202–214. www.elsevier.com/locate/system
- McCroskey, J. C., Daly, J. A. (1976). Teachers' expectations of the communication apprehensive child in elementary school. *Human Communication Research, 3*(1), 67–72. DOI: <https://doi.org/10.1111/j.1468-2958.1976.tb00505.x>
- Moskovsky, C., Assulaimani, T., Racheva, S., Harkins, J. (2016). L2 motivational self system and L2 achievement: A study of Saudi EFL learners. *The Modern Language Journal, 100*(3), 641-654. <https://www.jstor.org/stable/44135011>
- Myhre, T. S., & Fiskum, T. A. (2021). Norwegian teenagers' experiences of developing second language fluency in an outdoor context. *Journal of Adventure Education and Outdoor Learning, 21*(3), 201–216. DOI: <https://doi.org/10.1080/14729679.2020.1769695>.
- Nilsson, M. (2019). Foreign language anxiety: The case of young learners of English in Swedish primary classrooms. *Apples: Journal of Applied Language Studies, 13*(2).
- Norwegian Directorate for Education and Training. (2013). *English subject curriculum (ENG01-04)*. Established as regulations. The National curriculum for the Knowledge Promotion 2020. <http://www.udir.no/kl06/ENG1-03/Hele/?lplang=eng>
- Omari, F. Z. I. (2015). *An evaluation of the teaching of the speaking skill in EFL classrooms within the framework of the CBA: The case of 3rd-year pupils in 3 secondary schools in Tlemcen* [Doctoral dissertation]. University of Tlemcen, Algeria. <http://dspace.univ-tlemcen.dz/bitstream/112/8774/1/omari-fatimazohra.pdf>

- Postholm, M. B., Jacobsen, D. I. (2022). *Forskiningsmetode for masterstudenter i lærerutdanningen* (3rd ed.). Cappelen Damm Akademisk.
- Powell, J. & Clarke, A. (2006). Information in mental health: Qualitative study of mental health service users. *Health Expectations*, 359–365. DOI: 10.1111/j.1369-7625.2006.00403.x
- Rindal, U. (2013). PhD revisited: Meaning in English: L2 attitudes, choices and pronunciation in Norway. In U. Rindal & L. M. Brevik (Eds.), *English Didactics in Norway: 30 years of doctoral research* (pp. 335-355). Universitetsforlaget. DOI: <https://doi.org/10.18261/978-82-15-03074-6-2019-21>
- Rindal, U. (2014). What is English? *Acta Didactica Norge*, 8(2), 1–17. DOI: <https://doi.org/10.5617/adno.1137>
- Si, P. (2019). A Study of the differences between EFL and ESL for English classroom teaching in China. *Institute of Research Advances*, 15(1), 32–35. DOI: <http://dx.doi.org/10.21013/jems.v15.n1.p4>
- Sikt – Norwegian Agency for Shared Services in Education and Research. (2022, January 1). *Notification Form for personal data*. <https://sikt.no/en/notification-form-personal-data>
- Şimşek, E. & Dörnyei, Z. (2017). Anxiety and L2 self-Images: The ‘anxious self.’ In C. Gkonou, M. Daubney & J.-M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications* (51-69). Multilingual Matters. <https://doi.org/10.21832/9781783097722-005>
- Skogseid, G. M. (2019). *Communication apprehension in EFL Classrooms in lower secondary schools: A case study of English teachers’ awareness of speech anxiety in their own classroom and what they do to alleviate student anxiety* [Master thesis]. University of Agder. <http://hdl.handle.net/11250/2617592>
- Sun, W. (2020). The output hypothesis and its implications for language teaching. *Journal of Advances in Educational Research*, 5(3), 129-134. DOI: <https://dx.doi.org/10.22606/jaer.2020.53005>.
- Sundby, A. H., Karseth, B. (2021). ‘The knowledge question’ in the Norwegian curriculum. *The Curriculum Journal*, 33(1), 427-442. DOI: 10.1002/curj.139
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.) *Sociocultural Theory and Second Language Learning* (p. 97-114). Oxford Applied Linguistics. Oxford University Press.

- University of Agder. (2024). *SAMM: A systematic approach to mastering life – the five-step motivation method*. University of Agder. <https://samm.uia.no/en/about-the-project/>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press. DOI: <https://doi.org/10.2307/j.ctvjf9vz4>.
- Xie, X. (2021). The emotional rollercoaster of language teaching. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2307–2310. DOI: <https://doi.org/10.1080/13670050.2021.1874285>
- Young, D. J. (1991). ‘Creating a low-anxiety classroom environment: What does the anxiety research suggest?’ *Modern Language Journal*, 75, 426–439.
- Zhang, L., Coulson, D. (2022). The effect of English study at school on later foreign language learning: How Chinese people experience learning and using Japanese while living and studying overseas. In R. Al-Mahrooqi, C. J. Denman (Eds.), *Individual and Contextual Factors in the English Language Classroom* (pp. 207–233). Springer, Cham. DOI: https://doi.org/10.1007/978-3-030-91881-1_11.

Appendices

Appendix 1 – Letter of Information

E-mail to recruit schools to participate:

Hei!

Mitt navn er Marte Karlsen, og jeg er masterstudent på Lektorutdanningen ved Universitet i Agder. Jeg er i ferd med å skrive master innenfor hovedemne engelsk fagdidaktikk. Jeg tar kontakt for å uttrykke min sterke interesse for å forske på språkangst og muntlig deltakelse i klasserommet.

I denne forbindelse er jeg interessert i å undersøke muligheten til å få gjennomføre spørreundersøkelse og intervju blant elever og lærere om de affektive sidene ved engelskfaget. Jeg er overbevist om at en dypere forståelse av fenomenet språkangst kan bidra til å forbedre opplevelsen av å lære språk. Masteroppgaven min er et prosjekt i utvikling hvor jeg ønsker en praktisk empirisk tilnærming til problemstillingen. Spesifikt ønsker jeg å gjennomføre en spørreundersøkelse blant elever og deretter plukke ut noen av dem til korte semistrukturerte intervjuer. Både spørreundersøkelsen og intervju vil være helt anonymt. For elevene er dette en fin anledning til å bidra til forskning som er svært relevant for deres egen skolehverdag. Jeg ønsker i tillegg å intervju engelsklærere om hvordan de møter problematikken språkangst i klasserommet. Lærerintervjuene vil også være anonyme. Mer informasjon vil selvsagt komme dersom det er aktuelt for deg/dere å delta. Jeg ønsker i første omgang å få tilbakemelding på om dette er aktuelt for deg og din engelskklasse.

Målet mitt er å få innsikt i hvilke utfordringer elevene møter, hvilke strategier lærerne benytter seg av i møte med språkangst hos elevene, og hvordan klasseromsatmosfæren kan påvirke tilliten til å delta aktivt muntlig. Jeg ser på muntlig deltakelse som svært nyttig for elevenes språkutvikling i engelsk. Jeg blir motivert og inspirert av å forske på en tematikk jeg tror kan komme meg svært godt til nytte i min fremtidige jobb som lærer!

Jeg forstår viktigheten av å ta hensyn til skolens timeplan og prioriteringer. Min timeplan for skoleåret er svært fleksibel. Jeg er svært takknemlig for at du tar deg tid til å vurdere min

forespørsel om samarbeid. Jeg er åpen for å diskutere nødvendige tilpassinger eller betingelser for å gjøre dette mulig. Du kan kontakte meg på denne emailen eller på tlf +47 993 00 063.

Jeg ser frem til å høre fra deg! Setter stor pris på tilbakemelding!

Vennlig hilsen,

Marte Karlsen

Universitetet i Agder

Email: martekarlsen@live.no eller martek@uia.no

Tlf: +47 993 00 063

Appendix 2 – Consent Form for Teacher Interviews

Vil du delta i forskningsprosjektet?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å forske på de affektive sidene ved engelskfaget i norsk skole som kan føre til positive forandringer. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formålet med prosjektet

Vi ønsker at du vil være med på et intervju om engelskundervisning for elever på ungdomsskolen. Intervjuene er en del datainnsamlingen for en masteroppgave i engelsk for lærerutdanningen.

Masteroppgaven handler om muntlig aktivitet i engelskundervisningen. Formålet med prosjektet er å undersøke hvilke metoder og strategier lærere tar i bruk i sin engelskundervisning for å møte problematikken språkangst i klasserommet. Vi ønsker å undersøke hvordan ungdomsskoleelever opplever det å snakke engelsk i engelsktimene, og hvordan lærere kan bidra til å gjøre denne opplevelsen så positiv som mulig for elevene. Vi ønsker å få innsikt i lærernes egne tanker og refleksjoner om tematikken språkangst, og hva de tror kan bidra positivt til elevenes opplevelse av faget.

Hvorfor får du spørsmål om å delta?

Du får denne forespørselen fordi vi har fått tildelt opplysning om at du jobber som faglærer i engelsk, og vi ønsker å rekrutere deg til å delta i prosjektet gjennom eget nettverk.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for personopplysningene som behandles i prosjektet.

Hva innebærer det for deg å delta?

Hvis du velger å delta, innebærer dette at du svarer på spørsmål i et semistrukturert intervju. Det vil si at du blir presentert for nøye planlagt spørsmål og svarer på disse, samtidig som vi kan vi kan bevege oss inn på mindre planlagte spørsmål som måtte dukke opp underveis i intervjuet. Intervjuet vil ta deg ca. 1 time.

Intervjuguiden inneholder spørsmål om dine erfaringer i yrket som lærer, hvordan du jobber med muntlig deltakelse i engelskundervisningen din, og hvilke tanker du har om problematikken språkangst. Vi er interessert i å høre dine synspunkter som profesjonsutøver. Du besvarer alle spørsmålene **anonymt**. Svarene dine fra intervjuet vil bli registrert via lydopptak.

Det er frivillig å delta

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. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

- De som har tilgang til anonym datainnsamling er masterstudent og veileder ansvarlig for prosjektet. Datamaterialet vil lagres på forskingsserver.
- Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data.
- Deltakerne vil ikke kunne bli gjenkjent i publikasjon. Masteroppgaven vil ikke inneholde navn på noen av deltakerne.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 2.mai 2024. Etter prosjektslutt vil datainnsamlingen kun være lagret i besvarelsen av masteroppgaven.

- Datamaterialet lagres i masteroppgavens besvarelse slik at den kan brukes til videre forskning dersom dette er aktuelt. Datamaterialet vil være anonymisert.

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 Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

- Masterstudent Marte Karlsen eller veileder Ingrid Kristine Hasund ved Universitetet i Agder. Dette kan gjøres på e-post: martek@uia.no eller kristine.hasund@uia.no
- Vårt personvernombud: Ina Danielsen. Telefonnummer: 452 54 401 E-postadresse: personvernombud@uia.no Adresse: Universitetet i Agder Postboks 422 4604 Kristiansand

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:

- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Veileder Ingrid Kristine Hasund

Masterstudent Marte Karlsen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

(Signert av prosjektdeltaker, dato)

Vil du delta i forskningsprosjektet?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å forske på de affektive sidene ved engelskfaget i norsk skole som kan føre til positive forandringer. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Vi ønsker å invitere deg til et frivillig intervju om hvordan du opplever engelskundervisning i skolen. Intervjuet er en del datainnsamlingen for en masteroppgave i engelsk for lærerutdanningen.

Masterprosjektet handler om muntlig aktivitet i engelskundervisningen. Formålet med prosjektet er å undersøke hvordan ungdomsskoleelever opplever det å snakke engelsk i engelsktimene, og hvordan lærere kan bidra til å gjøre denne opplevelsen så positiv som mulig for elevene.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

For noen uker siden svarte du på en spørreundersøkelse om ditt forhold til engelskfaget i skolen. Basert på svarene dine ønsker vi å invitere deg til et kort, frivillig intervju.

Hva innebærer det for deg å delta?

Hvis du velger å delta, innebærer dette at du svarer på enkle spørsmål om hvordan du opplever engelskundervisningen på din skole. Det vil ta deg ca. 20-30 minutter. Intervjuet vil skje i skoletiden og du vil bli tatt ut av ordinær undervisning for å besvare intervju spørsmålene.

Det er svært viktig at du svarer helt ærlig på alle spørsmålene. Ikke gi svar som du tror vi ønsker å få, eller som du tror andre elever vil svare. Tenk deg godt om før du svarer, vi trenger dine oppriktige svar. Ingen av spørsmålene er vanskelige, og det finnes heller ingen feil svar. Du besvarer alle spørsmålene **anonymt**. Data fra intervjuet vil bli registrert som lydopptak.

Foreldre kan få se intervjuguiden på forhånd dersom dette skulle være ønskelig ved å ta kontakt.

E-post: martek@uia.no

Tlf: +47 993 00 063

Det er frivillig å delta

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. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

De som har tilgang til anonym datainnsamling er masterstudent og veileder ansvarlig for prosjektet. Datamaterialet vil lagres på forskningsserver.

Du besvarer anonymt, og vi vil ikke vite navnet ditt. Når masteroppgaven er ferdig i mai 2024 vil lydopptakene slettes.

Deltakerne vil ikke kunne bli gjenkjent i publikasjon. Masteroppgaven vil ikke inneholde navn på noen av deltakerne.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 2.mai 2024. Etter prosjektslutt vil datainnsamlingen kun være lagret i besvarelsen av masteroppgaven.

Datamaterialet lagres i masteroppgavens besvarelse slik at den kan brukes til videre forskning dersom dette er aktuelt.

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 Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene

å få rettet opplysninger om deg som er feil eller misvisende

å få slettet personopplysninger om deg

å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

Masterstudent Marte Karlsen eller veileder Ingrid Kristine Hasund ved Universitetet i Agder.

Dette kan gjøres på e-post: martek@uia.no eller kristine.hasund@uia.no

Vårt personvernombud: Ina Danielsen. Telefonnummer: 452 54 401 E-postadresse:

personvernombud@uia.no Adresse: Universitetet i Agder Postboks 422 4604 Kristiansand

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:

Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Veileder Ingrid Kristine Hasund

Masterstudent Marte Karlsen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet [*sett inn tittel*], og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i intervju

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

(Signert av prosjektdeltaker, dato)

Appendix 4 – Consent Form for Pupil Survey

Vil du delta i forskningsprosjektet?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å forske på de affektive sidene ved engelskfaget i norsk skole som kan føre til positive forandringer. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Vi ønsker at du vil være med på en spørreundersøkelse som skal gi svar på en del spørsmål om ungdomsskoleelevers forhold til engelskfaget. Undersøkelsen er en del datainnsamlingen for en masteroppgave i engelsk for lærerutdanningen.

Masterprosjektet handler om muntlig aktivitet i engelskundervisningen. Formålet med prosjektet er å undersøke hvordan ungdomsskoleelever opplever det å snakke engelsk i engelsktimene, og hvordan lærere kan bidra til å gjøre denne opplevelsen så positiv som mulig for elevene.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta i denne spørreundersøkelsen fordi din faglærer i engelsk har vært i kontakt med masterstudenten som skriver sin hovedoppgave basert på datainnsamlingen fra denne spørreundersøkelsen. Vi ønsker å spørre deg om å delta fordi din faglærer har gitt tillatelse til å sende ut informasjon om projektet til ulike klasser på 10.trinn ved din ungdomsskole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Det vil ta deg ca. 45 minutter og vil skje i skoletiden.

Spørreskjema inneholder spørsmål om ditt forhold til engelskfaget i skolen. Det er svært viktig at du svarer helt ærlig på alle spørsmålene. Ikke gi svar som du tror vi ønsker å få, eller som du tror andre elever vil svare. Tenk deg godt om før du svarer, vi trenger dine oppriktige svar. Det tas lydopptak av intervjuet og opplysningene anonymiseres i den ferdige publikasjonen. Svarene dine fra spørreskjema vil bli registrert elektronisk.

Foreldre kan få se spørreskjema på forhånd dersom dette skulle være ønskelig ved å ta kontakt.

E-post: martek@uia.no

Tlf: +47 993 00 063

Det er frivillig å delta

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. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Spørreskjema fylles ut i skoletiden. Dersom du ikke ønsker å delta vil du få tilbud om alternativt undervisningsopplegg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

De som har tilgang til anonym datainnsamling er masterstudent og veileder ansvarlig for prosjektet. Datamaterialet vil lagres på forskningsserver.

Du besvarer anonymt, og vi vil ikke vite navnet ditt. Hver deltaker vil få tildelt et nummer for sin besvarelse av spørreskjema. Listen med nummere knyttet til hver enkelt elev er kun tilgjengelig for faglærer i engelsk. Noen uker etter spørreundersøkelsen er bevsart vil vi ønske å invitere noen av dere til korte intervjuer. Da vil vi be engelsklæreren din om å spørre elever med bestemte nummere om de vil være med på et slikt frivillig intervju i skoletiden. Intervjuet vil også være anonymt og et nytt samtykkeskjema vil bli gitt til de det gjelder i forkant. Du er ikke forpliktet til å si ja til intervju selv om du deltar i spørreundersøkelsen. Når masteroppgaven er ferdig i mai 2024 vil listen med deltakernummer bli makulert (slettet).

Deltakerne vil ikke kunne bli gjenkjent i publikasjon. Masteroppgaven vil ikke inneholde navn på noen av deltakerne.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes 2.mai 2024. Etter prosjektslutt vil datainnsamlingen kun være lagret i besvarelsen av masteroppgaven.

Datamaterialet lagres i masteroppgavens besvarelse slik at den kan brukes til videre forskning dersom dette er aktuelt.

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 Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
å få rettet opplysninger om deg som er feil eller misvisende
å få slettet personopplysninger om deg
å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

Masterstudent Marte Karlsen eller veileder Ingrid Kristine Hasund ved Universitetet i Agder.

Dette kan gjøres på e-post: martek@uia.no eller kristine.hasund@uia.no

Vårt personvernombud: Ina Danielsen. Telefonnummer: 452 54 401 E-postadresse:

personvernombud@uia.no Adresse: Universitetet i Agder Postboks 422 4604 Kristiansand

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:
Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Med vennlig hilsen

Veileder Ingrid Kristine Hasund

Masterstudent Marte Karlsen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i spørreundersøkelse.
at min engelsklærer har tilgang til mitt deltakernummer inntil det blir akutelt å spørre om et utvalg av elvene ønsker å bli med på et kort frivillig intervju.

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

(Signert av prosjektdeltaker, dato)

Appendix 5 – Tacher Interview Guide

Background information:

1. How many years have you been teaching English? Hvor lenge har du undervist engelsk?
2. How old are you? Hvor gammel er du?
3. At what levels have you been teaching? Hvilke trinn har du undervist for?
4. What is your education? Hvilken utdanning har du?
5. Have you heard about Foreign Language Anxiety? Har du hørt om språkangst før?
6. How would you define it? Hvordan vil du definer det?

If you have not heard about Foreign Language Anxiety before, FLA describes a form of anxiety one can experience when speaking or learning a second or foreign language. It describes the feeling of unease, apprehension, worry, or nervousness when taught a second or foreign language. It can become overwhelming and prevent you from achieving your goals in the language.

Språkangst beskriver en form for angst som kan oppleves når en lærer seg å snakke et fremmedspråk. Det beskriver følelsen av uro, engstelse, bekymring eller nervøsitet når du lærer deg et annet språk. Det kan oppleves som overveldende og det kan forhindre at du utvikler deg i språkopplæringen.

Discuss the difference between the word “anxiety” and the Norwegian term “angst.” Diskuter forskjellen mellom ordet “anxiety” og “angst”.

Teachers’ awareness of Foreign Language Anxiety (FLA):

7. What language do you speak in the English Foreign Language classroom? Hvilket språk snakket du i klasserommet når du underviser i engelsk?
8. Do you expect your pupils to always speak English in the classroom? Forventer du at elevene dine alltid bør snakke engelsk i engelsktimene?
9. How important do you consider it to be that the pupils participate orally in English to improve their language skills? Hvor viktig tror du det er at elevene dine deltar i engelskundervisningen for at de skal utvikle de muntlige ferdighetene sine i engelsk?
10. How important is it to participate regularly in class to gain a good mark in English? Hvor viktig er det for deg at elevene dine deltar muntlig i engelsktimene for at de skal få en god karakter i faget?
11. How important is it not to make any grammatical mistakes while speaking English? Hvor viktig syntes du det er at elevene dine ikke sier mye som er gramatisk feil når de snakker engelsk? Innsats gjennom å prøve seg?

12. Do you make sure that all pupils say something during English lessons? Pleier du å sørge for at alle elevene dine sier noe i løpet av en undervisningsøkt i engelsk?
13. Do you sometimes ask pupils to speak up in class even though they have not raised their hand? Hender det at du ber elevene om å svare på spørsmål høyt i klassen selv om de ikke har rekt opp hånda? Isåfall hvilke tilfeller?
14. Do you think that being afraid of speaking English in class will prevent the pupils from developing their speaking skills? Tror du at det å være nervøs for å snakke engelsk og bruke språket vil hindre elevene i å utvikle de muntlige ferdighetene sine?
15. What do you think are the main reasons why some pupils are afraid to speak English? Hva tror du er grunnen til at noen elever føler seg svært engstlige eller nervøse for å snakke engelsk?

The pupils (impediments and observations):

16. Do all your pupils usually participate orally in class (by raising their hand, participating in group projects, or in class discussions)? Pleier de fleste av elevene dine å delta muntlig i engelsktimene dine?
17. Do you often experience that the pupils switch over to Norwegian while discussing together in groups? Opplever du ofte at elevene dine bytter over til å snakke norsk når de diskuterer sammen i grupper i engelsktimene?
18. Do you notice a difference in the pupils' willingness to communicate when they have been informed that they are being tested or that how they participate in class will impact their marks in oral English? Merker du forskjell på hvor mye elevene dine deltar muntlig i timen dersom du gir de beskjed om at deltakelsen deres vil ha betydning for karakteren de får i engelsk?
19. Do all pupils have oral presentations in front of the class? Har alle elevene dine muntlige presentasjoner foran hele klassen i engelsk?
 - a. If you have made adjustments such as letting pupils present in front of only the teacher or a smaller group of pupils: Do you feel that this kind of adjustment helps the pupil? Hvis du har gjort individuelle tilpassninger for noen av elevene dine, som for eksempel at de får lov å presentere foran en mindre gruppe eller kun for læreren sin: føler du at disse tilpassningene har hjulpet eleven? På hvilken måte?
20. Do you have pupils in your class that you think is afraid to speak English in class? Har du elever i klassen/klassene dine som du tror er veldig nervøs for å snakke engelsk foran klassen sin?
21. What do you think might be the reason why some pupils might be afraid to speak English? Hva tror du er grunnen til at noen av elevene dine er redd for å snakke engelsk?

22. How do your pupils act when they experience fear or nervousness (anxiety) in the classroom?
Hvordan oppfører elevene dine seg når de blir veldig nervøse i engelsktimene?

Strategies and activities to fortify motivation and alleviate speech anxiety:

23. What activities do you usually use when teaching English speaking skills? Hvilke aktiviteter tar du vanligvis i bruk når du ønsker å fokusere på muntlige ferdigheter i engelsktimene?
24. Do you make any individual adjustments to make it less uncomfortable for some of your pupils to demonstrate their oral skills? If yes, please mention some of these adjustments. Pleier du av og til å gjøre individuelle tilpassninger for noen av elevene dine slik at de skal føle seg mer komfortable i engelsktimen? Hvis ja, hvilke tilpasninger er dette?
25. Are there any strategies or methods that you can put into use to make your pupils want to speak in class? Hvilke strategier og metoder bruker du for å få elevene dine til å ønske å bruke engelsken sin i timen?
26. What method or strategy do you find most efficient when you want to make it safe and comfortable for your pupils to speak English in class? Hvilke metoder og strategier pleier å fungere aller best når du forsøker å gjøre klasserommet trygt og komfortabelt for elevene dine?
27. Do you have any thoughts about the classroom atmosphere's effect on the pupils' willingness to communicate in English during class? Har du noen tanker om hvordan klassemiljø påvirker hvor mye elevene snakker i engelsktimene?
28. How do you assess pupils' speaking skills? Do you put most weight on participation or accuracy of speech? Hvordan pleier du å vurdere elevens muntlige ferdigheter? Legger du mest vekt på deltakelse og initiativ, eller på hvor god engelsk de har når de først snakker?
29. Do you often use digital tools when working with oral skills in English? If yes, what digital tools? Please describe some of the benefits. Bruker du ofte digitale verktøy når du jobber med elevenes muntlige ferdigheter i engelsk? Hvis ja, kan du beskrive noen av fordelene ved dette?
30. What activities provoke positive emotions amongst the pupils? Hvilke aktiviteter tror du bringer frem mest positive følelser hos elevene dine i engelskundervisningen?
31. What activities do you believe the pupils enjoy the most in the English Foreign Language Classroom? Why? Hvilke aktiviteter tror du elevene dine syntes er de gøyeste dere gjør når dere har engelsk?
32. How do you work with improving the pupils' positive emotions towards the subject of English? Hvordan jobber du mot å få elevene dine til å like engelskfaget i skolen?
33. Do you make any measures in reducing pupils' FLA in the English classroom? Er det noe spesifikt du gjør for å redusere elevenes opplevelse av språkangst i klassen?

34. Do you plan seating arrangements and classroom layouts bearing in mind FLA? Planlegger du hvordan elevene er plassert rundt om i klasserommet på en måte slik at du forsøker å dempe elevenes språkangst?
35. Think of the measurements you make to improve the pupils' experience of language learning in the English classroom. How well do you think these measurements work? Do you think they affect all pupils (positively)? Tror du at tilpasningene du gjør for Klassen som helhet har positiv effekt for alle elevene dine?
36. Do you, in any case, believe that adjustments made for pupils with FLA could have any disadvantages for pupils who do not suffer from FLA? Tror du at noen av metodene eller strategiene du bruker for å gjøre det lettere for elevene dine med språkangst kan ha noen ulempe for andre elever i klassen?

Appendix 6 – Pupil Interview Guide

You have been selected to participate in an anonymous interview as part of my data collection for my MA thesis in English didactics, where my goal is to do research on how to improve the EFL education in Norwegian schools. I want to investigate the affective aspects of the subject, in other words emotions in connection to FL learning. Du har blitt valgt ut til å delta i et anonymt intervju som en del av min datainnsamling for masteroppgaven min i engelskfagdidaktikk. Målet mitt er å forske på hvordan man kan forbedre engelskundervisningen i norske skoler, spesielt med fokus på de affektive aspektene av faget, med andre ord følelser knyttet til andrespråklæring.

Background information:

1. How old are you and what grade are you in? Hvor gammel er du, og hvilken klasse går du i?
2. What gender do you identify as? Hvordan identifiserer du deg med hensyn til kjønn?
3. What is your language background? Hva er din språkbakgrunn? / Når begynte du å lære engelsk?
 - a. Is English your L1, L2, L3, or L4? Er engelsk ditt første, andre, tredje eller fjerde språk?
 - b. Have you ever lived in an English-speaking country? If yes, for how long? Har du noen gang bodd i et engelskspråklig land? Hvis ja, hvor lenge?

About the subject: Om faget:

4. Do you like the subject of English the way that it is taught in school? Liker du engelskfaget slik det undervises på skolen?
5. Do you enjoy speaking English orally in class? Trives du med å snakke engelsk muntlig i klassen?
6. What activities do you enjoy/prefer to do in the English Language classroom? Hvilke aktiviteter liker/foretrekker du å gjøre i engelskklassen?
 - a. Can you say anything about why you prefer these particular activities? Kan du si noe om hvorfor du foretrekker disse spesifikke aktivitetene?
7. Identity: Sometimes, one can feel like they have a different identity when they speak a foreign language. Do you feel like your authentic self when you speak English in class, or do you feel like a different person? Identitet: Noen ganger kan man føle at de har en annerledes identitet

når de snakker et fremmedspråk. Føler du deg som din autentiske selv når du snakker engelsk i klassen, eller føler du deg som en annen person?

Emotions and anxiety: Følelser og angst:

8. Can you tell me about a positive experience that you have had in the English Foreign Language Classroom? Kan du fortelle meg om en positiv opplevelse du har hatt i engelskklassen?
 - a. Can you describe what made that situation a positive experience for you? Kan du beskrive hva som gjorde den situasjonen positiv for deg?
9. Can you tell me about an experience from your English lessons where you felt nervous or uncomfortable? Kan du fortelle meg om en opplevelse fra engelsktimene der du følte deg nervøs eller ubekvem?
 - a. Can you describe what made that situation uncomfortable? Kan du beskrive hva som gjorde den situasjonen ubehagelig?
10. Can you tell me about the classroom environment in your English class? Kan du fortelle meg om klasseromsmiljøet i engelskklassen din?
 - a. How do you think the classroom environment affects your experience of learning to speak in English? Hvordan tror du klasseromsmiljøet påvirker opplevelsen din av å lære å snakke engelsk?
11. Can you tell me about your relationship with your English teacher? Kan du fortelle meg om forholdet ditt til engelsklæreren din?
 - a. Is he/she nice and friendly? Er han/hun hyggelig og vennlig?
 - b. Do you receive a lot of praise and encouragement from her/him? Får du mye ros og oppmuntring fra ham/henne?
12. Do you often feel embarrassed, nervous, or uncomfortable when you speak English during English lessons? If yes: Føler du deg ofte flau, nervøs eller ubekvem når du snakker engelsk under engelskundervisningen? Hvis ja:
 - a. Do you always feel this way, or are there certain situations that make you feel uncomfortable? Føler du alltid slik, eller er det visse situasjoner som får deg til å føle deg ubekvem?
 - b. When do you feel most nervous? Når føler du deg mest nervøs?
 - c. Do you think your teacher is aware of your nervousness? Tror du læreren din er klar over nervøsiteten din?
 - d. Have you ever received individual adjustments to make it easier for you to participate in class? If yes, did it help? Har du noensinne fått individuelle tilpasninger for å gjøre det lettere for deg å delta i timen? Hvis ja, hjalp det?

- e. What do you think would make you feel more comfortable in the classroom?
(Smaller groups, not being randomly selected to answer questions, preparations, authentic situations, speaking to someone that does not know Norwegian) Hva tror du ville få deg til å føle deg mer komfortabel i klasserommet? (Mindre grupper, ikke bli tilfeldig valgt for å svare på spørsmål, forberedelser, autentiske situasjoner, snakke med noen som ikke kjenner norsk)
 - f. Are there any activities that you could do during English lessons that would make you feel more comfortable with speaking English? Finnes det noen aktiviteter du kunne gjøre under engelsktimene som ville få deg til å føle deg mer komfortabel med å snakke engelsk?
13. Have you ever felt so nervous about attending an English lesson that you have been tempted to skip class? If yes: Har du noen gang følt deg så nervøs for å delta i en engelsktime at du har vært fristet til å skulke timen? Hvis ja:
- a. What can the teacher do to help you avoid this kind of situation? Hva kan læreren gjøre for å hjelpe deg å unngå denne typen situasjon?

Appendix 7 – Survey Guide

Kjønn?

- (1) Kvinne
- (2) Mann
- (3) Annet

Engelsk er mitt:

- (1) Førstespråk (morsmål)
- (2) Det andre språket jeg lærte meg
- (3) Det tredje språket jeg lærte meg
- (4) Det fjerde språket jeg lærte meg

Har du noengang bodd i et engelsktalende land? (Hvis ja, skriv inn hvor lenge)

Hvor mye tid bruker du på fritidsaktiviteter på engelsk (for eksempel gaming, lesing, film eller TV-serie)

- (1) Mindre enn 1 time om dagen
- (2) 1-2 timer om dagen
- (3) 3-4 timer om dagen
- (4) 5-6 timer om dagen
- (5) 7-8 timer omdagen
- (6) 9 timer eller mer

Jeg liker engelskfaget slik det undervises nå på 10.trinn

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg liker engelsk utenfor skolen (for eksempel i film, sanger, når jeg snakker med mennesker fra andre land)

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg trives svært godt i engelsklassen min

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg er mer engstlig eller nervøs i engelsktimene sammenliknet med andre fag på skolen

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig

- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg føler at engelskundervisningen vi får er på en passe vanskelighetsgrad for meg

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Det hender at jeg gruer meg slik til engelsktimen at jeg har lyst til å skulke

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg trives best med muntlige oppgaver i engelsk

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg trives best med skriftlige oppgaver i engelsk

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg lærer mest engelsk av å muntlige oppgaver

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg lærer mest engelsk av skriftlige oppgaver

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Av og til er jeg så nervøs i engelsktimen at jeg glemmer ord jeg egentlig kan

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Av og til har jeg fysiske symptomer som hjertebank, skjelving, svetting, rødming eller vondt i magen når jeg må stå foran klassen og snakke engelsk

- (1) Hjerterbank
- (2) Skjelving
- (3) Svetteing
- (4) Rødming
- (5) Vondt i magen
- (6) Jeg har ingen av disse symptomene når jeg deltar mutlig i timen

Jeg har syptomer som hjerterbank, skjelving, svetting, rødming eller vondt i magen når jeg må stå forran klassen å snakke uansett hvilket fag det er

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg blir engstlig når jeg ikke skjønner hva læreren sier på engelsk

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg blir flau hvis jeg sier noe feil på engelsk

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg ønsker å være bedre til å snakke engelsk enn de andre i klassen min

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg synes de andre elevene er flinkere enn meg i engelsk

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg lærer mer i engelsktimene når jeg jobber i par eller liten gruppe enn jeg gjør når vi sitter hver for oss

- (1) Jeg er helt uenig
- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Jeg syntes engelsklæreren min er hyggelig

- (1) Jeg er helt uenig

- (2) Jeg er delvis uenig
- (3) Jeg er delvis enig
- (4) Jeg er helt enig

Føler du at du er flinkere i muntlig eller skriftlig engelsk?

- (1) Skriftlig
- (2) Muntlig
- (3) Jeg er like god i begge

Hvilke aktiviteter foretrekker du å gjøre i engelsktimene?

- (1) Lese
- (2) Lese høyt forran klassen
- (3) Høre på lydbok eller lydklipp
- (4) Gruppediskusjoner
- (5) Muntlig presentasjon
- (6) Rollespill/skuespill
- (7) Skriveoppgaver
- (8) Høre på at læreren snakker
- (9) Høre på at læreren snakker og stiller klassen spørsmål underveis

Hva føler du at du lærer mest av i engelsktimene?

- (1) Muntlige aktiviteter
- (2) Skriftlige aktiviteter

Er det noen av disse aktivitetene som får deg til å føle deg ukomfortabel i engelsk?

- (1) Rollespill/skuespill
- (2) Muntlig presentasjon
- (3) Gruppediskusjoner
- (4) Høre på at læreren snakker og stiller klassen spørsmål
- (5) Lese høyt forran klassen
- (6) Ingen av disse

Deltar du mer muntlig dersom du får beskjed av læreren at det er viktig for karakteren din i engelsk?

- (1) Jeg deltar mer
- (2) Jeg deltar mindre
- (3) Jeg deltar like mye som jeg ellers ville gjort

Hvilken karakter pleier du å få i muntlig engelsk?

- (1) 1-2
- (2) 3
- (3) 4
- (4) 5
- (5) 6

Hvis du blir nervøs for å snakke engelsk i timen, hva er det som gjør deg mest nervøs?

- (1) Læreren min

- (2) De andre elevene
- (3) En gruppe elever
- (4) En annen elev
- (5) Noe annet
- (6) Jeg blir ikke nervøs

Hvis du syntes det er ubehagelig å snakke engelsk i klassen, tror du læreren din er klar over dette?

- (1) Nei
- (2) Ja
- (3) Jeg syntes ikke det er ubehagelig å snakke engelsk i klassen

Tror du læreren din planlegger timene sine slik at alle skal føle seg komfortabel i klasserommet?

- (1) Ja
- (2) Nei
- (3) Jeg vet ikke

Si noe om hvilke aktiviteter du mener du lærer mest engelsk av:

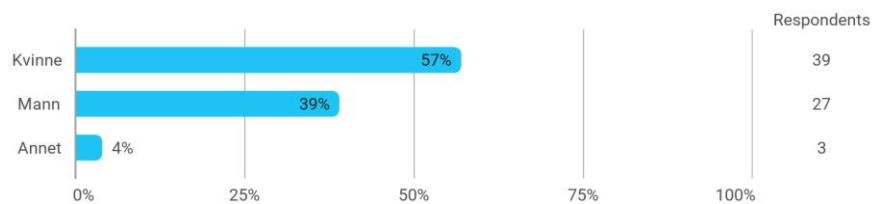
Har du noen gang fått individuell tilpassning av læreren ved muntlige prøver i engelsk? (for eksempel presentere for liten gruppe, eller bare for læreren din)

- (1) Ja, og det var veldig hjelpsomt
- (2) Ja, men det hjalp ikke mye
- (3) Nei

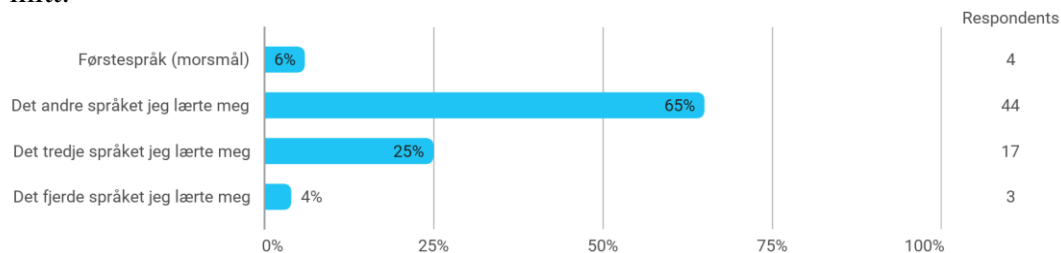
Har du noe mer du ønsker kommentere?

Appendix 8 – Survey Results from SuveryXact

Kjønn?



Engelsk er mitt:

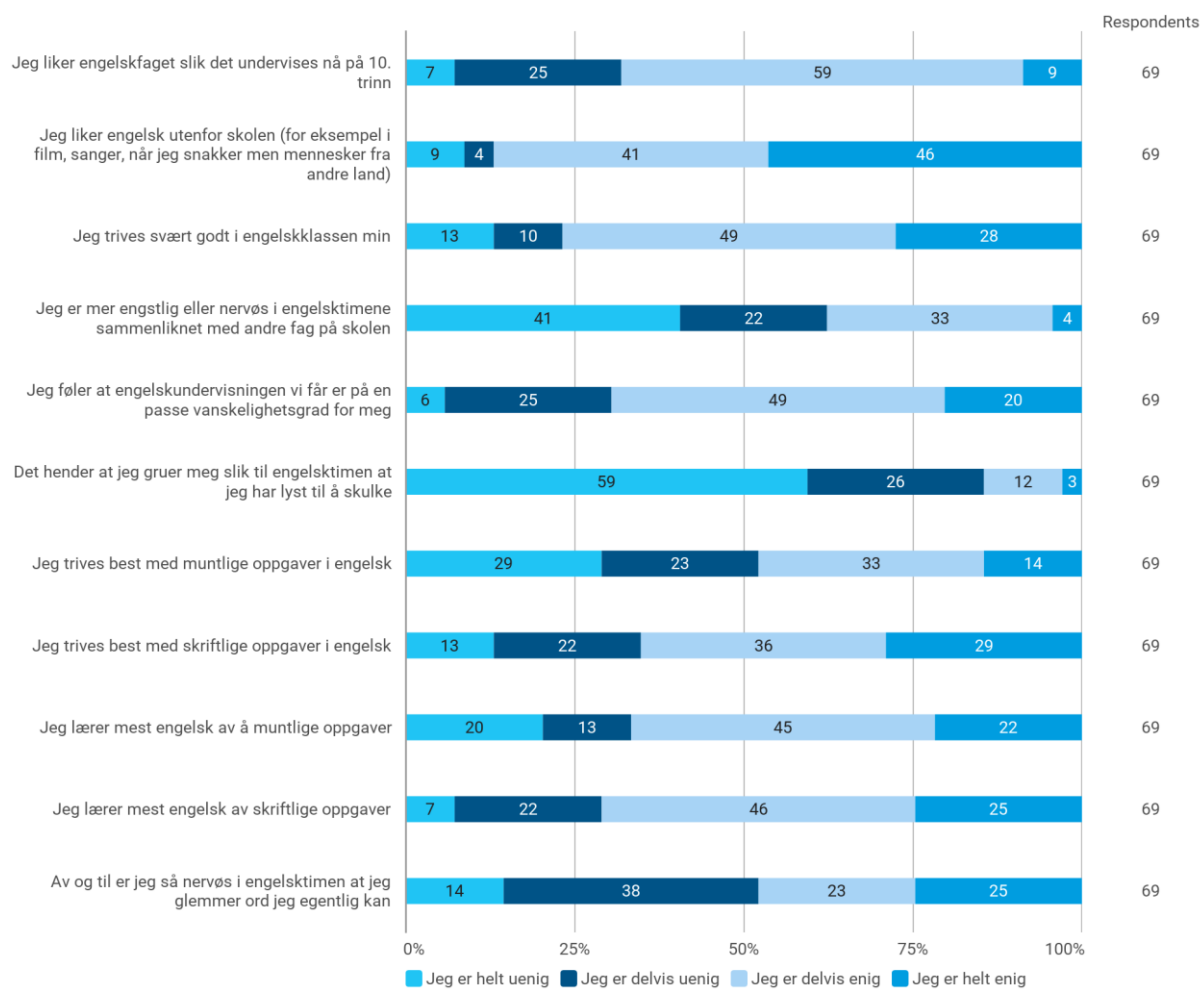
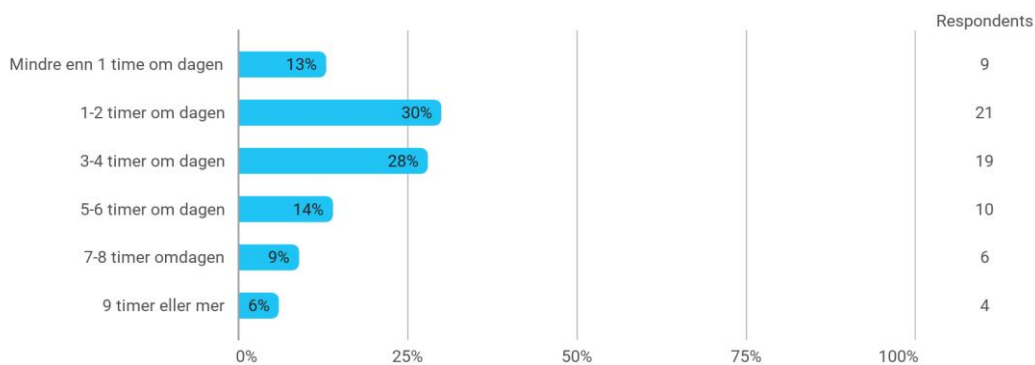


Har du noengang bodd i et engelsktalende land? (Hvis ja, skriv inn hvor lenge)

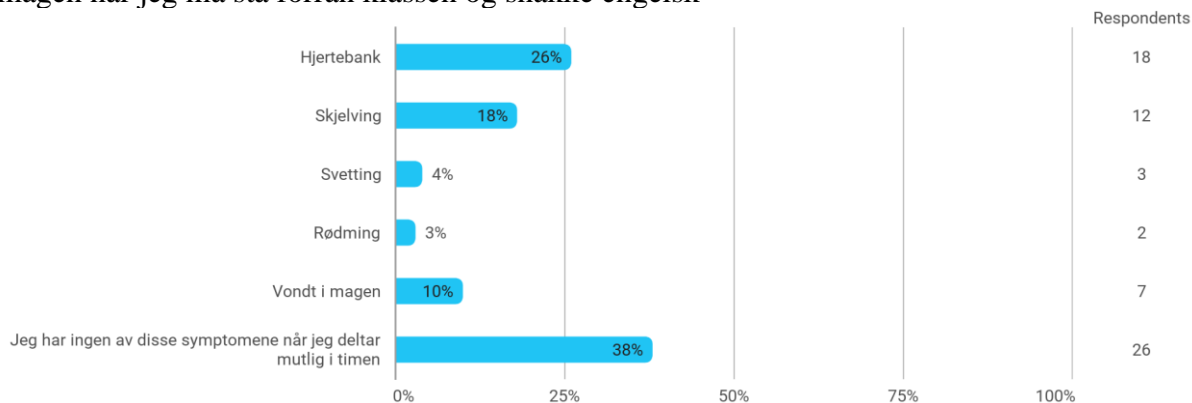
- nei
- nei
- Nei
- Nei
- nei
- nei
- nei
- nei
- nei
- nei
- nei
- nei
- nuh uh
- NEI
- nei
- .
- nei
- Nei det har jeg ikke
- nei
- nei
- Norge
- nei
- nei, det har jeg ikke.
- nei
- Nei
- Norge
- nei
- nei ikke som jeg husker eller vet
- norge
- .

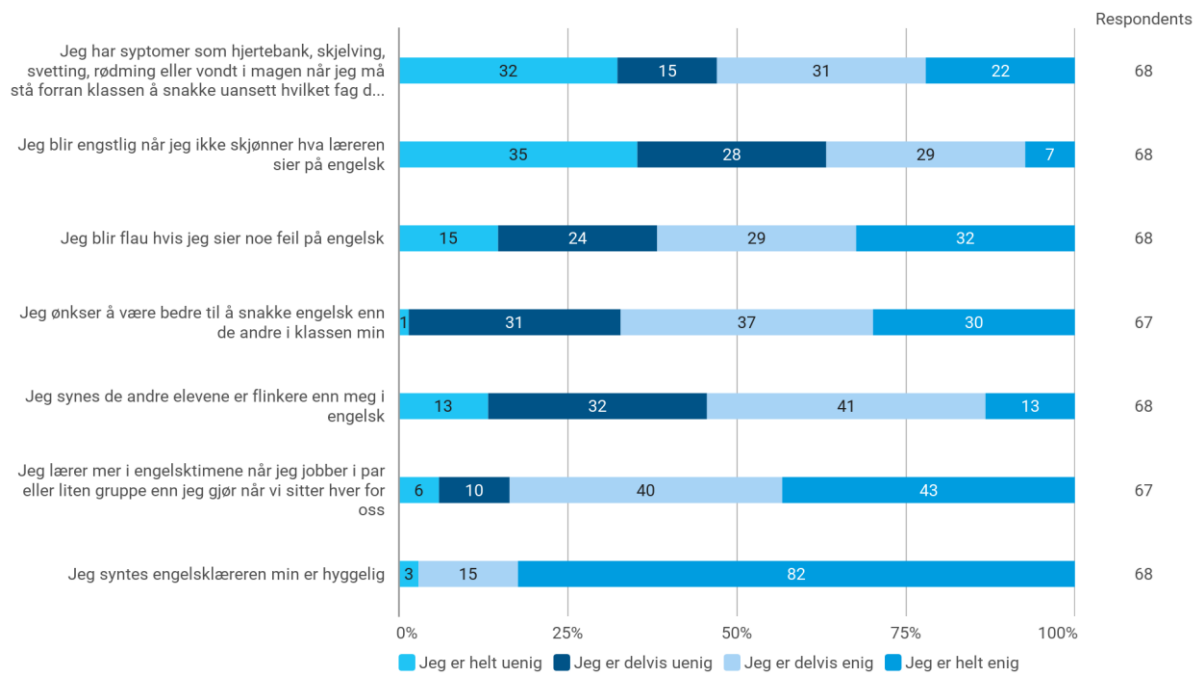
- nei
- Neeiiiiiii!!!
- Nei
- Nei
- Nei
- nei
- nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Norsk og litt arabisk
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei
- Nei har ikke bodd i et annet land
- Nei
- Nei
- nei

Hvor mye tid bruker du på fritidsaktiviteter på engelsk (for eksempel gaming, lesing, film eller TV-serie)

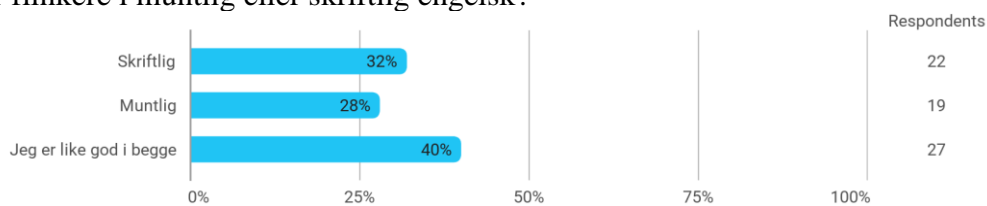


Av og til har jeg fysiske symptomer som hjertebank, skjelving, svetting, rødming eller vondt i magen når jeg må stå foran klassen og snakke engelsk

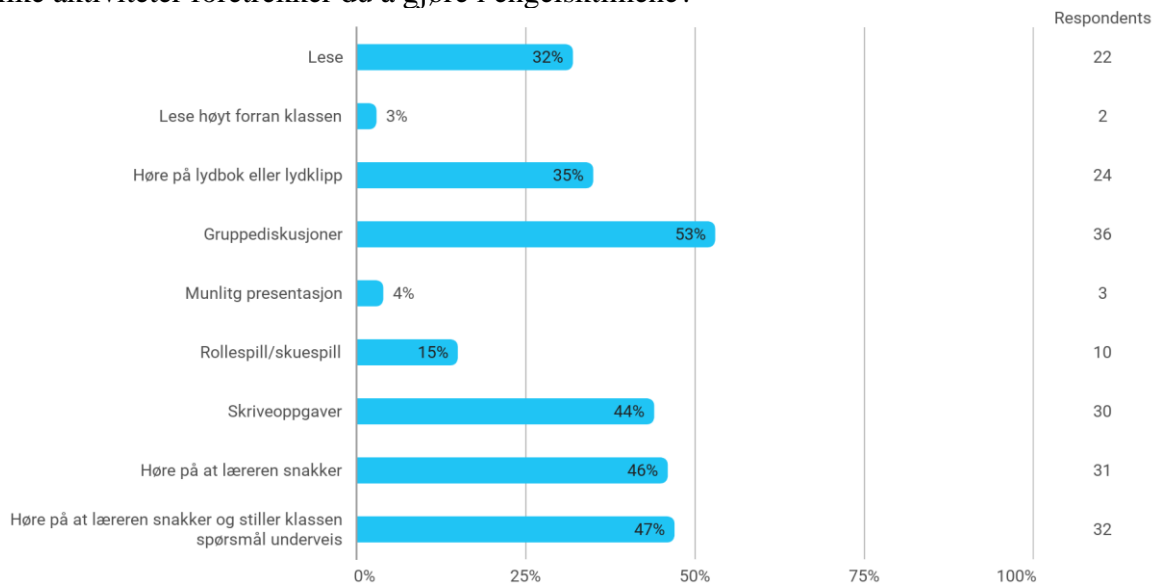




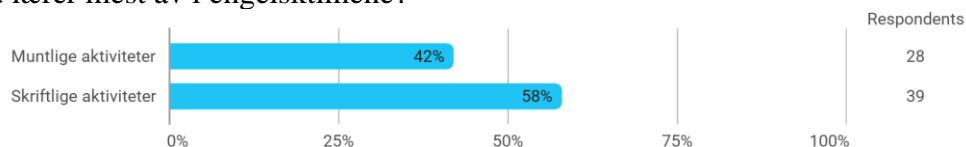
Føler du at du er flinkere i muntlig eller skriftlig engelsk?



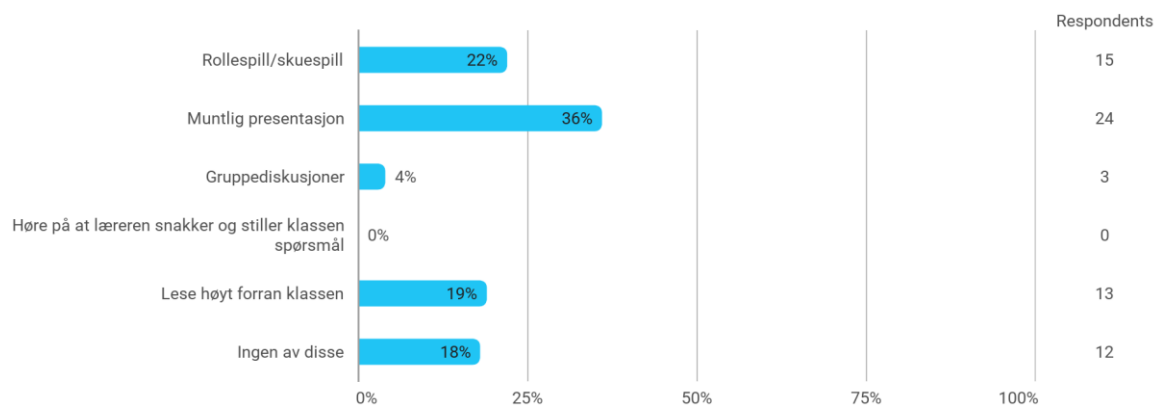
Hvilke aktiviteter foretrekker du å gjøre i engelsktimene?



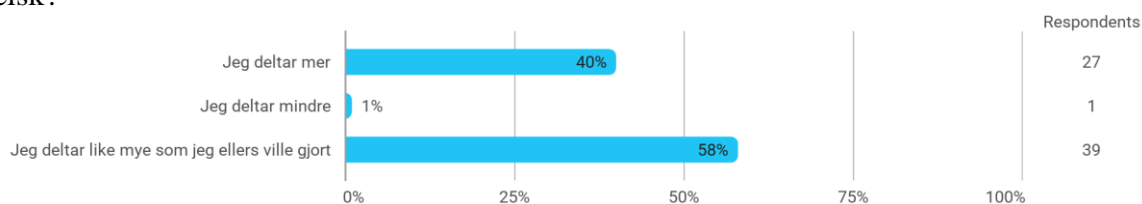
Hva føler du at du lærer mest av i engelsktimene?



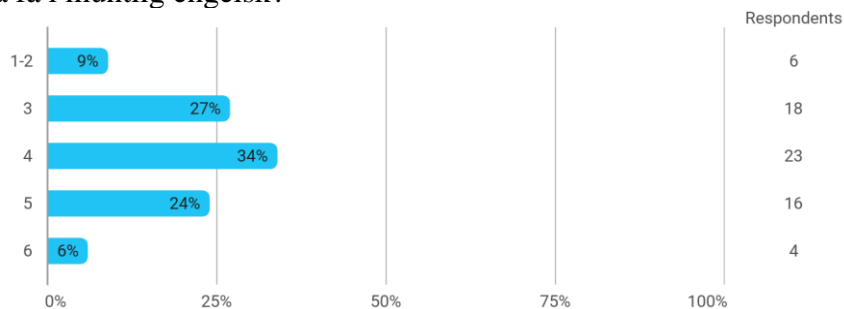
Er det noen av disse aktivitetene som får deg til å føle deg ukomfortabel i engelsk?



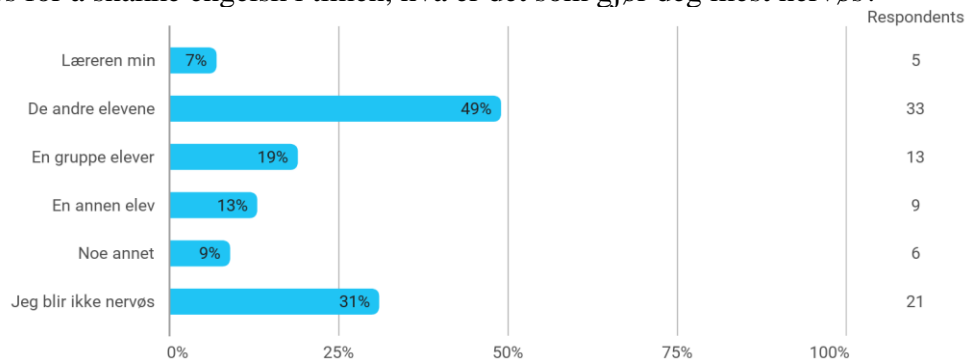
Deltar du mer muntlig dersom du får beksjed av læreren at det er viktig for karakteren din i engelsk?



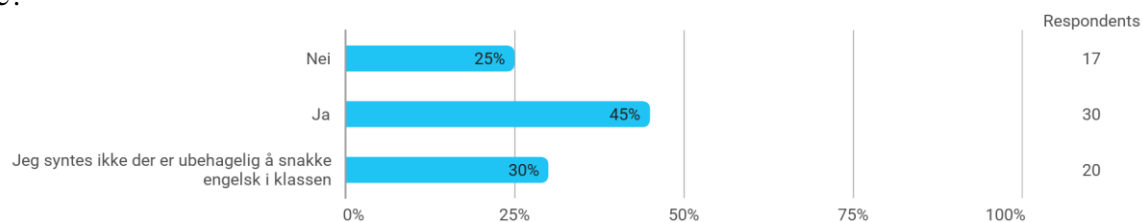
Hvilken karakter pleier du å få i muntlig engelsk?



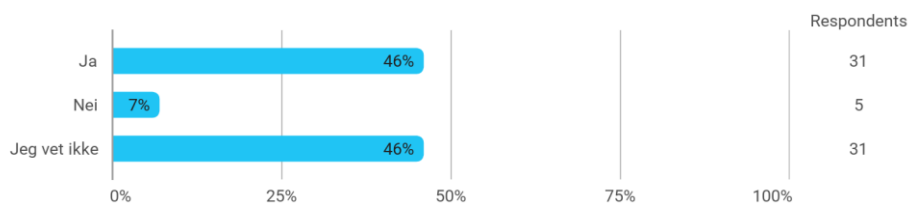
Hvis du blir nervøs for å snakke engelsk i timen, hva er det som gjør deg mest nervøs?



Hvis du syntes det er ubehagelig å snakke engelsk i klassen, tror du læreren din er klar over dette?



Tror du læreren din planlegger timene sine slik at alle skal føle seg komfortabel i klasserommet?

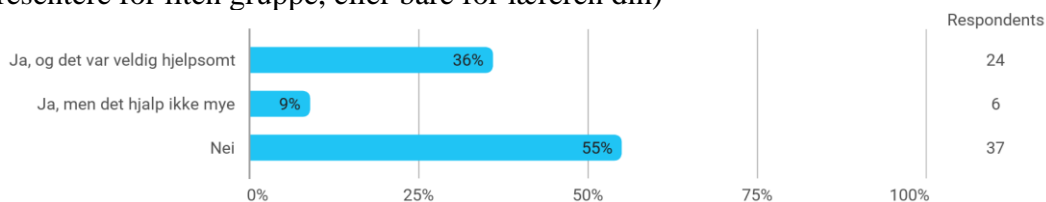


Si noe om hvilke aktiviteter du mener du lærer mest engelsk av:

- Gaming, Tiktok og filmer
- jeg lærer av mange ting men mest når jeg ser på fim med under tekst som er engelsk
- SKRIVEOPPGAVER OG LYD BOK
- Skriveoppgaver
- Serier og filmer
- skriftelig og muntelig
- skriftlige oppgaver
- vet ikke
- gaming fordi da snakker jeg engelsk med venner.
- skriving
- Muntlige fremføringer
- ser på film, gaming ETC
- skriftlig fordi jeg ikke liker å snakke engelsk foran klassen
- gaming og youtube
- vet ikke
- gaming film/serie
- Av å se på serier
- ingen
- Skriftlige og muntlige aktiviteter.
- Fotball og familien min fra USA.
- skriftlig
- vet ikke
- -
- Snakke sammen, diskutere om et tema. Snakke i grupper.
- skriftlig og jobbe i grupper
- fgg
- Skriftlige oppgaver alene.
- skriftlig
- .
- skriving
- Å dra på skoleferie til USA
- lese/høre
- Lærer prater
- Spille, se på film og lese.
- Gøye leker eller spil som krever engelsk språket.
- skriftelig
- Jeg lærer mest engelsk fra å se på youtube
- Jeg lærer mest engelsk av å se på youtube og spille spill
- Gruppe
- vet ikke
- Jobbe med en gruppe og diskutere sammen, best når jeg er gode venner med dem

- Jeg lærer mest når vi får oppgaver i par hvor vi tar en gjennomgang etterpå sammen over hva vi har svart jeg lærer også når vi kan jobbe med oppgaver selv på skolen min
- Jeg synes jeg lærer mest av å lytte til engelsk og høre oppgaver til.
- Se på film
- Å skrive å spille spill
- Se på film og skrive
- Snakke med andre når man gjennomgår spørsmålene. Skuespill/Rollespill vil også være gøy innimellom
- Kanskje bare jobbe for seg selv og gjøre oppgaver eller skrive en tekst
- Se på film/serie og høre på musikk
- Se på engelske serier/filmer
- Musikk, tv, spill og sosiale medier
- Lærer mest med film og snakke med folk jeg kjenner
- Gruppediskusjoner
- I grupper med venner
- Filme en video
- Muntlig
- Muntlig
- Skrivning
- Oppgaver med aktiviteter
- Filmer, leker
- Muntlig
- Filmer
- når vi skriver om en film.

Har du noen gang fått individuell tilpassning av læreren ved muntlige prøver i engelsk? (for eksempel presentere for liten gruppe, eller bare for læreren din)



Har du noe mer du ønsker kommentere?

- nei
- nei egentlig ikke noe mer
- nei tror ikke det
- Nei
- nei
- nei
- nei
- Jeg er mye muntlig aktiv selv om jeg noen ganger syntes det kan være litt ubehagelig, men jeg prøver å tenke at jo mer muntlig aktiv jeg er jo bedre blir jeg i engelsk.
- nei, jeg har ikke det.
- nei
- nei
- Nuh uh
- nei
- nei

- Nei
- Nei
- nei

Overall Status

