

# *MASTEROPPGAVE*

**English Language Anxiety and Enjoyment  
in the Norwegian EFL Secondary Classroom:  
*Students' Experiences and Perspectives***

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## Abstract

This thesis studies students' experiences and perspectives of foreign language anxiety (FLA) and foreign language enjoyment (FLE) in Norwegian EFL secondary classrooms. The study aimed to answer three research questions: Firstly, it sought to investigate whether Norwegian students experience foreign language anxiety and to what degree they are aware of the concept of FLA. Secondly, the study explored the relationship between the participants' levels of foreign language anxiety and enjoyment. The final aim of this study was to find out what the students' views are on how educators can make the learning context less stressful and help their students cope with anxiety-provoking situations.

A mixed methods research design comprised of a quantitative online survey and two qualitative student interviews were used to answer the research questions. 67 students aged 16 to 17 participated in the online survey (30 males and 37 females). The participants in the student interviews were one female with a high level of FLA combined with a high level of FLE and one male with a low level of FLA combined with a high level of FLE. The questions for the survey and the interview were made up of short forms of the Foreign Language Classroom Anxiety Scale and the Foreign Language Enjoyment Scale.

64 percent of the participants in this study experienced either medium or high anxiety levels, and the female participants showed significantly higher FLA levels than the males. 69 percent of the participants in this study had not heard of FLA before answering the survey. A distinctive negative correlation was found between the isolated S-FLES personal enjoyment subscale and the students' levels of FLA. The findings suggest that FLA and FLE are separate constructs and that a high degree of enjoyment does not guarantee a low level of anxiety.

According to the students interviewed in this study, the educator can make the learning context less stressful by creating a safe and inclusive social learning environment and adapting the activities to the students' levels. Being comfortable with making mistakes and using humor can be effective coping strategies if the teacher and the rest of the social class environment join in on it.

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## List of Abbreviations and Acronyms

<b>CA</b>	Communication Apprehension
<b>EFL</b>	English as a Foreign Language
<b>ESL</b>	English as a Second Language
<b>ELCA</b>	English Language Classroom Anxiety
<b>FLA</b>	Foreign Language Anxiety
<b>FLCA</b>	Foreign Language Classroom Anxiety
<b>FLCAS</b>	Foreign Language Classroom Anxiety Scale
<b>FLE</b>	Foreign Language Enjoyment
<b>FLES</b>	Foreign Language Enjoyment scale
<b>L1</b>	First Language
<b>L2</b>	Second Language
<b>LK06</b>	Kunnskapsløftet 2006
<b>LK20</b>	Kunnskapsløftet 2020
<b>PP</b>	Positive Psychology
<b>SLA</b>	Second Language Acquisition

# 1. Introduction

The ultimate mission of the Norwegian educational system is the all-round development of each student. In addition to being educated in the different subjects, they must be taught how to understand themselves and others and make good life choices. When The Norwegian National Curriculum was renewed, the updated version included three interdisciplinary topics for the all-round development of the individual student in all subjects. The interdisciplinary topic "health and life skills" (*folkehelse og livsmestring*) is meant to help the students develop competence to promote their own physical and mental health, develop a positive self-image, handle success and failure, and deal with their thoughts, feelings, and relationships (The Norwegian Directorate for Education and Training, 2017).

Foreign language learning is different from other academic subjects because practicing a new language involves not being able to communicate with others in the safety of the first language (L1). Speaking English in class is the most cited concern (Mak, 2011) and the most anxiety-provoking activity for second language (L2) learners (Horwitz, Horwitz, & Cope, 1986). Horowitz et al. state that educators have two options when dealing with anxious students: "1) they can help them learn to cope with the existing anxiety-provoking situation; or 2) they can make the learning context less stressful" (1986, p. 131).

Foreign Language Enjoyment (FLE) is regarded as a response of the concept of Foreign Language Anxiety (FLA) and has been gaining momentum in Second Language Acquisition (SLA) research since Dewaele and MacIntyre's study in 2014 and is now a prominent feature in positive psychology research (Zeng, 2021). Fredrickson calls for more empirical research on positive emotions since the focus within SLA research and psychology has long been on problems and remedies instead of researching positive emotions and their potential to build enduring personal resources (Fredrickson, 2004).

Even though FLA has received much attention in SLA research since Horowitz et al. first defined the concept of foreign language classroom anxiety (FLCA) in 1986, not much research has been done in the Norwegian school context. Since FLA research suggests that anxiety-related behavior often differs from culture to culture (Horowitz, 2001), FLA research must also be established in Norway. Gjerde (2020), and Skogseid (2019), have laid the foundation of FLA research in the Norwegian context, and this thesis is built on the



impediments for future research that were suggested in their studies. Four Swedish studies have also been considered while developing the research question for this project (Amouna, 2021; Bergström, 2017, Landström, 2016; Nilsson, 2019).

## 1.1 Aim and Research Questions

Based on the existing research on FLA in the Norwegian and Swedish educational context, this study aims to explore further the students' awareness of the concept of FLA, as well as their beliefs and experiences from their own perspectives. The goal of this thesis is to help educators better understand FLA from the students' viewpoint, and how it is connected to FLE, be able to identify students that suffer from FLA, be mindful about how to make the learning context less stressful, and explore how to help students cope with anxiety-provoking situations. This study includes FLE to answer Frederickson's call to explore the role positive emotions have in L2 learning.

Based on Norwegian students' experiences and perspectives of foreign language anxiety and foreign language enjoyment in secondary school, this study has three primary research questions:

1. Do Norwegian students experience foreign language anxiety, and to what degree are they aware of the concept of FLA?
2. To what extent are the students' levels of FLA and FLE related?
3. What are the students' views on how educators can make the learning context less stressful and help their students cope with anxiety-provoking situations?

In order to answer these research questions, a mixed method research design was used. The quantitative part of the project consisted of an online survey based on the short form of the *Foreign Language Classroom Anxiety Scale* (S-FLCAS) (Botes, Dewaele, & Greiff, 2021b) and the short form of the *Foreign Language Enjoyment Scale* (S-FLE) (Botes, van der Westhuizen, Dewaele, MacIntyre, & Greiff, 2021a). The survey was designed to assess whether Norwegian students experience FLA and to what extent they are aware of the concept, and the relationship between FLA and FLE. This part of the study presents the answers of 67 secondary school students.

Two interviews with two Norwegian secondary school students make up the qualitative part of the project: both students experience high levels of foreign language enjoyment (FLE); however, student A experiences a high level of FLA, while Student B experiences a low level of FLA. These students were sampled after two years of classroom observation by the researcher. This thesis draws on a project outline and literature review submitted as a part of an obligatory master course in “Methods and project” at the University of Gothenburg (Fylling, 2021).

## 1.2 Overview of Thesis

This thesis consists of seven chapters. After this introduction, chapter 2 presents relevant theoretical background for foreign language anxiety and enjoyment through the six subchapters 1) Foreign Language Anxiety; 2) Vygotsky's Zone of Proximal Development; 3) Krashen's Affective Filter Hypothesis; 4) Foreign Language Enjoyment; 5) Measuring Anxiety and Enjoyment; and 6) Secondary English Education in the Norwegian School Context. Chapter 3 will present a literature review, which includes relevant international and Scandinavian research done prior to this project. Information about the research design, the participants, the sampling procedures, and the data analysis is presented in chapter 4, and the results from the study are found in chapter 5. Chapter 6 summarizes, discusses, and interprets the results in light of previous research, and chapter 7 presents the study's conclusion, its limitations, and the implications for future research.

## 2. Theoretical Background

This chapter presents the theoretical background for this thesis through subchapters 2.1 Foreign Language Anxiety; 2.2 Vygotsky's Zone of Proximal Development; 2.3 Krashen's Affective Filter Hypothesis; 2.4 Foreign Language Enjoyment; 2.5 Measuring FLCA and FLE; and 2.6 Secondary English Education in the Norwegian Language Context.

### 2.1 Foreign Language Anxiety

The first to define FLA as a concept was Horwitz, Horwitz, and Cope in 1986. They defined FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors

related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Their theory is that FLA differs from other academic anxieties because, generally, high-achieving students could experience anxiety when learning a foreign language while not experiencing anxiety in other subjects. Since 1986, several other studies have supported Horowitz et al.'s theory that FLA is a specific type of anxiety stemming from the uniqueness of learning a foreign language (Oteir & Al-Otaibi, 2019).

In general, anxiety is a natural response to a dangerous or stressful situation involving a psychological and physical response that prepares the body and mind to deal with danger. This response is known as the *fight or flight* response and puts the body, and senses, in an alert and sensitive state by releasing adrenaline into the blood flow. The *fight or flight* response used to be our most important way of dealing with danger in a distant past and still serves an essential function in our lives. In fact, modern-day stresses such as homework deadlines or traffic jams still trigger the response in people in various degrees. For some people, the fight or flight responses can have a negative effect on their lives if they do not know how to cope with them. If the anxiety becomes constant and undealt with, it can negatively affect a person's physical and emotional health because the fight or flight response decreases the immune system's effectiveness (Healey, 2014, p. 16).

Speilberger differentiated between three different aspects of anxiety: 1) trait anxiety; 2) state anxiety; and 3) situation-specific anxiety. The trait aspect is a general personality trait where the person has a stable level of anxiety over time accredited to that person's personality. Unlike the stable level of anxiety that comes with trait anxiety, the state anxiety aspect changes over time and fluctuates in rigor. Students suffering from state anxiety can experience low anxiety levels for a particular test and high levels for another. The situation-specific anxiety perspective is triggered due to a specific situation that occurs systematically over time. Even though people who suffer from state and trait anxiety can experience anxiety while learning a foreign language, FLA is an example of a situation-specific aspect of anxiety since the source is the foreign language in itself (Speilberger, 1983; as cited in Oteir & Al-Otaibi, 2019).

## 2.2 Vygotsky's Zone of Proximal Development

The sociocultural concept "Zone of Proximal Development" (ZPD) was defined by Vygotsky in 1978 as: "the distance between the actual developmental level as determined through

independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86, as cited in Gass, Behney, & Plonsky, 2020, p. 335). The ZPD indicates that learning results from an intrapersonal activity that happens when a challenging task is suitably adapted to the individual's level and that the learner can find support and guidance from a classmate or the teacher. SLA is a complex process involving turning declarative information into procedural knowledge. Learning a new language requires practice and carefully tailored feedback based on the student's personal ZPD (Gass et al., 2020). Piennemann's Processability Theory (PT) proposes that the development of L2 form competence happens in stages by an internal linguistic processor and that the instructor can help the student reach the next developmental stage if he adapts the feedback to the student's ZPD (Gass et al., 2020). In order to help students learn comfortably within their ZPD, the teacher needs to have comprehensive knowledge of the student's interlanguage so that it is possible to differentiate the learning path for each individual student and so reduce FLA.

### 2.3 Krashen's Affective Filter Hypothesis

Krashen's affective filter hypothesis is one of five interrelated hypotheses that together make up Krashen's Monitor Model for language acquisition. This is a fundamental hypothesis within second language learning research, and is important for FLA because it is used to explain how affective factors such as 1) motivation; 2) self-confidence; and 3) anxiety can influence learning by hindering information from reaching the cognitive processing center in the brain. This theory explains how learners experience anxiety, tension, and lack of self-confidence when the affective filter increases, which ultimately hinders the students from learning. Low affective filters will not lead to anxiety and allow the learners to process input without cognitive disturbance. By considering the affective filter, the educator can create a low-anxiety classroom atmosphere by making sure the input the students receive is adapted to their individual level. Lowering the affective input can be done by removing the focus on form and valuing communication, not insisting on language production until the students are ready, and creating a supportive classroom environment (1982; as cited in Gass et al., 2020).

## 2.4 Foreign Language Enjoyment

The concept of FLE is defined as "a broad positive emotion that is experienced by language learners when their psychological needs are met during challenging language-learning activities" (Botes et al., 2021a). Barbara Fredrickson is regarded as a pioneer within positive psychology research and has developed the *broaden-and-build theory*, which argues for a clear differentiation between positive and negative emotions. The idea behind this theory is that different emotions lead to specific action tendencies. For example, anger leads to destruction, disgust leads to rejection, and fear leads to protective behavior (Dewaele & MacIntyre, 2014).

According to Fredrickson, positive emotions have a complementary effect:

- Joy creates the urge to play and be creative.
- Interest creates the urge to explore, take in new experiences, and expand the self.
- Contentment creates the urge to be thankful, savor current circumstances, and integrate these circumstances into the new worldview (Fredrickson, 2004, p.1367).

Fredrickson states that these distinct positive emotions experienced within safe environments and relationships can create "recurring cycles of urges to play with, explore and savor our loved ones. These various thought-action tendencies: to play, explore, or savor and integrate each represent ways that positive emotions broaden habitual modes of thinking or acting" (Fredrickson, 2004, p. 1370).

Other studies that considered positive emotions an important factor in language learning often embed motivation. For instance, Gardner proposed a series of affective variables accredited to the motivated learner, such as positive attitudes towards the target language and the speakers of the language and interest and desire to learn the FL. Similarly, Clément's socio-contextual model suggests that the motivational process of self-confidence reflects low levels of anxiety- and positive perceptions of competence (Clément, 1980, 1986; Gardner, 1985, 2010; as cited in Dewaele & MacIntyre, 2014).

Botes et al. (2021) refer to research that has brought forth evidence for different aspects of the FL classroom where FLE has a positive impact. FLE has been linked to better academic achievement, quicker comprehensibility development, greater self-perceived competence,

motivation to learn the target language, willingness to communicate in the target language and lower Foreign Language Classroom Anxiety (2021a).

## 2.5 Measuring FLCA and FLE

When Horowitz et al. introduced the concept of FLCA in 1986, they also created a 33-item measure titled "the Foreign Language Classroom Anxiety Scale (FLCAS)." The FLCAS measures communication apprehension, fear of negative evaluation, test anxiety, negative attitudes, feelings towards the subject, and subjective perceptions and beliefs. The 33 items are rated on a 5-point Likert scale numbered 1-5 (1= strongly agree, 5= strongly disagree) and aim to assess the learner's level of FLA (Horwitz et al., 1986). Over the last three decades, the validity and reliability of the FLCAS have been thoroughly tested, and the outcome shows that the FLCAS is a valid measure of FLA, which has been accepted by several language researchers (Botes et al., 2021b).

In 2014, Dewaele and MacIntyre used an extraction of 8 items from the FLCAS to explore the relationship between FLA and FLE. These particular items were chosen to reflect the "physical symptoms of anxiety, nervousness, and lack of confidence" (Dewaele & MacIntyre, 2014, p. 243). Since 2014, these eight items have become known as the Short-Form Foreign Language Classroom Anxiety Scale (S-FLCAS) and have been used in several research publications instead of the full FLCAS (Botes et al., 2020; Dewaele et al., 2019, Moskowitz & Dewaele, 2020; as cited in Botes et al., 2021b). In 2021 Botes et al. conducted a study to ensure the reliability and validity of the S-FLCAS. The study concluded that the short-scale is fully invariant across educational levels, L1 groups, age, and gender and recommended using S-FLCAS in future peer-reviewed research (Botes et al., 2021b).

When Dewaele and MacIntyre first introduced FLE as a concept in 2014, they included the 21-item Foreign Language Enjoyment Scale (FLES) as the measurement tool. Since then, the FLES has been used in several different studies in a variety of adaptations and translations. The original FLES was developed based on Ryan et al.'s Enjoyment Scale (as cited in Botes et al., 2021a) and refers to personal enjoyment of learning, the atmosphere in the classroom, peers, and the teacher. Like with the S-FLCAS, there was a need for a shorter version of the FLES to make it less time consuming to research FLE. A couple of short versions were

created without being thoroughly validated, and with this in mind, Botes et al. went through an extensive process of shortening the 21-item FLES to a valid 9-item version. The 9-item Short Foreign Language Enjoyment Scale (S-FLES) represents the three subscales; 1) teacher appreciation; 2) personal enjoyment; and 3) social enjoyment (2021a).

## 2.6 Secondary English Education in the Norwegian Language Context

Compared to its ‘predecessors, the Norwegian National Curriculums *Kunnskapsløftet 2006* (LK06) and *Kunnskapsløftet 2020* (LK20) primarily value the communicational aspect of the English language; that is, being able to communicate meaning is more important than speaking with a standard accent or using correct grammatical forms (Norwegian Directorate for Education and Training, 2019). This notion supports Krashen’s affective filter hypothesis. Today, speaking with a native accent is not a part of any of the competence aims of ENG01-04. Therefore students may speak with a Norwegian accent without fearing a negative outcome on their assessment. Despite this, a Norwegian study from 2014 points out that the native speaker norm still affects teachers and students to some extent. According to Simensen, teachers failed to get behind the new notion of normalizing the Norwegian accent and making English as a Lingua franca the new language model (2014, p.15). Additionally, a study from 2019 indicates that students still believe that speaking a standard variant will lead to better grades (The Norwegian Directorate for Education and Training, 2020a, p. 45).

## 3 Literature Review

This chapter presents the literature review for this thesis through subchapters 3.1 Foreign Language Anxiety Awareness; 3.2 Facilitating and Debilitating Anxiety; 3.3 Anxiety, Enjoyment and Gender Differences; 3.4 Causes; 3.5 Effects; and 3.6 Scandinavian Research on Foreign Language Anxiety.

### 3.1 Foreign Language Anxiety Awareness

Vogel and Schwabe report that “stress has far-reaching consequences on our ability to learn and remember, with significant implications for the educational setting” (2016, p. 7). Stressful events frequently appear in the educational setting with many assessments, deadlines, interpersonal conflicts, and other situations that create pressure to perform. Therefore, those

involved in education must be aware of the effects stress and anxiety have on learning and memory. People handle stress and anxiety differently; some are better at coping with negative emotions than others. Because of the wide range of possible stress effects in school, it is crucial to raise awareness for students and teachers so that all students can be equipped with strategies for coping with anxiety and stress (Vogel & Schwabe, 2016).

### 3.2 Facilitating and Debilitating Anxiety

FLA research differentiates between two types of anxiety: facilitating anxiety, which is described as a positive type of anxiety that can help motivate students for language learning, and debilitating anxiety, which is described as a negative type of anxiety that motivates students to avoid language learning (Albert & Haber, 1960).

The effects of debilitating anxiety, which harms language learning, have been the area of focus for a series of studies over the years (Brown, 2007; MacIntyre, 1999; Horwitz et al, 1986; Oxford, 1999). In addition, researchers have looked into facilitating anxiety (Bailey, 1983; Ellis & Ellis, 1994). Kleinmann found that highly anxious foreign English language students tended to use English syntactic structures which their native English speaking peers avoided, such as English passive forms. Even though Kleinmann's study suggested that anxious students developed a more varied language in some aspects, the study did not manage to establish a clear relationship between anxiety and language achievement (Kleinmann, 1977; as cited in Oteir & Al-Otaibi, 2019). Spielmann and Radnofsky studied FLA in connection with the ethnography of the learner. They found that language learning creates a type of tension in the language learner that might be beneficial. However, this tension depends on the learners' personal prior beliefs and experiences about language learning and is not necessarily facilitative for all learners (Spielmann & Radnofsky, 2001)

Horowitz strongly argues against the concept of facilitating anxiety and states that "Since language learning is difficult, long-term, and high-stakes for many learners, the notion that students need and that teachers should promote anxiety is truly disturbing to me" (Horowitz, 2016, p. 934), and most researchers seem to agree with Horowitz that anxiety is an affective factor which has a negative impact on language learning and production (Cheng, Y., Horowitz,



& Schallert, 1999; Ellis, 1994; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Young, 1991).

### 3.3 Anxiety, Enjoyment and Gender Differences

In their study on anxiety and enjoyment in the foreign language classroom, Dewaele, MacIntyre, Boudreau, and Dewaele found distinct differences between the levels of anxiety and enjoyment for girls and boys, where the female participants experienced both higher levels of FLA and FLE than the males. Even though they warn against using simplified and stereotypical concepts of gender differences in a world where gender is not perceived as a “clear-cut binary category” (2016, p. 42), the differences between the two biological genders in SLA research are so profound that it makes sense to investigate them further.

Neuroscience research has uncovered significant differences in how men and women process events. Women have shown to react more strongly to negative stimuli than men and generally show more positive and negative emotions than men. FLA gender research has shown conflicting research; some studies point to the fact that women have lower FLA levels than men, others indicate that men have lower FLA levels than women, and some conclude that there is no difference at all (Dewaele et al., 2016).

### 3.4 Causes

In 1991, Young discerned six different causes of language anxiety stemming from three primary sources. The primary sources are 1) the learner; 2) the educator; and 3) the instructional practice and the six different causes of language anxiety are 1) interpersonal and intrapersonal anxiety; 2) learner beliefs about language learning; 3) instructor beliefs about language learning; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing (p. 427).

According to Oteir and Al-Otaibi, more recent research on what causes FLA largely coincides with Young's three primary sources (2019). Luo accredited the classroom atmosphere, learner attributes, the target language, and the language learning process as the main sources of FLA

(Luo, 2012). Similarly, MacIntyre and Macdonald stated that "the beliefs of both language students and language teachers, and the classroom context, may contribute to anxiety arousal" (MacIntyre & MacDonald, 1998, p. 41). Liu and Jackson also stress the primary causes of FLA being teacher correction of learner errors, fear of making mistakes, and fear of speaking in front of peers or teachers (Liu & Jackson, 2012).

Based on Liu- and Jackson's (2012) emphasis on the interaction between peers, the learner, and the educator in the classroom and the instructional practice, and Luo's (2012) accreditation of the classroom atmosphere, the learning environment is regarded as important as well. As mentioned before, Horowitz et al. state that educators have two options when dealing with anxious students, either 1) make the learning environment less stressful; or 2) teach the students how to cope with the existing anxiety-provoking situations (1986). Since it is important to understand the causes of FLA in order to create a better learning environment or help the students develop coping strategies, this chapter will present causes to FLA under the two subchapters, 1) The Educator and the Learning Environment; and 2) the Learner.

### 3.4.1 The Educator and the Learning Environment

According to The Norwegian Directorate for Education and Training, the school must create a good learning environment and differentiate the teaching and training for, and in collaboration with, the individual student. If the students feel anxious or unsafe, this might negatively affect learning. At the same time, a supportive and benevolent atmosphere is the base of a positive environment where the students feel encouraged to advance academically and socially. In addition, the school must facilitate for "learning for all pupils and simulate each pupil's motivation, willingness to learn and faith in their own mastering" (The Norwegian Directorate for Education and Training, 2017, p. 17)

In his study, Dewaele found that the development of FLA is more often caused by the learning environment rather than a personality trait (2002, p. 35). Price found that the most anxiety-increasing situation for language learners is when they are ridiculed in front of their peers. Furthermore, he found that students who worry too much about being embarrassed in

class tend to overstudy to “compensate for the negative effects of anxiety arousal by an increased effort at learning” (Price, 1991, as cited in MacIntyre, 1998, p. 34).

According to Lillejord, Manger, and Nordahl a positive relationship between the student and the teacher is essential for the student's motivation, development, and learning. Even though the students contribute to this relationship, the responsibility of building a positive relationship belongs to the teacher (2011). According to Young, authoritative teachers can provoke anxiety in language learners using motivational techniques based on fear and humiliation (1991). Many other studies support the claim that the attitudes, personalities, and leadership styles of the teacher can be sources of FLA (Aydin, 2016; Kruk, 2018; Sammephet & Wanphet, 2013). Aydin found that how the teacher addresses the mistakes made by the learner can lead to anxiety (2016).

In 1991, Young emphasized that educators should be mindful of when, how often, and how they correct errors and that overly focusing on perfection and teacher-centered instruction can lead to an anxious learning environment (1991, p. 429). According to The Norwegian Directorate for Education and Training, the best practice, with regards to increasing motivation and learning, for error correction and feedback by the educators, is by providing students with formative assessment, which includes information about where they are in the learning process, what they have already mastered, and feedback on how to reach the next level of competence (The Norwegian Directorate for Education and Training, 2020b).

In 2011, Mak conducted research on Chinese learners of English based on the Foreign Language Classroom Anxiety Scale (FLCAS) in order to identify which classroom activities and teacher behaviors were the most anxiety-provoking based on five different factors:

1. Speech anxiety and fear of negative evaluation
2. Negative self-evaluation
3. Fear of failing the class/consequences of personal failure
4. Negative attitudes towards the English classroom
5. Uncomfortableness when speaking with native speakers

Mak presented the students with eight different teacher behaviors or classroom activities, and they were asked to indicate their anxiety level for the different situations from 1% (low) to 100% (high) (Table 1). Mak found that the highest anxiety was experienced during teacher error correction (72,9%) and while having to speak in front of the class (72,2%) (Mak, 2011, p. 209).

Item No	Teacher behavior and Classroom activities (Anxiety level)	Percentage
1	When the teacher is assessing you when you speak	72,9 %
2	When speaking in front of class	72,2 %
3	When given a short time to think about the answer before speaking in class	69,1 %
4	When your classmates are assessing you when you speak	67,9 %
5	When speaking in a group of 3-4 people in class	33,6 %
6	When given a long time to think about the answer before speaking in class	32,7 %
7	When speaking in pairs in class	27,8 %
8	When you are allowed to use some L1 in an English class	26,1 %

**TABLE 1: STUDENT ANXIETY LEVEL RELATED TO TEACHER BEHAVIOR AND CLASSROOM ACTIVITIES (MAK, 2011, P. 209)**

As illustrated in table 1, the most anxiety-provoking situation for the Chinese EFL learners that participated in Mak's study was being assessed by the teacher while they spoke, and the minor anxiety-provoking activities were being allowed to speak in pairs and to be allowed to use their L1. This reflects the core reason why FLA is different from other types of academic anxieties since the students are deprived of their usual means of communication, which is their L1. Without the L1, they experience becoming a more limited version of themselves (Horowitz et al., 1986).

For a long time, the "monolingual approach," or exclusive or maximum use of the target language, was promoted in foreign language education, and until recently, this approach was rarely challenged (Alshehri, 2017). However, newer research has pointed to several beneficial effects of using the students' L1 while learning an FL. Using the L1 can help with classroom management issues such as discipline, organization, and task setting, help with understanding

the meaning behind the TL, explain grammatical points and code-switching, and create a more relaxed and cohesive classroom environment (Alshehri, 2017). Furthermore, Alshehri refers to Bhooth, Azman, and Ismail, who stress that using L1 during collaborative tasks can help students adapt the situation to their ZDP (2014; as cited in Alshehri, 2017).

### 3.4.2 The Learner

Horowitz et al. state that FLA is related to three performance-related factors; 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation (1986, p.127). Students can experience these performance-related factors as a result of FLA or FLA as a result of the performance-related factors. As mentioned in the introduction of this chapter, Young identified several anxiety-provoking factors in the classroom. These are closely tied to the performance-related factors stated by Horowitz et al. that are related to the learner's beliefs about language learning. Young recognized three significant factors that contributed to FLA; 1) lack of self-confidence; 2) competitiveness; and 3) unrealistic learner beliefs (1991, p. 426). Clement, Dörnyei, and Noels' study on attitude, anxiety, motivation, and perception of own learning environment concluded that FLA comes from the learner's characteristic internal motivation and not from the external environment (1994, p. 417).

Young refers to personal, intrapersonal, and interpersonal issues as the most discussed FLA causes. Intrapersonal determinants of FLA are connected to the learner's character, attitudes, and beliefs about learning the FL. In contrast, personal or interpersonal determinants are bound to social interactions between students and teachers. Young highlights *lack of self-confidence* and *competitiveness* as the two most significant sources of FLA in this regard (Young, 1991, p. 427). Bailey, Onwuegbuzie and Daley, Yamini and Tahriri, and Young all found that learner's perception is one of the most fundamental causes of FLA and that they will have an increased level of FLA if their self-esteem is low (Bailey et al., 2000; Yamini and Tahriri, 2006; Young 1992).

*Communication apprehension* is "a type of shyness characterized by fear or anxiety about communicating with people" (Horowitz et al.,1986, p. 127). According to Nunan, communication apprehension is often a result of lacking self-confidence and can be connected to; 1) low proficiency in the TL, which results in the student lacking the confidence needed to try to answer; 2) being afraid of making a mistake and being judged by, ridiculed, or

negatively perceived by their classmates; 3) being stressed because the teacher did not give them time to think before expecting an answer; 4) the belief that teachers only expect high-achieving students to answer; and 5) the students receiving incomprehensible input because the questions prompted or activities the students worked with would be too tricky (Nunan, 1999).

Sparks believes that low cognitive skills are the reason students struggle with language learning, and this results in FLA (Sparks, 1995; as cited in Dörnyei, 2005). According to Sparks, mostly low-achieving students struggle with FLA and points to a correlation between being motivated and having a positive attitude towards the language and having low anxiety levels. However, Gregersen and Horowitz argue that not only do low-achieving students suffer from FLA, their study indicates that perfectionists and high-achievers can develop FLA due to setting impossibly high standards for themselves. These students are concerned with receiving negative evaluations from their teachers or peers; they try to avoid making mistakes and waste much time procrastinating (2002, p. 568). Even though making mistakes is a crucial part of language learning, this type of student will avoid making mistakes in front of their peers or teacher because of the "difficulty of making positive social impressions when speaking a new language" (Gregersen & Horwitz, 2002, p. 562).

Young describes that some learners have unrealistic beliefs about language learning with too high expectations for themselves, which can lead to FLA. This can be either expecting to manage to speak with a native accent, having a cultured and broad vocabulary, knowing the perfect grammar, or learning the language in a brief amount of time (1991, p. 427).

### 3.5 Effects

Several studies have concluded that FLA has adverse effects on language learning (Horwitz et al., 1986; MacIntyre, 1999; Marwan, 2016), and Oteir & Al-Otaibi categorize the harmful effects into five different categories based on several different studies:

- 1) High levels of FLA lead to poor academic achievements (Horowitz, 2001) and highly anxious students are more likely to drop out (Bailey et al., 2000).

- 2) FLA leads to the students experiencing unwillingness to communicate in the target language (Horowitz et al., (2010).
- 3) FLA functions as an affective filter which hinders information being processed by the students cognitive processing system (Krashen, 1982; and MacIntyre & Gardner,1989; as cited in Oteir & Al-Otaibi, 2019).
- 4) FLA has negative influence on affective factors such as attitude and motivation (Oteir & Al-Otaibi, 2019).
- 5) FLA leads to students becoming worried, forgetful, and miserable (Oteir & Al-Otaibi, 2019).

### 3.6 Scandinavian Research on Foreign Language Anxiety

The research questions for this study were chosen based on existing research on FLA in Norway and Sweden. In this chapter, two Norwegian and four Swedish studies on FLA will be examined and used as a background and stepping-stones for this study.

In Norway, Gjerde conducted her study on both students and teachers in lower secondary. The study aimed at exploring students' and teachers' beliefs, practices, and experiences about language anxiety in oral activities and involved a total of 3 teacher interviews, 5 student-focus-group interviews, and 49 student surveys. The results from this study showed the following: The beliefs of the teachers in the study can be summarized into four points: 1) teachers believed that lack of self-confidence and introversion was the reason behind student FLA; 2) the teachers had all experienced students suffering from FLA, but none had learned about it in their teacher-education 3) the teachers found the most anxious students to be high-achievers; 4) teachers used predictable lesson structures and positive oral activity experiences as a means to reduce FLA. The students and the teachers of this study agreed that the most anxiety-increasing activities were the most self-exposing ones, such as reading aloud in front of the class or oral presentations. Both students and teachers believed that using social media and low self-exposing activities such as speed dating, group work, and table games had the potential to reduce FLA. The students attributed FLA to fear of making mistakes in front of

their peers, receiving a critical assessment, or being ridiculed. Furthermore, they found it anxiety-reducing that their teachers behaved calmly and patient and primarily used English as the primary language in the EFL classroom (Gjerde, 2020).

Skogseid examined educators' awareness of foreign language anxiety (FLA), specifically communication apprehension, in Norwegian lower secondary schools (2019, p. ii). The study collected answers through a survey from 83 teachers in addition to 6 teacher interviews and found that the teachers in her study are generally aware of the term FLA, even though they are not necessarily aware of apprehensive students in their classroom. On the other hand, the study showed that most of the teachers employed pedagogical strategies to reduce speech anxiety in their classroom, such as reducing the number of students per class, oral activities in pairs or small groups, and using digital devices for evaluation (Skogseid, 2019).

Four other relevant studies have been conducted in the Swedish school context: In her study, Nilsson used a modified version of the FLCAS in ten different primary school classrooms and found that 18,2% of the participants scored high on the foreign language anxiety scale (2019). In his comparative study on lower and upper secondary school students, Bergström found that the speaking-anxiety levels were the same for students in the different school levels. Furthermore, the most notable difference he highlighted in his study was that girls generally showed much higher levels of FLSA than the boys and that only low-proficiency students experienced speaking anxiety (2017). Landström found that the significant sources of anxiety were; 1) fear of negative evaluation; 2) teacher-induced anxiety; and 3) general anxiety. Furthermore, he found 60% percent of the participants in his study to be highly anxious. Contrary to what Bergström concluded, Landström found distinctly higher anxiety in lower secondary education than in upper secondary (2016). Amouna found that 59% of the participants in his study experienced medium anxiety levels, while 15% suffered from high anxiety levels, and that the most anxiety-provoking situations were monologic activities such as oral presentations (2021).

The small number of study participants in the studies referred to above means that the results cannot be generalized to the general Norwegian or Swedish school context, so further



examination of the same topics would strengthen the results from previous studies. Since Skogseid only explored the teachers perspective, she suggests researching students' perspectives as well: "What are the experiences of Norwegian students in the EFL classroom, during which activities and situations do they experience anxiety, and what can their teacher do to alleviate the anxiety?" (Skogseid, 2020, p. 71). Furthermore, Skogseid proposes using the FLCAS by Horwitz et al. (1986) (2020). Gjerde suggests further research to investigate "the scope of students struggling with language anxiety in a higher number of Norwegian schools" and "how teachers' and their students' beliefs and the learning environment affect students' language anxiety" (2020, p. 82).

## 4 Method

The purpose of this thesis is first to investigate whether Norwegian secondary language learners experience FLA and to what degree they are aware of the concept. Secondly, this study aims to explore to what extent the students' levels of FLA and FLE are related, and thirdly to see what the students' views are on how educators can make the learning context less stressful and help their students cope with anxiety-provoking situations.

To answer these questions, a mixed methods research design has been used, combining a quantitative online survey with qualitative in-depth interviews that allowed the participants to elaborate on their thoughts and feelings about the survey, the concept of FLA, and their experiences of FLA and FLE. Subchapter 4.1 will describe the strategies employed in the quantitative part of the study, as well as discuss the reliability and validity of the survey. Subchapter 4.2 will describe the quantitative research design leading to the interview, subchapter 4.3 will describe how the participants for this study were sampled, and subchapter 4.4 will explain how the data has been analyzed.

### 4.1 Online Survey

A survey is typically a quantitative research method where the participants choose a suitable answer to a preset question. From there, the data can be converted into numbers to be processed statistically and analyzed. Surveys typically contain three types of data; 1) factual; 2) behavioral; and 3) attitudinal. Factual data concerns personal information about the

respondents, such as their age, gender, religion, or education. Behavioral questions regard the respondents' present or past experiences, and attitudinal data aims to map the respondents' thoughts, attitudes, values, and beliefs (Dörney & Taguchi, 2010).

Respondents, especially young survey participants, often have a limited attention span and dislike spending too much time answering a survey (Dörney & Taguchi, 2010). If the survey is too time-consuming, respondents might lose interest and either leave the survey or answer at random; therefore, it is advised to try to make the survey as short, simple, and limited as possible without risking the validity and reliability of the study (Dörney & Taguchi, 2010).

The survey for this study comprises factual, behavioral, and attitudinal questions and is divided into four parts (see Appendix A). After the introductory information about the study, and the box where the informant consented to participate, two factual questions were posed related to mapping the age and gender of all the participants. Following came the main part of the survey, which consists of a Norwegian translation of the S-FLCAS (8 questions) and the S-FLES (9 questions), which are all related to either the behavior or attitudes of the respondents. In addition to these 17 questions, another final question was posed to map whether the participants had heard of the concept of FLA before participating in this study. The study consists of 20 questions, and took about 5-10 minutes to finish.

#### 4.1.1 Reliability and Validity

In 2021, Botes et al. (2021a; 2021b) conducted studies to ensure the validity and reliability of both the S-FLCAS and the S-FLES. The studies concluded that the S-FLES "provides a valid and reliable short-form measure of FLE, which can easily be included in any battery of assessments examining individual differences in language learning" (Botes et al., 2021a, p.2), and they concluded with the following about the S-FLCAS: "on the whole, the psychometric evidence behind the S-FLCAS is overwhelmingly positive, and we recommend its future use in applied linguistics research" (Botes et al., 2021b, p.35).

In order to administrate these questionnaires to Norwegian students, the S-FLCAS and the S-FLE were translated to Norwegian. Dörney and Taguchi advise against translating

questionnaires and stress that poor translations can lead to that single items or whole scales not working as intended (2010). The Norwegian Centre for Research Data stresses the importance of adapting the information about the project to the participant's level and linguistic abilities (2022). Since the participants were chosen randomly, it was not easy to know how to adapt the questions in English, and the questionnaire was therefore administered in Norwegian.

## 4.2 Interview

In order to gain a better understanding of the S-FLES and the S-FLCAS and the thoughts, experiences, perspectives and views of one highly anxious student, and one student with a very low level of anxiety (both identified from classroom observation), a semi-structured face-to-face approach was chosen for the interview. A semi-structured interview facilitates for the interviewer to build a more personal tone and relationship with the participant which can result in a more open conversation. Here, there exists a guide for the interview, yet it is open for the conversation to take unexpected turns (Postholm, 2005).

The interview guide was prepared before the interview and includes the S-FLES and the S-FLCAS as well as two follow-up questions asking the participants to describe one situation that they really enjoyed and how that felt, and one situation that made them really anxious and how that felt (see Appendix C). Within this parameter, the participants are free to elaborate and talk freely about their thoughts, feelings, memories, perspectives and views about both FLE and FLA.

## 4.3 Sampling Participants

In Norway, there are strict guidelines for all educational research. All students under 15 years of age need their guardians' legal consent to participate in any study, even anonymous online surveys. Furthermore, it is essential that participation in school research is voluntary and that all participants understand their rights. In smaller research projects with non-sensitive data, such as this project, people over the age of 15 will be able to consent to participation themselves (The Norwegian Centre for Research Data, 2022).

### 4.3.1 Survey

This study aimed at receiving as many participants from the target population as possible and used what Dörney and Taguchi refer to as a non-probability sampling technique. This technique makes it challenging to achieve a high level of representativeness in the sample of the target population, which makes the generalization of the results implausible (2010). However, this study explores Norwegian EFL learners' existing thoughts and attitudes and does not aim to generalize the findings to the target population.

Random and opportunity sampling procedures were used to find participants for this study. Random sampling involves including a selection of members from the target population on a completely random basis (Dörney & Taguchi, 2010). The sampling was done by sharing information about the study on various Facebook pages made by and for members of the Norwegian educational community: "Engelsklærere" with approximately 18,600 members, "Undervisningsopplegg" with almost 74,000 members, and "Status lærer" with close to 34,000 members.

Opportunity sampling involves choosing members based on a specific practical criterion (Dörney & Taguchi, 2010). In this study, previous and current students in the researcher's institution were asked to participate, which is what Dörney and Taguchi would refer to as a convenience sample. Since the survey is fully anonymous and there is no question mapping the geographic background of the participants, it is not easy to know which one of the two sampling procedures drew the most participants.

A total of 67 participants (30 males and 37 females) completed the online questionnaire. Participants went to 9th or 10th grade in lower secondary school, or VG1, the first year of upper secondary school. The sampling of this study, however small, still achieves the basic statistical requirement that a sample should have at least 30 people (Hach & Lazaraton, 1991, as cited in Dörney & Taguchi, 2010), and from the perspective of statistical significance, that the sample should have a minimum of 50 people.

### 4.3.2 Interview

The participants in the interviews was one Norwegian EFL student who experienced a very high level of anxiety and one that experienced a low level of anxiety. The participants were selected because they possess specific vital characteristics that were identified after two years of classroom observation. The highly anxious student (Student A) and the student with a low level of anxiety (Student B) attended the researcher's EFL class for two years. They exhibited typical behavior for their level of anxiety. Both students were asked if they wanted to participate in the project, and both volunteered to do so. At the time of the interview, both students were 17 years old and were just about to start their second year of higher secondary school.

The participants were sent consent forms with thorough information about the project to read before deciding to participate in the interview. The information also included essential information about their role in the project, the interview, contact information, and how they could withdraw from the project at any time, should they change their minds. The participants were also informed about the researcher's confidentiality and that their anonymity would be total. Copies of the consent form were brought to each interview, and the participants were asked to sign them before the interview.

This part of the project had to be reported to and approved by the Norwegian Center for Research Data because a voice recorder was needed for the interview, and a person's voice is considered sensitive data. The interviews were recorded with Nettskjema's app "Diktafon," which immediately cryptates the recordings and stores them safely. Recording the interviews was necessary so that the researcher could participate in an engaged conversation with the participants without having to take notes. In addition, notes can be written too fast or misinterpreted, while recordings can be transcribed word-for-word. Both interviews were conducted in Norwegian because both participants chose that language for the interview. The researcher and the participants already knew each other well and were most comfortable speaking Norwegian together.

## 4.4 Data Analysis

This subchapter describes how the data collected in this study was analyzed through subchapter 4.4.1 Survey; 4.4.2; Framework for Survey Analysis; and 4.4.3 Interview.

### 4.4.1 Survey

The S-FLCAS and the S-FLES use a 5-point Likert scale ranging from “strongly agree” to “strongly disagree.” To ensure that the sample for this particular study was familiar with the wording of the Likert scale, the 5- point scale was changed to range from “always” to “never” which all Norwegian students have experienced through *Elevundersøkelsen*.

*Elevundersøkelsen* is a mandatory survey for all Norwegian students in grades 7, 10, and vg1, and is used by the schools, municipalities, and the state to improve education (The Norwegian Directorate for Education and Training, 2022).

In order to make a high score on the anxiety scale and low score of the enjoyment scale correlate, the S-FLCAS questions (items) 1-3 and 6-8 (group 1) and the S-FLES and S-FLCAS items 4-5 (group 2) had to be reverse coded as compared with each other. The items in group 1 are posed in such a way that low numbers are consistent with a low level of anxiety if the answers range from “never” (1) to “always” (5). If the items in group 2 are to be consistent with group 1 where a low score reflects low anxiety, the answers have to range from “always” (1) to “never” (5). For example, if the student answers S-FLCAS item number 1 “even if I am well prepared for FL class, I feel anxious about it” and always has this experience, he will answer 5 (always) which is consistent with a high level of anxiety. On the other hand, if the student is posed S-FLCAS item number 4 or 5, the scale needs to be reversed in order to correlate to a high level of anxiety because the wording of the item is reversed. For example, if the student answers S-FLCAS item number 4 “I don’t worry about making mistakes in FL class”, answering 5 (always) to this question will not be consistent with a high level of anxiety, on the contrary, answering “always” to this item will indicate that the student never worry about making mistakes in class. The S-FLES has been added to group 2 in this context so that a low score reflect a high level of enjoyment, while a high score points to a low level of enjoyment. The 5-point Likert scales for the two groups of S-FLCAS and S-FLES items are illustrated in table 2 below:

<b>Group 1: S-FLCAS items 1-3 and 6-8</b>	<b>Group 2: S-FLCAS items 4-5 and S-FLES</b>
1 = never	1 = always
2 = rarely	2 = often
3 = sometimes	3 = sometimes
4 = often	4 = rarely
5 = always	5 = never

**TABLE 2: LIKERT SCALES FOR S-FLCAS AND S-FLES**

#### 4.4.2 Framework for Survey Analysis

The data was exported from *Nettskjema* to *Excel* in order to analyze the data. First, each participant's score was summed to decide the individual levels of enjoyment and anxiety. As explained in the previous subchapter, a high total score is consistent with low anxiety / high enjoyment, while a low total score reflects high anxiety / low enjoyment. Since the S-FLCAS is made up by a total of eight items, the total individual score ranged from a minimum of 8 points, if a student answered 1 to each of the items, to a maximum of 40 points, if the student answered 5 on each item. Since the S-FLES contains 9 items, the total individual score range from a minimum of 9 points to a maximum of 45 points.

Both scales were divided into 3 levels of low, medium, and high anxiety/enjoyment. This was done by dividing the total points one individual participant could score by 3 (levels of anxiety/enjoyment). On the S-FLCAS it is possible to score 40-8 points in total since the range goes from minimum 8 points to maximum 40. 32 points divided by 3 equals 10,67 points. Students scoring between 8-10 points are classified as having low anxiety, those with a score between 20-30 points as medium anxious, and those with a score between 31 and 40 are viewed as highly anxious. In order not to overclassify students as highly anxious, the low, and medium category both include 11 points, while there are 10 points in the high anxiety category. The same formula was applied to the S-FLES in order to categorize the students within the three different levels of enjoyment high, medium and low. The following tables illustrate the distributions of levels of anxiety based on the total score of each student for the S-FLCAS (table 3) and the S-FLES (table 4):

<b>Low Anxiety</b>	<b>Medium Anxiety</b>	<b>High Anxiety</b>
8 - 19	20-30	31-40

**TABLE 3: DISTRIBUTION OF LEVELS OF ANXIETY BASED ON S-FLCAS-SCORE**

<b>High Enjoyment</b>	<b>Medium Enjoyment</b>	<b>Low Enjoyment</b>
9-21	22-33	34-45

**TABLE 4: DISTRIBUTION OF LEVELS OF ENJOYMENT BASED ON S-FLE-SCORE**

After deciding on the individual levels of FLCAS and FLE, the data was studied from different angles to see if any trends or patterns were emerging within the individual scales or from combining the FLCAS with the FLES. Some of the data needed to be analyzed by looking at the percentage of answers to individual questions to compare the gender samples. Others were examined based on the average scale point score out of 5. In this case, the answers to each individual item from the entire sample, the isolated females and males were summed together and divided by the number of participants.

#### 4.4.3 Interview

After completing the interviews, the recordings were transcribed and rewritten in shorter formats. First, the interviews were analyzed to provide short background information on the two interview objects, Student A and Student B, before presenting relevant answers to each of the S-FLCAS and S-FLES questions. Relevant answers in this regard are FLE / FLA experiences, the students' awareness of the FLA concept, their views on how educators can make the learning context less stressful and if they have developed FLA coping strategies.

## 5 Results

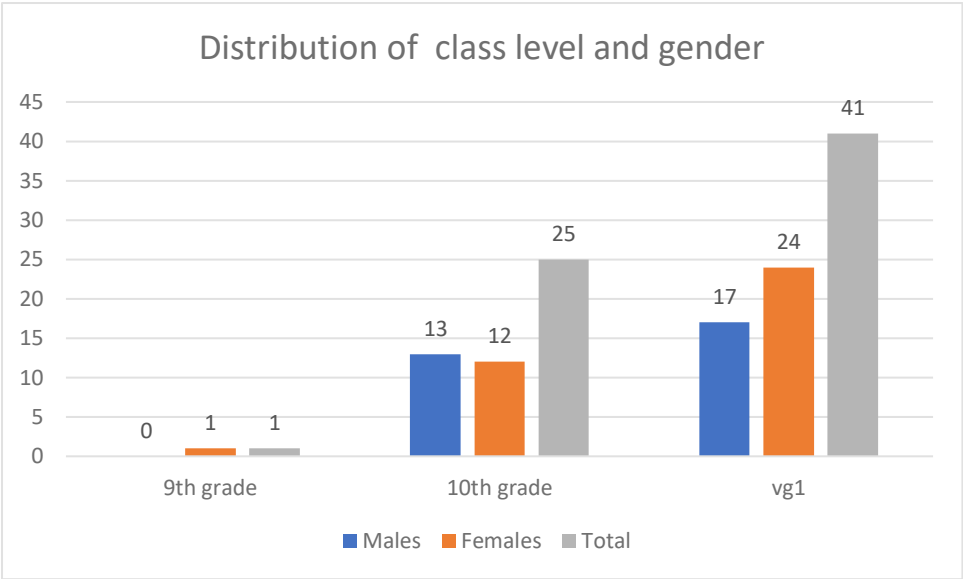
This chapter presents the results from the quantitative questionnaire and the two qualitative interviews. The quantitative research is presented in subchapter 5.1 and 5.2, while the qualitative research is presented in subchapter 5.3.



### 5.1 Quantitative Research – Student Survey

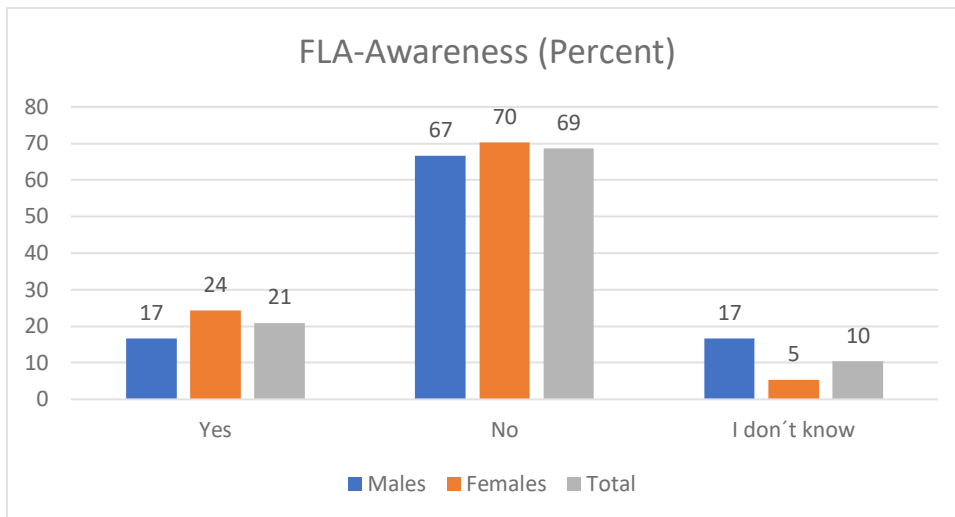
This subchapter presents the results from the online survey through the subsections 5.1.1 Background Information and FLA Awareness; 5.1.2 S-FLCAS; 5.1.3 S-FLES; and 5.1.4 S-FLCAS and S-FLES.

#### 5.1.1 Background Information and FLA Awareness



**FIGURE 1: REPRESENTATION OF PARTICIPANTS’ GENDER AND CLASS LEVEL**

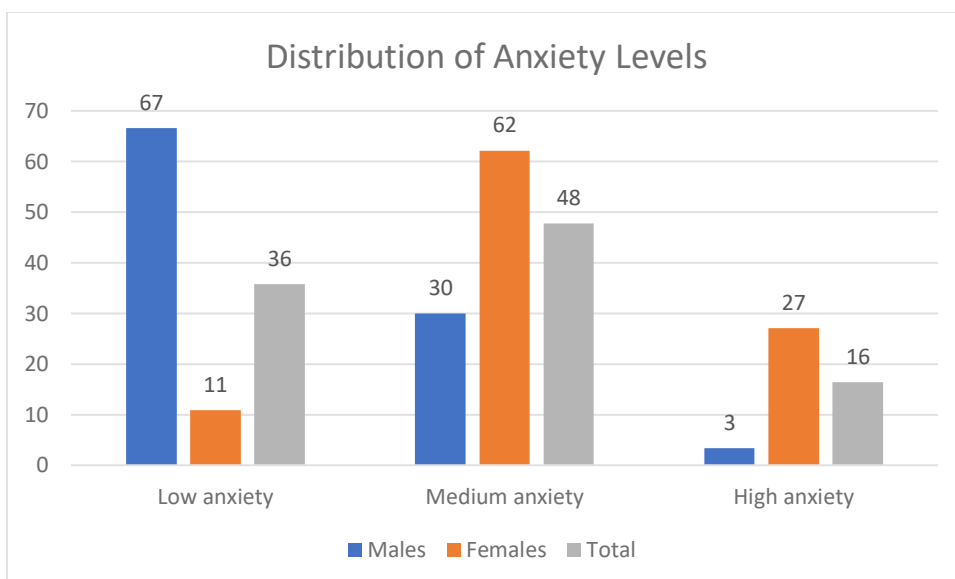
As seen in figure 1, a total of 67 students participated in this survey, 30 boys and 37 girls divided between 9th and 10th grade in lower secondary school and vg1 in higher secondary school. All participants were between 15-17 years of age at the time of the survey.



**FIGURE 2: PRESENTATION OF FLA-AWARENESS FOR GENDERS (PERCENT)**

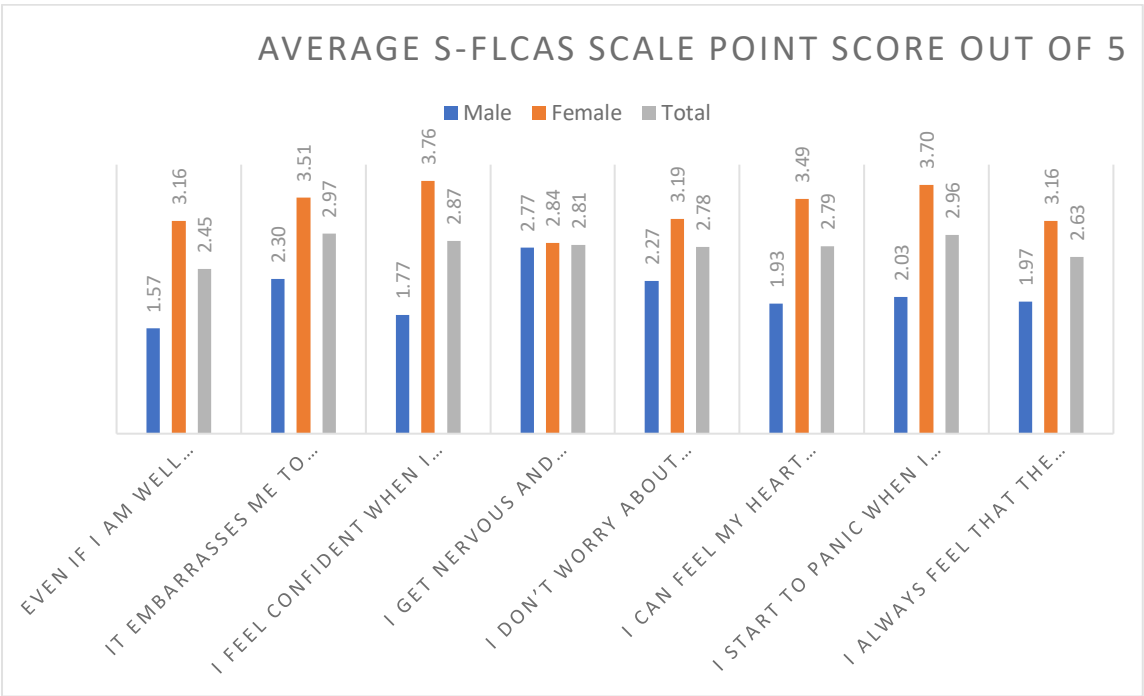
Figure 2 presents the percentage of participants with prior FLA awareness in the study. Most participants had no prior knowledge of the concept of FLCA or FLA. 46 participants out of 69, or 69 percent of the total sample, had never heard of FLA before, while 14 participants out of 69, or 21 percent had heard of it. 10 percent (7 participants) of the total sample was unsure if they had heard of it before. The distribution of the different answers was similar for the males and the females.

### 5.1.2 S-FLCAS



**FIGURE 3: DISTRIBUTION OF ANXIETY LEVELS BASED ON S-FLCAS SCORE (PERCENT)**

Figure 3 shows the distribution of the percentage of participants between the three anxiety levels 1) low; 2) medium; and 3) high; divided between the genders and in total. 20 out of 30, or 67 percent of the male participants scored low on the S-FLCAS, which correlates with a low level of anxiety. While 10 out of 30, or 33 percent of the males can be classified with medium or high anxiety levels, 33 out of 37, or 89 percent of the females are in the same category. Only four out of 37 female participants, or 11percent, scored low on the S-FLCAS.



**FIGURE 4: REPRESENTATION OF THE AVERAGE SCALE POINT SCORE OUT OF 5 ON THE INDIVIDUAL S-FLCAS QUESTIONS**

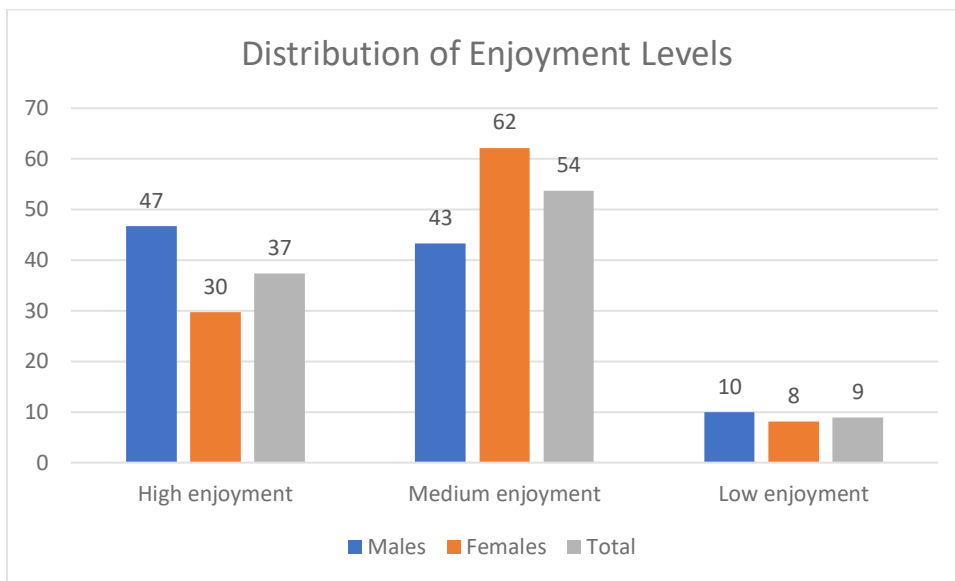
Figure 4 shows the average scale point score for the female and the male sample in this survey and the total average score. Table 5 below shows the rating of the different S-FLCAS items from 1 (the most anxiety-provoking) to 8 (the least anxiety-provoking). The total rating (T) is represented along with the ratings for the isolated male (M) and female (F) samples. The total average scores are presented after the S-FLCAS questions; total points (Tp), male points (Mp), female points (Fp), and the difference between the male and the female points (Diff).

<b>T</b>	<b>M</b>	<b>F</b>	<b>S-FLCAS question</b>	<b>Tp</b>	<b>Mp</b>	<b>Fp</b>	<b>Diff</b>
1.	2.	3.	I always feel like the other students speak the FL better than I do	2,97	2,3	3,51	1,21
2.	4.	2.	I start to panic when I have to speak without preparation in FL class	2,96	2,03	3,7	1,67
3.	7.	1.	I can feel my heart pounding when I'm about to be called on in FL class	2,87	1,77	3,76	1,99
4.	1.	8.	I don't worry about making mistakes in FL class (reverse coded)	2,81	2,77	2,84	0,07
5.	6.	4.	I get nervous and confused when I am speaking in my FL class	2,79	1,93	3,49	1,56
6.	3.	5.	I feel confident when I speak in FL class (reverse coded)	2,78	2,27	3,19	0,92
7.	5.	6.	It embarrasses me to volunteer answers in my FL class	2,63	1,97	3,16	1,19
8.	8.	7.	Even if I am prepared for FL class, I feel anxious about it	2,45	1,57	3,16	1,59

**TABLE 5: REPRESENTATION OF THE RATING OF THE S-FLCAS ITEMS FROM THE MOST TO THE LEAST ANXIETY PROVOKING SCENARIO**

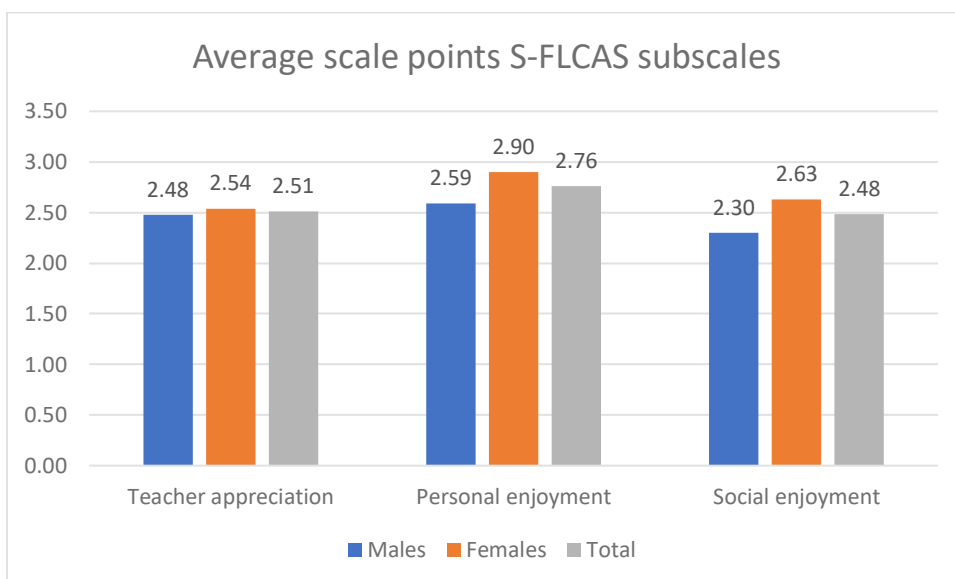
As seen in table 5, the male and female participants score differently as to what they find to be the most anxiety provoking situation in English class. The males' greatest fear is making mistakes in class, and here they score almost as high as the females (-0,07). The largest difference between the gender samples is "feeling my heart pounding when being called upon" where the females answered 1,99 scale points higher than the males on average.

### 5.1.3 S-FLES



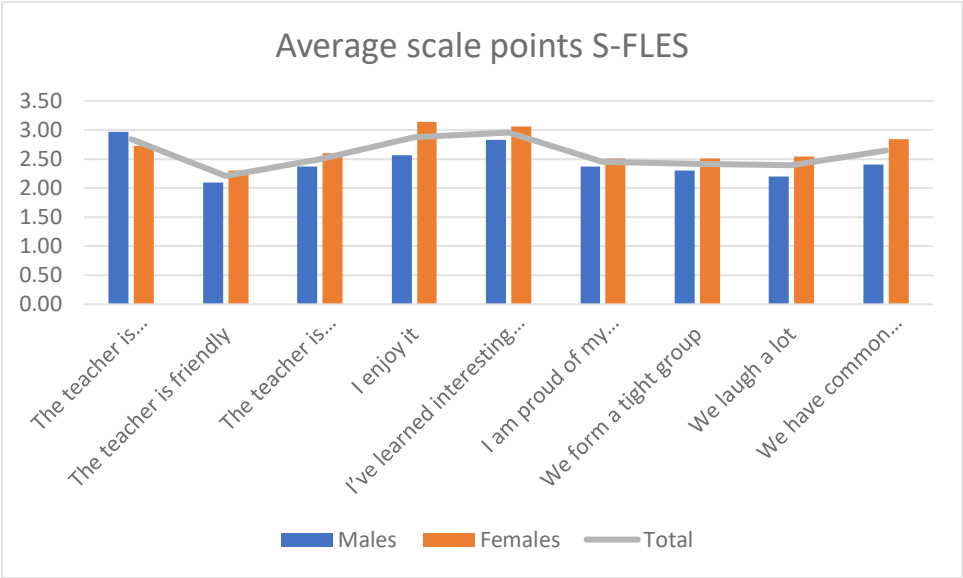
**FIGURE 5: DISTRIBUTION OF AVERAGE ENJOYMENT LEVELS BASED ON THE S-FLES.**

With the S-FLES a high score correlates with low enjoyment, while a low score represents a high level of enjoyment. As illustrated by figure 5, the enjoyment levels for the gender samples are more or less the same. The males score slightly higher on the enjoyment scale than the females (+17 percent).



**FIGURE 6: REPRESENTATION OF AVERAGE SCALE POINTS OUT OF 5 ON THE 3 ENJOYMENT SUBSCALES.**

As represented by figure 6, the participants in this survey scored highest on the personal enjoyment subscale with 2,76 scale points out of 5 which points to the personal enjoyment being the lowest. The females scored higher than the males on all three subscales indicating that the females have an overall lower enjoyment than the males. Figure 7 represents the average score on each individual S-FLES item from the two gender samples:



**FIGURE 7: REPRESENTATION OF AVERAGE SCALE POINTS ON THE INDIVIDUAL S-FLES ITEMS.**

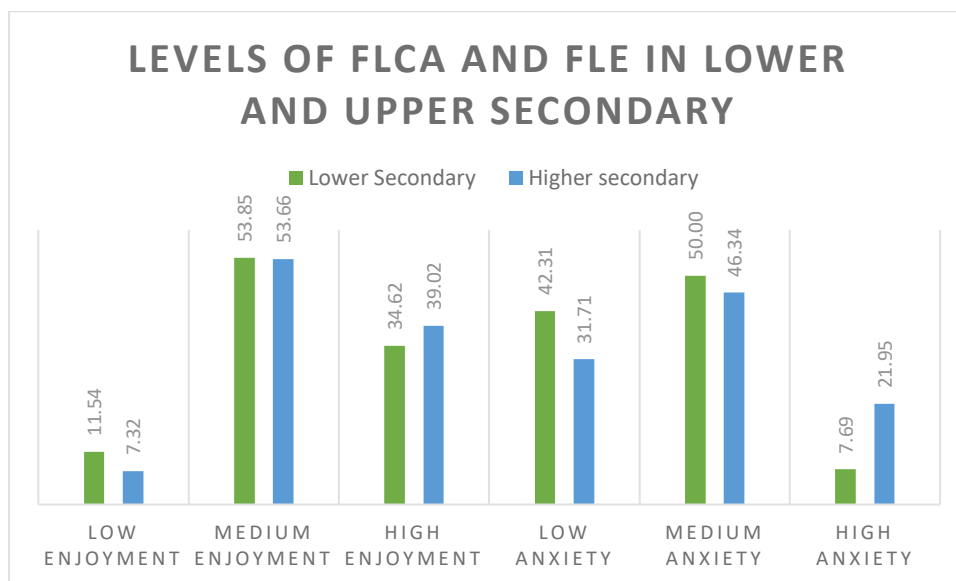
Figure 7 show the average scale point score on the S-FLES for the female and the male sample in this survey, as well as the total average score. Table 6 below show the rating of the different questions from 1 (the least enjoyable) to 9 (the most enjoyable). The total rating (T) is represented along with the ratings for the isolated male (M) and female (F) samples. The total average scores are presented after the FLCAS questions; total points (Tp), male points (Mp), female points (Fp) and the difference between the male and the female points (Diff):

T	M	F	S-FLES question	Tp	Mp	Fp	Diff
1.	2	2	I've learned interesting things	2,96	2,83	3,05	0,22
2.	3	1	I enjoy it	2,88	2,57	3,14	0,57
3.	1	4	The teacher is encouraging	2,84	2,97	2,73	0,24
4.	4	3	We have common 'legends,' such as running jokes	2,64	2,40	2,84	0,44
5.	5	5	The teacher is supportive	2,49	2,37	2,59	0,23
6.	7	7	I am proud of my accomplishments	2,45	2,37	2,51	0,14
7.	8	8	We form a tight group	2,42	2,30	2,51	0,21
8.	6	6	We laugh a lot	2,39	2,20	2,54	0,34
9.	9	9	The teacher is friendly	2,21	2,10	2,30	0,20

**TABLE 6: S-FLES ITEMS RATED FROM THE LEAST ENJOYABLE TO THE MOST ENJOYABLE**

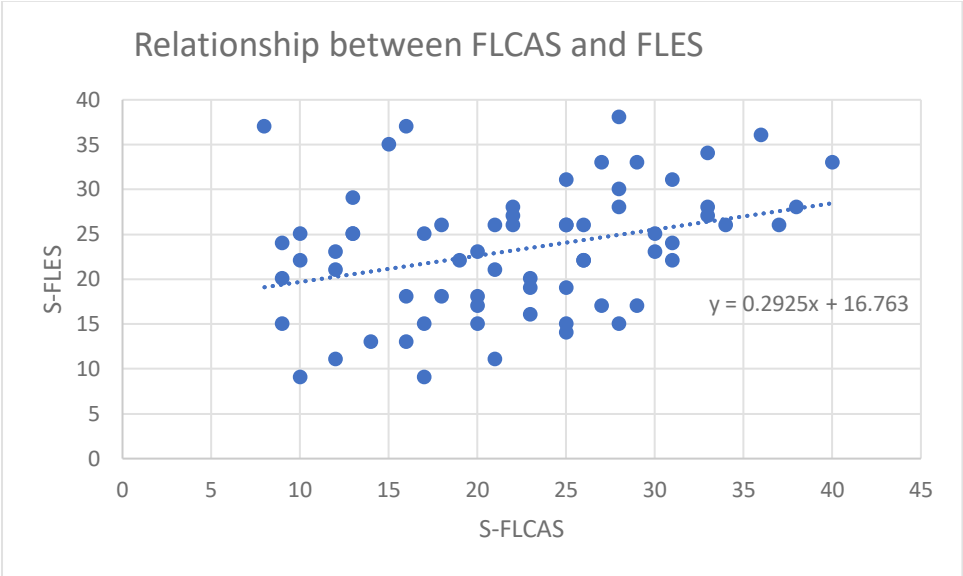
As illustrated by table 6, the S-FLCAS with the highest average score in total is “having learned interesting things”. The females score highest on “enjoying it”, and the males on “finding the teacher encouraging” which was the only item where the males scored higher than the females both in the S-FLCAS and the S-FLES. The most similar score for the two gender samples was “being proud of my accomplishments” with 0,14 scale points difference.

#### 5.1.4 S-FLCAS and S-FLES



**FIGURE 8: DISTRIBUTION OF LEVELS OF FLCA AND FLE IN LOWER AND HIGHER SECONDARY SCHOOL (PERCENT)**

Figure 8 shows the percentage of students with different levels of FLA and FLE distributed between lower and upper secondary school. The green bars represent how many percent of the lower secondary sample that experience the different levels of enjoyment and anxiety, while the blue bars represent the same information for the higher secondary sample. Because of the small number of participants in this survey, and the relatively small difference between the levels between the two samples, there are no noteworthy conclusions to be drawn from this data.



**SCATTER PLOT 1: THE RELATIONSHIP BETWEEN THE FLCAS AND THE FLES FOR ALL PARTICIPANTS**

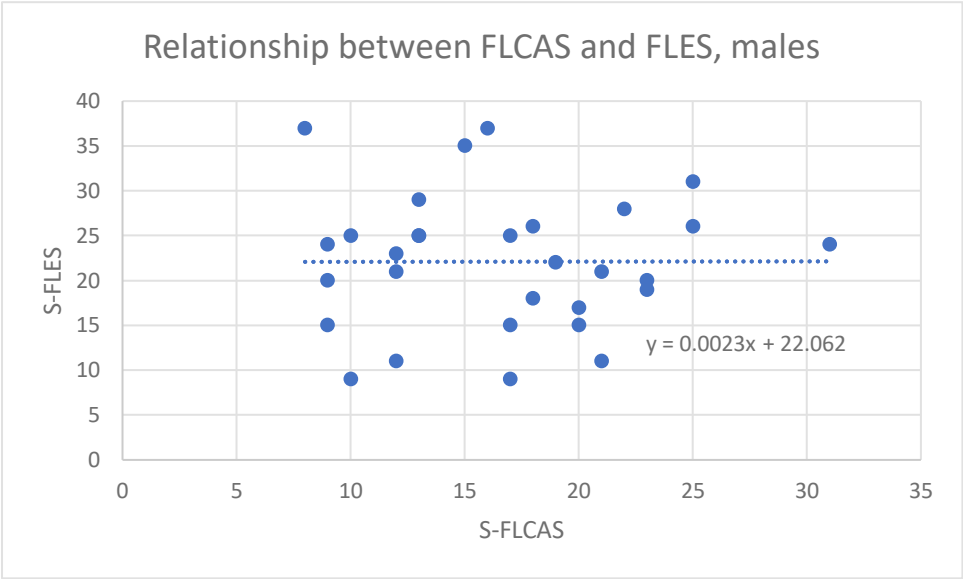
In scatter plot 1-3, the individual levels of anxiety and enjoyment for each participant have been plotted into a coordinate system with the S-FLES scores on the vertical axis, and the S-FLCAS scores on the horizontal axis. Each of the dots on the scatter plots represent the joined levels of enjoyment and anxiety to each individual student. For example: one student has a total score of 9 on the S-FLCAS (low level of anxiety), and the same student scores 15 on the S-FLES (high level of enjoyment). The coordinates for the dot that represents this student in the coordinate system is 9,15.

By creating a scatter plot that includes all the individual participants in this study it is possible to investigate whether a low level of anxiety correlates with a high level of enjoyment



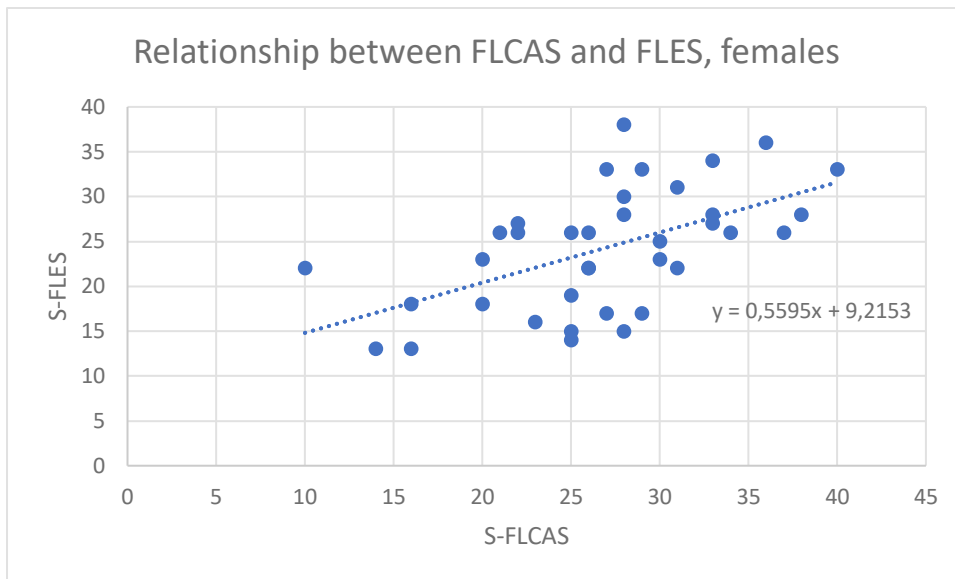
(negative correlation) or if a high level of enjoyment correlates with a high level anxiety (positive correlation). The trend line of the scatter plot tells us if there is a positive, negative or no correlation between the level of anxiety and the level of enjoyment. While a trend line with a negative slope indicates a negative correlation, a positive slope indicates a positive correlation, and a trend line close to 0 reflects no correlation between the two variables. The more a trend line deviates from 0 the greater the positive or greater correlation is. Since the S-FLES and the S-FLCAS are reverse coded a positive correlation in the scatter plot will indicate a negative relationship between the levels of enjoyment and anxiety, while a negative correlation in the scatter plot will indicate a positive relationship between the levels of enjoyment and anxiety.

As illustrated by scatter plot 1, there is a slight positive correlation between the S-FLCAS- and the S-FLES scores indicated by a positive trendline with the slope of 0,29. This means that there is a negative correlation between the level of anxiety and the level of enjoyment in this sample.



**SCATTER PLOT 2: THE RELATIONSHIP BETWEEN THE FLCAS AND THE FLES FOR MALE PARTICIPANTS**

Scatter plot 2 shows no correlation between the S-FLCAS and S-FLES scores for the male participants. The trendline is almost horizontal with a positive slope of 0,002.



**SCATTER PLOT 3: THE RELATIONSHIP BETWEEN THE FLCAS AND THE FLES FOR FEMALE PARTICIPANTS**

Scatter plot 3 illustrates a positive correlation between the S-FLCAS- and S-FLES scores for the female participants in this study with a trendline that slopes positively with a slope of 0,56. This means that there is a definite negative correlation between the anxiety and enjoyment levels for this particular sample

Since the S-FLES is made up by the three subscales 1) teacher appreciation; 2) personal enjoyment; and 3) social enjoyment, it is interesting to examine if there is a more distinct correlation between one of the 3 subscales and the students' level of anxiety. To investigate this, scatter plots including the individual students' subscale score combined with their total S-FLCAS score were created in order to determine the slopes of the trend lines. An overview of the slopes of each individual trend line is presented in table 7:

Participants	Teacher appreciation	Personal enjoyment	Social enjoyment
Male	0,25	0,35	0,05
Female	0,73	1,15	0,60
Total	0,33	1,07	0,64

**TABLE 7: TREND LINE OVERVIEW, S-FLES SUBSCALES**

As seen in table 7, the trend lines that deviate the most from 0 for both the female and male participants in this study are the ones connected to the “personal enjoyment subscale”. This points to that there is a more prominent negative correlation between the students’ personal enjoyment and their anxiety. This means that there is a trend in this dataset where a low personal enjoyment reflects a high level of anxiety.

The *personal enjoyment subscale* consists of 3 items 1) I enjoy it (the English language subject); 2) I have learned interesting things; and 3) I am proud of my accomplishments. Table 8 show an overview of trend lines from scatter plots created to investigate if there are any emerging trends regarding the individual items:

<b>Participants</b>	<b>I enjoy it</b>	<b>I have learned interesting things</b>	<b>I am proud of my accomplishments</b>
Male	1,2	-0,4	1,2
Female	2,0	3,0	2,0
Total	1,9	1,9	2,8

**TABLE 8: TREND LINE OVERVIEW, PERSONAL ENJOYMENT SUBSCALE**

Table 8 show that the slope of the trendline that deviates the most from 0 is from the female participants’ scatter plot regarding “I have learned interesting things”, indicating the most prominent negative correlation in this dataset. This points to that the females in this sample experience that learning more interesting things correlates with a low level of anxiety. The male participants show that enjoying the English language subject and being proud of their accomplishments correlates more with a low level of anxiety than learning interesting things. The gender differences are prominent in both table 7 and 8.

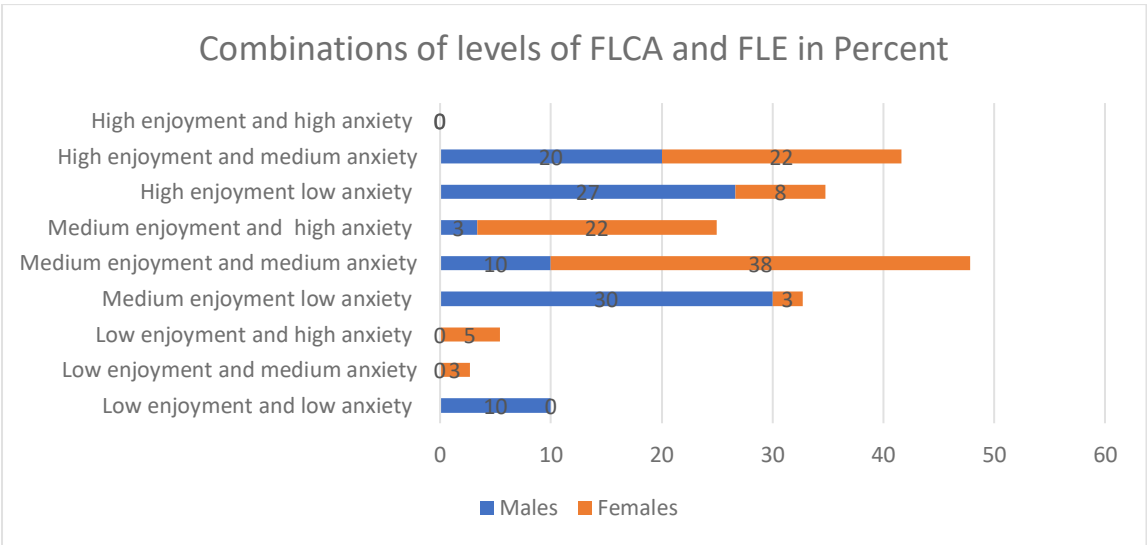
As illustrated by table 9, there are nine different combinations of FLCA and FLE levels: 1) low enjoyment and low anxiety; 2) low enjoyment and medium anxiety; 3) low enjoyment and high anxiety; 4) medium enjoyment and low anxiety; 5) medium enjoyment and medium anxiety; 6) medium enjoyment and high anxiety; 7) high enjoyment and low anxiety; 8) high enjoyment and medium anxiety; and 9) high enjoyment and high anxiety. It must be kept in

mind that the S-FLES is reversely coded, so that low enjoyment is characterized by a high score while high enjoyment is indicated by a low score.

	Low anxiety (low score)	Medium Anxiety	High anxiety (high score)
Low enjoyment (high score)	3 (4%)	1 (1%)	2 (3%)
Medium enjoyment	10 (15%)	17 (25%)	9 (13%)
High enjoyment (low score)	11 (16%)	14 (21%)	0 (0%)

**TABLE 9: DISTRIBUTION OF STUDENTS BELONGING TO THE DIFFERENT COMBINATIONS OF FLCA AND FLE (NUMBER OF STUDENTS AND PERCENT OF THE TOTAL SAMPLE).**

Table 9 illustrates the total number of students as well as the percentage of students belonging to the different categories of FLE and FLCAS combinations. The most common combination is having “medium enjoyment and medium anxiety”, and none of the participants in this sample experienced having both a high level of enjoyment and having high levels of anxiety at the same time.



**FIGURE 9: REPRESENTATION OF DIFFERENT COMBINATIONS OF FLA-AND FLE LEVELS BASED ON THE GENDER SAMPLES.**

Figure 10 illustrates the percentage of the female and male participants in this study that belong to the different categories of FLE and FLCAS combinations. The most common combination for the females is “medium enjoyment and medium anxiety” (38%), while the most common combination for the males is “medium enjoyment and low anxiety” (30%).

## 5.2 Main findings – Survey

69% of the participants in this study reported that they had never heard of FLA before participating. At the same time, 91% of the female participants either experience medium or high anxiety levels, and 33 % of the male participants can be placed in the same category. The S-FLCAS item that represented the most anxiety-related factor for all the participants in this survey was “I always feel like the other students speak the FL better than I do.” However, isolating the male responses from the females’ revealed that the males’ worst fear is making mistakes, while the females find it to be called on in English class.

There is a more even gender distribution regarding the enjoyment levels in this study than the anxiety levels. While 92% of the females experience medium or high enjoyment levels, 90% of the males belong in the same category. Of the three S-FLES subscales, the participants in this study experienced the lowest personal enjoyment. This indicates that the students are overall more content with their social learning environment and their teacher than their own personal feelings towards the subject. The male participants in total find their teacher to be the least encouraging and the females blame their low enjoyment on not enjoying the English language subject in itself.

This study points to a slight negative correlation between the participants’ level of anxiety and enjoyment. Isolated, the female group has a distinct negative correlation between the two variables, while the male group showed no significant correlation. Furthermore, the personal enjoyment subscale was the one that had the most distinct negative correlation with the S-FLCAS. While the most profound relationship in this study emerged from isolating the female sample, the negative correlation was also evident in the male sample. By examining the personal enjoyment scale on an even more detailed level, more gender differences emerged. The female participants showed the strongest negative correlation between having learned

interesting things and having a high level of anxiety. The male sample had nearly equivalent negative correlations between “enjoying the language” and “being proud of their accomplishments” and their levels of anxiety.

The most common combinations of the 9 S-FLCAS and S-FLES level combinations are “medium enjoyment and medium anxiety” (38%) for the females in this study and medium enjoyment and low anxiety” (30%) for the male participants.

### 5.3 Qualitative Research – Student Interview

This subchapter presents background information about the two participants in this study, as well as a written summary of each interview through subsection 5.3.1 Background Information; 5.3.2 Student A; and 5.3.3 Student B.

#### 5.3.1 Background Information

Student A is a 17-year-old female about to enroll in vg2, the second year of the Norwegian higher secondary school. Before starting the interview, she filled out the online questionnaire and had a FLCAS score of 34 (high level of anxiety) and an FLE score of 13 (high level of enjoyment). Even though her FLE score indicates high enjoyment, she reports that she rarely enjoys the subject (FLE item 4). However, she finds her teacher to score low on every item in the teacher appreciation subscale (which is a positive rating), and she also rates her social environment as highly enjoyable.

Student A is a social, high-achieving student who spends much time being physically active and doing schoolwork. She explains that she only experiences FLA in English subject and not in Spanish language subject. She states that she strongly dislikes making mistakes in front of her peers in English class, yet she does not have the same experience in any other of her school subjects.

Student B is a 17-year-old male who is also about to start his second year at a Norwegian secondary school. His FLCAS score was 17 (low level of anxiety), and his FLES score was 17 (high level of enjoyment). Student B's highest-rated FLCAS item was "feeling that the other students speak better English" than him. The FLE subscale with the score connected to the lowest enjoyment was the "personal enjoyment subscale."

Student B is an active and social medium-achieving student. He reports that he does not spend much time on schoolwork or studying. He does not often show up prepared for class; however, he is content with his situation. Student B reports that he has never experienced FLA before in any language class. He speaks three languages, including English, and believes it is essential to make mistakes to learn anything in life, especially languages.

### 5.3.2 Student A

Student A explains that even though she is prepared for English class, she always feels anxious about it. The most anxiety-provoking activities for her are answering questions, talking, and reading out loud in front of the whole class. Before holding a presentation for her class, she will write out the whole presentation in Norwegian before carefully translating it into English to ensure she will not make any errors while presenting it. While she strongly dislikes these presentations, the most anxiety-provoking situation for her is not the planned presentations; she finds it more anxiety-inducing to be called on in class without having had the opportunity to prepare an answer beforehand. The unpredictability of not knowing when or if she might be asked to read something or be asked a question leads to general anxiety about the whole English subject. Because of this, she dreads English lessons even while having other subjects.

When asked to describe the situation she remembers to make her the most anxious, Student A described an extended period in lower secondary school when she had a substitute teacher. She recalls that he never asked her a question during class or even talked to her; still, she strongly remembers the intense anxiety she experienced during that period. The combination of him speaking with a broad English accent which she found intimidating, not knowing him,

and constantly feeling unsure whether she would be called upon or not made her a lot more anxious than before.

Student A states that she always feels like her classmates speak better English than herself. She blames her low proficiency and states that she would not be as anxious if she were a more proficient speaker of English. She explains that answering questions during class is stressful because she feels everyone expects her to answer as fast as possible. This situation is particularly stressful because she needs time to decode and understand the question. She explains that she feels like everyone is watching her and waiting for her response while silently judging her. Since she does not want to make any mistakes, she must plan her sentence and think of the correct answer to the question, the correct form, and the right words.

Student A describes her social learning environment as good. However, she says there are different groups or clicks, and they do not actually form a tight group. Furthermore, she describes that even though there is much laughter in their classroom, not everyone participates in the fun all the time. The different clicks have fun in their group without including the whole class. They do not have any common legends or running jokes in her standard class. She adds that it is different in elective Spanish class because the teacher is fun, which helps bring the students in her Spanish language class closer to each other.

When asked to describe what FLA feels like, Student A states that it makes her feel warm and embarrassed, she feels as though her senses shut down, and she loses her ability to hear. She can only think about herself, her heartbeat, and the moment: which seems to last forever. She feels frozen and starts to shake while battling an urge to run away and hide. While describing the sensation, she becomes flustered and explains how even just talking about it makes her anxious.

Student A reports that the few times she has enjoyed the English subject, they have had activities like speed dating, podcasting, and debates about issues she cares about. She described how they debated gender and differences in pay in sports and how she eagerly participated in the discussion without thinking about making mistakes. The whole setting



around the debate was not so severe, so she felt that no one listened to her mistakes because they only cared about the facts she laid out. She explained that this was fun, at the same time as she felt comfortable enough to challenge herself in a way she usually did not.

Student A finds her current teacher in upper secondary to be encouraging, friendly, and supportive. He uses a lot of Norwegian during lessons, which she likes because she does not need to spend much energy decoding the language. She also states that she is not intimidated by his English accent like she was with the substitute teacher in lower secondary school. If someone makes a mistake during class, he does not correct the mistake or linger on it; he moves on. Student A explains that he shows his support and encouragement through the evaluations he gives on her written work. She explains that even though she never actually spoke with her teacher in person, she has built a relationship with him through the feedback he has provided her with.

Student A shares that she does not worry too much about making mistakes if she speaks English in a small group or when paired with a friend she feels comfortable with. She states that feeling secure with the people with whom she practices English is vital for her to feel safe and relaxed. Also, it helps if her peers are occupied with group or pair discussions. If the teacher asks her a question while everyone is occupied with other things, she does not experience the same kind of anxiety. She explains that this might be because everyone focuses on something other than her.

For her to feel safe and confident while speaking during class all the time, and not just while paired up with her best friend, she states that she needs predictability. She wants to know that the teacher understands how she feels about oral English and that she will not be put in an awkward situation during class where she would have to speak without preparing an answer or be put in a group with people she feels uncomfortable with.

Student A has developed coping strategies for performing presentations for the class: she spends much time preparing and practicing. During the presentation, she focuses on one spot on the back wall of the classroom so that she does not have to look at the faces of her peers.

She reports that if she gets to record the presentation beforehand and play it in front of her class, she does not experience anxiety.

Student A shared that she had never talked about her FLA with anyone before and that she feels like talking about it makes her question if she has a reason to be ashamed of her level of English proficiency anymore. She adds that now that she knows that she is experiencing FLA, she feels motivated to work with herself to overcome it and feels like she could choose to study more English even though she does not need to take any more English. Student A has a theory about practicing becoming less anxious. She imagines if she worked alongside her teacher and made a plan with different steps moving from, for example, 1) not being expected to speak in class; to 10) volunteering answers in class at her own initiative, she would be able to see her progression and climb the steps in a safe environment.

### 5.3.3 Student B

Student B states that he is not at all worried about English class if he is well prepared for it. He adds that he rarely prepares well for the class and has shown up unprepared more than he has come prepared. When he is unprepared, he can feel a little nervous, especially if he is supposed to give a presentation in front of the class. If he is not finished with his presentation beforehand, he can feel anxious and nervous; however, he can complete his presentation without losing his head and forgetting what he was supposed to say.

Student B explains that he can only feel his heart beating during English class when he has not been paying attention for some time and his teacher calls him out. Even then, he feels more startled than anxious. The same goes for feeling confused and nervous – it only happens when he has not been paying attention to what is happening in class. He explains that he feels safe during English class and does not mind talking on his initiative or being called on by the teacher. At the same time, he still feels uncomfortable with oral activities and does not find podcasting and speed dating fun because he finds such activities too difficult for his level.

Student B believes that everyone else speaks better English than him and blames his low English proficiency. Despite this, he shares that he does not usually worry about making mistakes in class even though he admits that he can feel nervous or afraid of making mistakes if he feels insecure with his partner: For instance, if he is paired up with someone he has a bad relationship with. He adds that even though he can feel nervous in these situations, it does not bother him much. Having learned two new languages over the past five years, he thinks it is essential to make mistakes while learning a language and that learning anything without mistakes is impossible.

Student B reports that his relationship with his lower secondary school teacher was very good and that he found her very friendly, encouraging, and supportive. He described her as warm, smiling, and interested in the individual students. She did not just talk to the entire class but walked around to speak with each of her students in every class. Student B explained how she would help him to find the motivation to keep working on his schoolwork and help him understand the tasks and break them down into smaller pieces. She would show interest in the students' answers and keep asking questions until she understood the meaning behind what her students said. If her students did not understand what she said in English, she would explain in Norwegian. He shares that his current teacher in upper secondary has been absent a lot of the year and that he, therefore, has not developed a close relationship with her.

Student B has been very content with his social learning environment, both in lower secondary and upper secondary school. He explains that going to lower secondary felt like being part of a big happy family, where the teachers and the students had much fun together. He likes upper secondary as well but seeing that the teachers only teach a grade for one year and that he has had a few substitute teachers, they do not get as close a relationship with their students as in lower secondary. He feels they have common legends and running jokes in his class in upper secondary. However, this was a lot more prominent in lower secondary school. He believes this is a fundamental reason why he does not experience more tension or nervousness during English class. He is sure that if he felt less secure with his classmates and teachers, he would also feel more anxious.

Even though Student B has positive experiences with his English teachers and social learning environment, he reports that he dislikes the subject of English. He elaborates that he thinks it is not customary to like something you are not very good at, and he believes that he is much less proficient in English than his peers. He reports that he never made a significant effort to learn English and has not received very high marks in the subject. He says he probably learned some exciting things but cannot remember anything specific.

In the situations Student B has experienced any nervousness, tension, or anxiety, he shares that his coping strategy is to use humor. If he was supposed to give a presentation and failed to prepare adequately, he would still perform the task instead of asking for a new deadline to finish the project properly. He would use humor while presenting, and as long as the class laughed, he would feel content with the situation. On the other hand, he suspects that he might feel embarrassed or anxious if he failed to make his peers laugh or if the teacher ridiculed him in front of everybody for not doing his assignment correctly.

Student B adds that he thinks it is vital for the teacher to create an atmosphere where the students feel it is okay to make mistakes. He explains how he would lose interest in speaking during class if the teacher would correct every mistake he made. In addition, he adds that it is important to do fun things. He reports that one of the most fun things he remembers from lower secondary was to let go of the lesson plan and start a conversation that could go its own way, where the teacher and the students could examine an interesting topic and discuss it without stressing about assessments or curricula. Student B also suggests using games like Quizlet and Kahoot or watching movies as fun activities. Student B also enjoys reading aloud in front of the entire class, especially when everybody in the classroom has to take turns reading one sentence each.

## 6. Summary and Discussion

This thesis has studied Norwegian secondary students' experiences and perspectives of foreign language anxiety and enjoyment in the EFL classroom. The study has three research questions:

1. Do Norwegian students experience foreign language anxiety, and to what degree are they aware of the concept of FLA?
2. To what extent are the students' levels of FLA and FLE related?
3. What are the students' views on how educators can make the learning context less stressful and help their students cope with anxiety-provoking situations?

This chapter summarizes the findings of this study and discusses and interprets them in light of the earlier research on FLA and FLE that has been presented in this paper. The first research question is answered through subchapter 6.1. Subchapter 6.2 discusses the second research question since it is helpful for teachers to be aware of the relationship between enjoyment and anxiety to understand better what kind of students typically suffer from FLA. The third research question is answered through subchapter 6.3, which discusses the students' perspectives and experiences on FLA and FLE to see how educators can create stressless and enjoyable learning environments and help students to cope with anxiety.

## 6.1 Foreign Language Anxiety Experiences and Awareness

64 percent of the participants of this study scored either medium or high on the FLCAS, and 16 percent had a score that indicated a high level of anxiety. This coincides with Nilsson's study from 2019, where 18,2 percent of the participants experienced high levels of FLA, and Amouna's (2021) and Bergstrom's (2017) studies had similar numbers. Similar to what Bergström (2017) and Dewaele et al. (2016) found, the girls in this study showed a much higher level of anxiety than the boys. While 89 percent of the females in this study experienced either medium or high anxiety levels, 33 percent of the males belonged in the same category. This study did not find any evidence supporting or disclaiming Lundström's (2016) findings that lower secondary students experience higher levels of anxiety than students in upper secondary.

The highest-rated FLCAS item in this study was "having the feeling that other students speak the FL better," a feeling that both Student A and Student B could relate to. However, Student A shows high cognitive skills through her performance in all other subjects than English, which contradicts the opinion of Sparks (1995) that only low-achieving students experience

FLA. As Gregersen and Horowitz suggest, perfectionists can develop FLA by setting impossibly high standards for themselves. This might be the case for Student A since she spends much time preparing for oral presentations to ensure she will not make a single mistake.

In this study, 69 percent of the total sample answered “no” to the question if they had ever heard of FLA or FLCAS before, while 10 percent of the participants were unsure if they had heard of the concept. Given the small sample of this study, these findings cannot be generalized to the general population in Norway; however, this cross-section points out that an unknown number of students in Norway are unaware of the concept of FLA.

The answer to the first research question in this study is that 64 percent of the participants experienced either medium or high levels of anxiety, and the female participants showed significantly higher FLA levels than the male sample. In addition, this study gave evidence of a high-achieving perfectionist suffering from FLA. 69 percent of the participants in this study could confidently say that they had never heard of FLA before, indicating that FLA might not be a well-known concept for Norwegian students in secondary and upper secondary school.

## 6.2 The Relationship between FLCA and FLE

To answer the second research question, several analyses were conducted to find a relationship between FLCA and FLE. A scatter plot showed a negative correlation in the isolated female sample. However, the male ones showed no correlation between the two variables. Further examination revealed that there was an even more distinct negative correlation between the isolated S-FLES subscale "personal enjoyment" for male and female participants. The three levels of FLCA and FLE (low, medium, high) combined make nine combinations (high FLCA, low FLE, etcetera), and all nine combinations are present in this study. The most common combination of FLA and FLE levels was experiencing medium levels of anxiety and medium levels of enjoyment, followed by high enjoyment and medium anxiety.

When Student A explained the sensation of anxiety, she described a typical "fight or flight" response: feeling her heart beating through her chest, sensing that everybody was looking at her, heating up, freezing, and wanting to run away. Because of the intense emotional stress she experienced while being posed a question during class, she imagined that it was visible to everyone in the classroom. Despite her high level of FLA with an S-FLCAS score of 34 out of 40, she scored 13 out of 45 on the S-FLES and showed high levels of enjoyment. Despite those high levels of enjoyment, Student A answered that she "rarely" enjoys the English subject. This points to the fact that it is possible to score high on the foreign language enjoyment scale without really enjoying the subject. Student A appreciates her teacher and social environment. She is also proud of her accomplishments and feels like she has learned some interesting things; however, she only rarely enjoys the subject, and she states that this is because of her anxiety.

According to Clement et al. (1994), FLA comes from the learners' motivation, not the external environment. The negative correlation between the level of personal enjoyment of the English subject and the level of FLA supports this theory. However, Student A indicates that her anxiety causes her to dislike the English language subject, not that her dislike causes the FLA. Young (1992) refers to a series of different causes of FLA connected to intrapersonal and interpersonal issues. In the FLE context, intrapersonal issues are represented through the personal enjoyment subscale, while interpersonal issues can be identified from the teacher appreciation or social enjoyment subscales.

To answer the second research question as to which extent the students' levels of FLA and FLE are related, the findings in this study indicate that FLA and FLE are separate constructs and that a high degree of enjoyment does not guarantee a low level of anxiety. At the same time, an apparent negative correlation was found between the isolated S-FLES personal enjoyment subscale and the students' levels of FLA. The findings indicate a range of differences between individual students and how their levels of FLA and FLE are related, and generalizing within this context should be avoided.

### 6.3 Stress Reduction and Coping Strategies

As for the third research question, the participants in this study think that both the learning environment and the role of the teacher can both positively and negatively impact the level of

stress they experience in the learning context. The two students also have a few coping strategies teachers can pass on to their students. With regards to their learning environment, both Student A and Student B find that they feel less stressed and anxious if they practice English in small groups or pairs as compared to in front of the entire class. Student A states that if she feels safe and comfortable with her learning partner, she experiences even less anxiety. Student B imagines that he would feel nervous and uncomfortable if he were to practice English with someone he had a bad relationship to. Student A states that making podcasts or debates focused on communication and content instead of grammar makes her forget about worrying about mistakes and makes her less anxious.

Furthermore, she is of the same view as the students in Gjerde's (2020) study that low self-exposing activities such as pair discussions, speed dating, and group work were minor anxiety-provoking situations in the classroom. However, Student A still felt stressed during these activities because she never knew if she was truly safe. For her, it was the lack of predictability that gave her the most anxiety. On the other hand, Student B finds activities with much focus on forms too complex and prefers games such as Quizlet or Kahoot, movies, or reading out loud in the classroom. While Student B would have liked to read aloud in the classroom, the teachers and students in Gjerde's (2020) study labeled this activity as one of the most anxiety-provoking ones.

Student A shared that she had a substitute teacher a few years ago who made her feel much more anxious than usual. Since she did not know him, she did not know if he would ask her a question during class, which is the most anxiety-provoking scenario, according to Student A. She found his British accent intimidating and claimed she did not understand what he said. Student A reports that her current teacher uses a lot of Norwegian during English class, which helps her feel less anxious. This coincides with Alshehri's research that pointed out that using the L1 can help create a more relaxed environment since all students understand the task and what is expected of them (2017). Using the L1 in class can also help to change learners' beliefs about language learning. If the teacher uses a very distinct English accent and never uses the L1, it might signal the students what he expects of them. As referred to in the theoretical background of this thesis, neither teachers nor students have become used to normalizing the Norwegian accent (Simensen, 2014), and Norwegian students still think that a standard accent will give them better grades (The Norwegian Directorate for Education and Training, 2020a).



The highest-rated FLCAS item for the male sample, and the most similar for the two gender samples, was "making mistakes in class." Student A claimed to do everything she could to ensure that she would not make any mistakes in front of her peers in English. Gregersen and Horowitz claim that high-achieving students often avoid making mistakes in front of their peers because it is difficult to make a good social impression when they speak an FL (2002). Student A explains that she does not mind making mistakes when she can use her L1, and the problem with English is that she feels like she is losing control of the situation. She is stressed about answering the question because she is overwhelmed with decoding the input simultaneously as she has to produce output. Student B reflected on how he would feel if the teacher would correct his oral errors and mistakes and stated that he probably would stop volunteering answers in that situation. Having learned Norwegian and English over the past five years, he believes that making mistakes is essential to learning a new language. Being corrected every time he made a mistake would take some of his motivation away to try to communicate.

Student A says that her teacher never corrects her errors during class and that she appreciates this very much. The assessment and feedback she receives are primarily that of her written work. She states that he gives her formative feedback about what she does well and what she has to do to develop her competence. She states that even though her teacher rarely speaks to her during class, his supportive, encouraging, and well-meaning assessments have made her form a positive and trusting relationship with him.

Students A and B had both developed a few strategies that helped them cope with stressful situations. Even though Student B never experienced FLA, he found humor to be an excellent strategy to cope with stress. If he could make his peers laugh, he could spare himself from feeling ashamed, embarrassed, or nervous. He adds that he would not be able to use this coping strategy if his peers did not laugh at his humor attempts or if his teacher reacted negatively to it. Student A created her own strategies to be able to perform oral presentations in front of her class. First, she would write out the entire presentation in Norwegian before carefully translating it into English to ensure that she would not make any mistakes. While presenting, she would stare at a spot in the back of the classroom and make sure she did not make eye contact with anyone.

Before participating in this study, Student A reported that she had never before heard of FLA. She explains that learning about FLA and participating in the interview for this study has helped her understand her feelings about the English subject better. Student A said she was relieved that she no longer had to study English. However, at the end of the interview, she shared that now that she can pinpoint the source of her anxiety and knows that it is possible to cope with it, she is open to the idea of studying English again at a later point. Student A thinks that she would have been able to work her way through her FLA if she had been aware of the concept earlier. She reflects that she might have been able to speak in front of the class on her own initiative today if she had made a plan with her teacher in 8th grade with developmental steps that she could climb in a safe environment. According to Vogel and Schwabe, teachers and students must be aware of different stressful settings in school so that the students can be taught effective coping strategies (2016).

The answer to the third research question is divided into two parts; 1) making the learning context less stressful; and 2) helping students cope with their anxiety. According to the participants in this study, the educator can make the learning context less stressful by creating a safe and inclusive learning environment and adapting the activities to the students' individual levels. Strategies that can help to achieve this are being mindful about error correction, and the use of high self-exposing activities, using Norwegian while explaining activities and assignments, building a trusting relationship with the students, providing them with formative assessment, and not posing questions to anxious students in front of the full class. Identifying students who suffer from FLA makes it possible for the educator to help them be more aware of their existing coping strategies and to help them develop new ones. Helping the students develop mindsets where making mistakes is an important part of learning, and the use of humor, can function as effective coping strategies if the teacher and the rest of the social class environment join in on it.

## 7. Conclusion

This study establishes that some Norwegian students suffer from FLA and that not all Norwegian students have heard of the concept, even though the study sample is too small to generalize the findings to the general population. This study revealed a much higher level of FLA among the female participants than the male participants, but there were no noteworthy difference in anxiety levels between students in lower and upper secondary school. The most

apparent negative correlation between the students' levels of anxiety and enjoyment was related to the S-FLES personal enjoyment subscale. However, this study could not determine if FLA leads to low personal enjoyment or the other way around. Furthermore, the findings in this thesis point to the fact that FLA and FLE are separate constructs and that students experience the two variables to varying degrees.

Identifying students who suffer from FLA is the first step towards raising FLA awareness so that more students can effectively cope with their FLA. The participants in this study think that the educator can make the learning context less stressful for his students by creating an inclusive and safe learning environment with activities adapted to the individual levels and interests. Furthermore, they find being comfortable making mistakes and using humor to be effective coping strategies.

## 7.1 Limitations and Implications for Future Research

By combining the S-FLES and the S-FLCAS, this is the first study of its kind in a Norwegian context. The study draws attention to the complexity of emotions in EFL learning and that educators must be mindful of their students' mental health and individual needs to ensure language learning. This study helps to create awareness about foreign language anxiety and foreign language enjoyment in Norwegian EFL classrooms. It can be used as a stepping stone to future research on foreign language anxiety, enjoyment, and emotions in Norwegian EFL classrooms.

This study was not without limitations. The first limitation is the small number of online survey participants, making it impossible to generalize to the larger population of Norwegian secondary school students. The second limitation concerns the difficulty of recognizing and knowing one's feelings. While answering a questionnaire about your feelings for a subject you never gave any real thought to before, it is difficult to know your true feelings. Therefore it is not given that the results in this study are accurate. The third limitation of this study is the risk of bias when it comes to interest in participating. Since all participation in this type of studies in Norway has to be voluntary, participants may be people who are particularly interested in the subject at hand, and for that reason not representative of a larger population

Further research could investigate how teachers who are successful at reducing their students' anxiety levels work to create a positive and inclusive classroom environment. In addition, it would be interesting to investigate further how positive psychology and foreign language enjoyment can be used to teach students how to handle stress and better cope with anxiety-provoking situations themselves.

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# Appendices

## Appendix A: Approval from NSD

[Meldeskjema](#) / [English Oral Language Anxiety in the Norwegian EFL Secondary Cla...](#) / Vurdering

### Vurdering

**Dato**  
28.07.2022

**Type**  
Standard

**Referansenummer**  
772258

**Prosjekttittel**  
English Oral Language Anxiety in the Norwegian EFL Secondary Classroom

**Behandlingsansvarlig institusjon**  
Høgskolen i Østfold / Fakultet for lærerutdanning og språk / Institutt for språk, litteratur og kultur

**Prosjektansvarlig**  
Eva Margareta Lambertsson Björk

**Student**  
Therese Beatrice Fylling

**Prosjektperiode**  
01.08.2022 - 01.09.2022

[Meldeskjema](#)

#### Kommentar

##### OM VURDERINGEN

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

##### VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skyklagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

##### DEL PROSJEKTET MED PROSJEKTANSVARLIG

Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet. Om prosjektansvarlig ikke svarer på invitasjonen innen en uke må han/hun inviteres på nytt.

##### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.09.2022.

##### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

##### PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen

formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål

dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

**DE REGISTRERTES RETTIGHETER**

Personvern tjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

**FØLG DIN INSTITUSJONS RETNINGSLINJER**

Personvern tjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

**MELD VESENTLIGE ENDRINGER**

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema> Du må vente på svar fra oss før endringen gjennomføres.

**OPPFØLGING AV PROSJEKTET**

Personvern tjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos oss: Elizabeth Blomstervik

Lykke til med prosjektet!

## VIL DU DELTA I FORSKNINGSPROSJEKTET *“English Oral Language Anxiety in the Norwegian EFL Secondary Classroom”?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke og belyse temaet fremmedspråkangst i EFL klasserom i norsk skole. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

I internasjonal sammenheng har begrepet «fremmedspråkangst» (Foreign Language Anxiety) fått mye oppmerksomhet helt siden 80-tallet, og flere studier viser at så mange som én av tre elever opplever angst i forbindelse med språklæring. Her i Norge har tematikken fått overraskende lite oppmerksomhet, noe som heldigvis holder på å endre seg. Nye studier peker på at norske lærere i stor grad ikke er klar over problematikken, hvor mange elever som sliter med denne typen angst, og hvor skadelig dette kan være for både trivselen- og læringsutbyttet til elevene. Heldigvis viser intensjonell forskning at små grep fra læreren sin side kan gjøre mye for å ta hensyn til og bedre situasjonen til elevene som sliter med språkangst. Her er det også viktig at elevene som opplever denne typen angst selv anerkjenner fenomenet slik at de kan ta bedre hensyn til seg selv og lettere kommunisere behovene sine til læreren sin.

Formålet med studien er å undersøke og belyse temaet språkangst slik at flere elever og lærere anerkjenner problematikken. Dette er det første steget vi må ta for å gjøre noe med denne utfordringen. Denne studien fokuserer på å kartlegge hvor mange elever som opplever språkangst i forbindelse med muntlige aktiviteter i faget engelsk på ungdomsskolen og i videregående skole i Norge. Videre utforsker studien om angsten kan knyttes til læringsmiljøet i klassen, engelsklæreren, eller til eleven sin egen holdning til engelskfaget. Undersøkelsen vil også kunne vise hvor mange av elevene som svarer som har hørt om språkangst før. Dette vil bli gjort gjennom et anonymt spørreskjema på nett, og eventuelt et oppfølgingsintervju.

Denne studien er en del av en masteroppgave ved Høgskolen i Østfold sitt utdanningsprogram «Fremmedspråk i skolen» og er knyttet til feltet engelsk didaktikk. Opplysningene du gir fra deg i spørreundersøkelsen og i intervjuet skal kun brukes til arbeidet med masteroppgaven. Oppgaven vil bli lagt ut på Høgskolen i Østfold sine nettsider og databaser. Masteroppgaven kan potensielt bli referert til av andre forskere, studenter og lærere, men det skal ikke være mulig å spore deg som deltar i undersøkelsen. Du kommer til å være helt anonym.

### Hvem er ansvarlig for forskningsprosjektet?

Masterstudent Therese Beatrice Fylling ved Høgskolen i Østfold er ansvarlig for prosjektet. Masteroppgaven er siste del av masterstudiet «Fremmedspråk i skolen» ved Institutt for språk, litteratur og kultur.

## **Hvorfor får du spørsmål om å delta?**

Du får spørsmål om å delta fordi du er elev ved ungdomsskolen eller videregående skole og har faget engelsk.

## **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Spørreundersøkelsen inneholder cirka 20 spørsmål og er utarbeidet ganske likt som elevundersøkelsen som du kjenner til fra før. Det tar deg omtrent 5-10 minutter å svare på selve undersøkelsen. Svarene dine blir registrert elektronisk og blir utført av databehandleren Nettskjema som Høgskolen i Østfold har en avtale med. Spørreskjemaet inneholder ingen personidentifiserende spørsmål og Nettskjema bruker en anonym løsning slik at hverken IP-adressen din eller e-post adressen din knyttes til spørreskjemaet.

Om du er under 15 år og vil delta i denne undersøkelsen må dine foresatte godkjenne at du kan delta. De må gjerne ta kontakt med meg om de har spørsmål til undersøkelsen. Om du er over 15 år trenger du ikke godkjennelse fra dine foresatte.

Om du godkjenner det, kan det også være at du blir kontaktet med en forespørsel om å delta i et intervju der du kan forklare hva du tenker og føler rundt spørsmålene fra spørreundersøkelsen.

### **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. Hva du svarer kommer ikke til å få konsekvenser for din karakter i engelsk eller ditt forhold til læreren din.

### **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. Student Therese Beatrice Fylling og veilederne Eva Margareta Lambertsson Björk og Kåre Solfeld vil ha tilgang til opplysningene som blir samlet i undersøkelsen, men opplysningene vil bli lagret anonymt. Undersøkelsen er anonym og ingen vil kunne sporesvarene tilbake til deg.

### **Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**

Prosjektet vil etter planen avsluttes i løpet av skoleåret 2022-2023. Ingen navn vil bli kjent i oppgaven, bare opplysninger som tidligere beskrevet. Resultatene fra spørreundersøkelsen vil ikke bli slettet men skal kunne gjenbrukes til videre forskning på fremmedspråkangst i Norge. Opptaket av intervjuet vil bli slettet så fort intervjuet er ferdig transkribert, men transkripsjonen vil ligge tilgjengelig sammen med masteroppgaven slik at de kan gjenbrukes til videre forskning.

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

Jeg behandler opplysninger om deg basert på ditt samtykke.

### **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:

Høgskolen i Østfold ved Therese Beatrice Fylling på mail: [theresfy@me.com](mailto:theresfy@me.com) eller på telefon: 41669844. Alternativt kan du kontakte et av mine veiledere Eva Margareta Lambertsson Björk, [eva.l.bjork@hiof.no](mailto:eva.l.bjork@hiof.no), eller Kåre Solfjeld, [kare.solfjeld@hiof.no](mailto:kare.solfjeld@hiof.no) ved Høgskolen i Østfold.

Vårt personvernombud / Informasjonssikkerhetsansvarlig: Line Mostad Samuelsen / Lars Eirik Aas

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med: Personverntjenester på epost [personverntjenester@sikt.no](mailto:personverntjenester@sikt.no).

Med vennlig hilsen,

Masterstudent Therese Beatrice Fylling

**Jeg har mottatt og forstått informasjon om prosjektet *English Oral Language Anxiety in the Norwegian EFL Secondary Classroom*, og har fått anledning til å stille spørsmål.**

**Jeg samtykker til:**

- å delta i spørreundersøkelsen om språkangst
- å delta i oppfølgingsintervju om språkangst

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

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(Signert av prosjektdeltaker, dato)

## Appendix C: Interview Guide

# «ENGLISH ORAL LANGUAGE ANXIETY IN THE NORWEGIAN EFL SECONDARY CLASSROOM» - STUDENTINTERVJU

Hei, jeg heter Therese, og jeg er student ved Høgskolen i Østfold. Jeg gjennomfører dette intervjuet for å samle inn data til min mastergradsoppgave om språkangst blant norske elever på ungdomsskolen og i videregående.

Språkangst defineres som 'Bekymring og negative følelsesmessige reaksjoner som blir fremprovosert når man lærer eller bruker et fremmedspråk', og kan potensielt sett ødelegge mye for læringsutbyttet ditt i engelsktimene.

Språkangst kan innebære å føle seg urolig, stresset, bekymret, nervøs eller engstelig i forbindelse med å lære et nytt språk, som for eksempel engelsk som denne studien er laget for. Selv om denne angsten kan være knyttet til prøvesituasjoner eller å skrive, lese, lytte, eller alt annet man gjør i engelsktimen, viser forskning at det verste for mange er å snakke. Denne studien fokuserer derfor på dine opplevelser om å snakke engelsk i engelsktimene på skolen.

Spørsmålene i denne studien handler om ditt personlige forhold til å snakke engelsk i engelsktimene, så svar så godt du kan ut fra det du føler, og ikke tenk for mye på hva andre svarer, eller forventer seg at du skal svare. Om du føler deg truffet av spørsmålene i denne studien, og lurer på om du kanskje har språkangst: husk at språkangst ikke er deg, men noe du opplever. Angsten kan komme og gå, og bare komme frem i forbindelse med enkelte aktiviteter, og i enkelte perioder av livet. Å være klar over at du har språkangst er likevel viktig fordi da er det lettere å ta hensyn til deg selv, og lettere kommunisere dine behov til læreren din!

De fleste spørsmålene i dette intervjuet har du allerede svart på i forbindelse med en spørreundersøkelse på nett. Her får du muligheten til å utdype, kommentere og forklare tanker og følelser rundt det du har svart. Her er jeg veldig interessert i hva du tenker og føler rundt dette temaet, så det beste du kan gjøre er å svare nettopp det. Ikke svar det du tror jeg vil høre, men bruk deg selv. Da blir resultatene til studien best mulig!

Takk for at du deltar i studien min om språkangst, og lykke til!

# 1 . Bakgrunnsspørsmål: kryss av for det alternativet som passer for deg

1.1 Kjønn?

1.2 Klassetrinn?

## 2. Spørsmål fra Short Foreign Language Anxiety Scale (FLCAS)

**Svar så godt du kan på de neste spørsmålene om engelskfaget. Juster på skalaen i hvilken grad utsagnene passer for deg!**

**2.1 Selv om jeg er godt forberedt til engelsktimen føler jeg meg engstelig (gruer meg eller er bekymret)**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

**2.2 Jeg føler at de andre elevene i klassen snakker bedre engelsk enn meg**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

**2.3 Jeg kan kjenne hjertet mitt banke når læreren sier navnet mitt høyt i engelsktimen**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

**2.4 Jeg er ikke bekymret for å gjøre feil i engelsktimen**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

**2.5 Jeg føler meg trygg når jeg snakker i engelsktimen**

Dette stemmer:

1. = alltid



2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### **2.6 Jeg blir nervøs og forvirret når jeg snakker i engelsktimen**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

### **2.7 Jeg får panikk når jeg skal snakke uten å ha forberedt meg i engelsktimen**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

### **2.8 Jeg blir flau av å avgi svar frivillig i engelsktimene**

Dette stemmer:

1. = aldri
2. = sjelden
3. = noen ganger
4. = ofte
5. = alltid

## **3. Spørsmål fra Short-Form Foreign Language Enjoyment Scale (S-FLES):**

### **3.1 Svar på de følgende spørsmålene om engelsklæreren din**

#### **3.1.1 Læreren min oppmuntrer meg**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

#### **3.1.2 Læreren min er vennlig**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### **3.1.3 Læreren min støtter meg**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

## **3. 2 Svar på de følgende spørsmålene om ditt forhold til engelskfaget**

### **3.2.1.Jeg liker faget**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### **3.2.2 Jeg har lært interessante ting**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### **Jeg er stolt av det jeg har gjort og oppnådd**

3.2.3 Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

## **3.3 Svar på de følgende spørsmålene om engelskklassen din**

### **3.3.1Vi er en tett sammensveiset gjeng**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### **3.3.2 Vi ler ofte sammen**

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

### 3.3.3 Vi har felles og intern humor i klasserommet som alle deltar i og syntes er gøy.

Dette stemmer:

1. = alltid
2. = ofte
3. = noen ganger
4. = sjelden
5. = aldri

## 4. Fremmedspråkangst

### 4.1 Før i forbindelse med denne studien, har du hørt om følgende begrep:

Fremmedspråkangst (Foreign Language Anxiety), eller Xenoglossofobi (Xenoglossophobia)?

## 5. Åpne spørsmål:

5.1 Beskriv en situasjon eller hendelse i en engelsktime som du *virkelig likte*, og beskriv så godt du kan hvordan det følte.

5.2 Beskriv en situasjon eller hendelse i en engelsktime som fikk deg til å føle *sterkt ubehag*, og beskriv så godt du kan hvordan det følte.

## Appendix D: Transcription of Interview with Student A

I = Interviewer

SA = Student A

### **1. Selv om jeg er godt forberedt til engelsktimen føler jeg meg engstelig (gruer meg eller er bekymret :**

SA: Alltid. Fordi jeg føler at alle hører hva jeg sier og tenker over det som er feil. Liksom når jeg holder presentasjoner, da bruker jeg translate slik at jeg ikke får feil ord slik at ingen hører at jeg sier feil ord, og ingen ser på meg. Jeg vet ikke, jeg er bare alltid nervøs uansett hvor mye jeg forbereder meg, og jeg forbereder meg ganske mye.

I: Er det da spesielt før du skal ha presentasjon da eller er det generelt før alle engelsktimer?

SA: Det er uansett. Jeg bare er redd for å gjøre feil egentlig.

I: Så det er noe du tenker over når du ser på timeplanen at du skal ha engelsk neste time?

SA: Ja.

I: Ikke bare om du skal ha presentasjon, men generelt?

SA: Jeg lurer alltid på hva vi skal den engelsktimen. Jeg vet aldri om vi skal holde på med lesing eller om læreren vil spørre meg om noe.

I: Hadde de gjort en forskjell for deg om læreren din hadde sagt «ok, jeg skal aldri stille deg spørsmål i timen for jeg vet at du er klar for det, og jeg skal aldri tvinge deg til å snakke høyt i engelsktimen?»

SA: ja egentlig fordi da vet jeg når det kommer et spørsmål så slipper jeg å tenke på eller lure på når det kommer. Så ja det ville hjelpe.

I: Da får du en situasjon der du vet at den og den dagen, ja da skal jeg ha en presentasjon så da må jeg snakke engelsk, men ellers er jeg trygg og da vil jeg ikke bli spurt, tror du det hadde endret ditt forhold til engelskfaget?

SA: Ja, da hadde jeg kunne fokusert mer på spørsmålene, og ikke bare fokusert på at hjertet mitt banket skikkelig fort. Ellers er spørsmål veldig bra å få. men når jeg blir så nervøs som jeg blir er det ikke noe deilig å bli spurt. og da får jeg heller ikke fokusert på meg selv.

### **2. Jeg føler at de andre elevene i klassen snakker bedre engelsk enn meg**

SA: Alltid. Jeg tror ikke at det er sant sant, men 90% av de folkene som er der gjør det og de 10 prosentene som ikke gjør det har sikkert språkangst slik som meg. Så jeg føler ikke at jeg er noe god i engelsk, men det er sikkert fordi jeg er så nervøs for at alle er bedre enn meg. Hvis jeg hadde vært god i engelsk hadde jeg sikkert ikke vært så nervøs som jeg er.

I: Tror du at de andre i klassen dømmer deg om du sier noe er feil?

SA: Nei egentlig ikke, men det er jo det jeg tror da, når jeg sier det. Jeg blir jo flau dersom jeg sier noe feil som egentlig klart er noe annet og så sier jeg noe feil da føler jeg at de andre smiler litt og litt sånn.

I: Tror du at du stiller høye krav til deg selv?

SA: Ja jeg tror litt det men, jeg føler at jeg er så fjern når folk stiller meg spørsmål på engelsk fordi jeg hører ikke egentlig helt hva de sier og jeg prøver bare å fokusere på meg selv når de sier navnet mitt for eksempel. Og da får jeg liksom ikke helt egentlig tenkt hva jeg tror. Og så sier jeg et feil svar og da føler jeg alltid at de andre folkene kan det og smiler litt på grunn av at jeg ikke fikk tenkt meg om ordentlig.

I: Har du den samme følelsen i andre fag, for eksempel historie?

SA: Nei.

I: Så der kunne noen spurt deg hvilket som helst spørsmål og du hadde ikke følt det på samme måten?

SA: Nei, egentlig ikke.

I: Du trenger ikke svare på dette spørsmålet, men om du vil kan du gjøre det: har du gode karakterer i de fleste fag og i engelsk?

SA: Ja, det har jeg egentlig.

I: Ja, så jeg tenker at du kanskje stiller ganske høye krav til deg selv.

SA: Ja, det er sant, men jeg er egentlig bare redd for å få feil egentlig fordi jeg har egentlig ikke kontroll.

I: Ja, det er komplekst da å skulle snakke på engelsk. Fordi det er mange ting å huske på samtidig.

SA: Ja, og så har jeg ikke den flyten heller, så jeg må liksom tenke på ord jeg skal si, og samtidig tenke på svaret, og så blir jeg flau, så det blir liksom veldig mye på en gang.

### **3. Jeg kan kjenne hjertet mitt banke når læreren sier navnet mitt høyt i engelsktimen**

SA: Alltid.

I: kan du forklare hva du føler på i denne sammenheng?

SA: jeg føler meg innskrunpet, og du blir veldig varm, og hjertet begynner å dunke, og du merker at folk begynner og ser på deg, venninnene dine begynner å se på deg og tenke «oi nå skal hun svare», og jeg merker at jeg blir veldig anspent, og jeg blir veldig flau, og jeg begynner å si sånn «eeeh», og når jeg åpner munnen min da snur guttene også seg, og da blir jeg sånn «ååååh kan folk ikke se på meg». Og jeg føler at hver gang jeg skal snakke da skal alle snu seg. Men det er egentlig slik at jeg føler meg veldig sånn, ikke alene men, jeg vet ikke liksom, du bare er der liksom, du hører ikke hva folk sier, du bare føler at alle ser på deg, og at tiden går kjempesakte, og hvis jeg ikke svarer så blir det sånn kleint, for læreren også, det blir sånn, eeh, ja det blir ikke gøy.

I: Er det det samme om det er helt stille i klasserommet, eller om alle sitter og småprater litt enten i grupper eller par?

SA: Ja, da er det bedre om læreren stiller meg spørsmål fordi da har de andre et annet fokus. Så om læreren går litt inn i klasserommet og stiller meg i et spørsmål mens de andre holder på med andre ting da går det helt fint. Da kan jeg også bare tullet det litt til, jeg kan være litt meg selv. Ikke bare helt seriøs framfor alle mens alle har fokus på meg. Fordi da blir jeg veldig sånn sjenert.

I: Så gruppe og parsamtale er bedre?

SA: Ja, helt klart.

#### **4. Jeg er ikke bekymret for å gjøre feil i engelsktimen**

SA: Det er jeg bekymret for. Alltid. Spesielt høytlesning og å snakke generelt.

I: Er det er det samme om du sitter og prater i par med en annen elev?

SA: Nei, ikke så mye. Fordi da hører jeg at den andre også gjør feil, og så er det bare en person som hører og det er mer en samtale. Så da går det fint om jeg sier feil fordi hvis jeg sier feil så bare ler den andre personen og smiler og du vet at det ikke er noen big deal å gjøre feil. Så det går fint.

I: Har det noe å si hvem du er på gruppe eller par sammen med?

SA: Ja, det vil jeg si har noe å si. Om det er en god venninne, da er jeg litt mer meg selv, kan bruke litt flere ord jeg kanskje ellers ikke hadde turt å brukt. Men hvis det er en gutt jeg ikke helt er god venn med, blir jeg kanskje nervøs og sier mange feil.

I: Hva med når du har presentasjon fremfor klassen?

SA: Jeg blir veldig nervøs, men jeg er veldig forberedt så det hjelper veldig mye å være forberedt, men jeg er alltid nervøs, jeg bruker ikke å se på fjesene til folk, jeg bruker å finne meg et punkt som jeg ser på, det hjelper veldig mye, jeg holder alltid noe i armen min, det hjelper liksom å være forberedt, føler jeg. Det lærte jeg ganske tidlig. Å jobbe mye med presentasjoner fordi jeg ikke skal miste det helt, fordi vi så jeg mistet det hadde jeg ikke klart å komme inni det igjen heller.

#### **5. Jeg føler meg trygg når jeg snakker i engelsktimen**

SA: Sjelden.

I: Så det er av og til du føler deg litt trygg da?

SA: Ja, for eksempel i gruppe. Da føler jeg meg trygg egentlig, men og i par da føler jeg meg trygg, det er liksom bare i fellesskapet jeg blir veldig nervøs. Jeg føler meg jo trygg noen ganger.

I: Hva skal til for at du skal føle deg trygg i engelsktimen eller klasserommet hele tiden?

SA: Egentlig å vite at læreren ikke i stiller slike random spørsmål til meg. Ja, det er egentlig bare det, fordi det er det som gjør meg nervøs. Å ikke vite når tid det kommer, fordi som sagt så liker jeg å være veldig forberedt. Å hvis jeg ikke er det da klarer jeg ikke å fokusere og

tenke og det blir så mange ting i hodet mitt på en gang, og da sier jeg feil da, selv om jeg kanskje vet svaret.

I: Slik som jeg kjenner deg er du en person som liker å gjøre det bra, som liker å utvikle deg selv, så du fortsetter jo liksom å utfordre deg selv uansett hva, så du kommer jo til å kjøre på og gjøre ditt beste i alle situasjoner. Så det er jo klart at du har jo lyst til å holde presentasjoner fremfor klassen selv om det er |||en.

I: Så du tror ikke vi kunne lage et en bedre plan der vi tok det litt mer sånn trinnvis at OK nå først så leser du inn presentasjonen i powerpoint, så etterpå for en lærer, og etter det for en liten gruppe, og så er det endelige målet på en måte å holde en presentasjon fremfor hele klassen?

SA: Jo det tror jeg egentlig hadde blitt ganske bra, i hvert fall når jeg kan se det selv hva planen egentlig er, og ikke bare bli kastet ut til det før jeg er klar, men hvis jeg ser planen selv så kan jeg liksom forberede hodet mitt på at nå skal jeg ut på neste steg. så det tror jeg egentlig hadde vært ganske fint.

I: Så hvordan er det for deg i dag hvis du leser inn presentasjonen føler du på angst i den forbindelse?

SA: Nei, det går helt fint. da er jeg helt alene og kan ta det så mange ganger jeg vil og liksom det går fint.

I: Hvordan er det å spille av den framfor klassen da?

SA: egentlig så følte jeg at her hadde jeg gjort mitt beste, her får de se mitt beste, så jeg kan på en måte ikke bli noe flau liksom. He her må jeg være stolt over meg selv. jeg har brukt lang tid på det og jeg blir liksom ikke lei meg når jeg hører stemmen min på engelsk heller, det er jo selvfølgelig flaut, alle som gjorde det samme ble jo veldig flau, og ville helst ut på gangen mens klassen så presentasjonen, så jeg hang meg litt på det fordi alle var slik, men nei hvis jeg har gjort mitt beste så er det ikke så ille egentlig.

## **6. Jeg blir nervøs og forvirret når jeg snakker i engelsktimen**

SA: Ja, det blir jeg.

I: Er det uavhengig av at det er fremfor alle, eller om du er i par, eller i liten gruppe?

SA: I gruppe da blir jeg nervøs, men jeg blir ikke forvirret. Kanskje, nei det blir ikke jeg. Men jeg blir nervøs. Men jeg er også den personen som tar litt ansvar. Og det er ofte folk som ikke snakker så mye, og da prøver jeg å starte noe og det går jo fint, men jeg blir jo litt nervøs. Men når det er i hele fellesskapet da blir jeg nervøs og forvirra. fordi det er så mange tanker, mye på en gang.

## **7. Jeg får panikk når jeg skal snakke uten å ha forberedt meg i engelsktimen**

SA: Ja, det gjør jeg.

I: kan du forklare hvordan det føles?

SA: Om læreren spør meg et spørsmål under engelsktimen blir jeg litt sånn sint fordi jeg tenker «må du», og jeg tenker at du ser at jeg ikke vil, samtidig så forstår jeg det også selvfølgelig. så blir jeg litt lei meg også da på grunn av at jeg ikke føler at jeg kan yte mitt

beste eller jeg føler at jeg ikke klarer å fokusere på spørsmålet og det er egentlig ikke noe gøy å bli spurt fordi jeg er redd for at jeg ikke klarer å svare.

I: og du blir jo plassert i en ganske kinkig situasjon fordi hvis du ikke svarer...

SA: ja, det blir jo flaut - mens hvis jeg svarer og gjør feil så blir det også flaut bare ikke like flaut. da har jeg hvert fall prøvd. spesielt hvis det er et enkelt spørsmål, om det er et vanskelig spørsmål da er det greit, men om det er et enkelt spørsmål da er det flaut, spesielt om spørsmålet går til en annen person og de ikke klarer det da kan jeg tenke at oi ja jeg er jo ikke så dårlig, men om de klarer det så blir det flaut fordi da ser alle på meg og tenker «du klarte ikke det men han klarte det». så jeg føler at læreren heller burde forklare meg hva som var rett, og ikke sette det presset på andre, slik at jeg må vurdere meg selv ut fra hva de andre klarer.

I: Men, hvis du har blitt spurt et spørsmål i en samfunnsfagtime for eksempel som du ikke visste svaret på?

SA: Ehm, det går fint. fordi da har jeg ganske god kontroll føler jeg. Det er på Norsk så jeg kan bruke mine egne ord, jeg slipper å tenke på hva jeg skal si, om jeg vet svaret da kan jeg bare si svaret, og ja det går fint. Og hvis jeg ikke kan svaret, så er det sikkert ikke noen andre som kan svaret heller. tiden jeg har lest på tema. Men på engelsk da må jeg lese det så mange ganger og så må jeg huske det, men på Norsk kan jeg bare lese det en gang og da husker jeg det.

I: Men tror du du kan lage en strategi for det på engelsk og bare si «I don't know» om læreren spør deg om et spørsmål?

SA: Jeg svarer jo, men jeg tror læreren vil et tatt det som veldig useriøst egentlig om jeg svarer med at jeg ikke vet, da tenker han kanskje at du prøver ikke engang liksom. Jeg tror læreren heller vil ha et svar som er feil enn at jeg sier at jeg ikke vet. Jeg liker jo å prøve litt.

### **8. Jeg blir flau av å avgi svar frivillig i engelsktimene**

SA: Det har jeg aldri gjort. så jeg vet ikke helt, men jeg vet ikke det som er det er at hvis jeg gjør det så føler jeg at folk kommer til å bli sjokkert. Så jeg hadde sikkert blitt litt flau, men ja jeg hadde kommet til å bli skikkelig stolt. Så jeg tror at det ikke hadde vært så ille.

I: tror du at det er noe å trene deg på? eller, nå skal du kanskje ikke ha mer engelsk?

SA: nei, det skal jeg ikke.

### **9. Læreren min oppmuntrer meg**

I: Ja, jeg synes han er oppmuntrende. Han er veldig slik at han stiller mange spørsmål, vanskelige spørsmål, som det er mange som ikke vet svaret på, men så bruker han å forklare, han er veldig engasjert, og når noen svarer feil så liker han å snakke veldig mye rundt det og sånn. og han stiller ikke så ofte spørsmål til folk han liker egentlig bare å forklare veldig mye selv. Og jeg bare føler at hvis jeg sier feil så kommer han ikke til å se på meg og gjøre mye ut av det, han bare fortsetter som om at ingenting skjedd. og det liker jeg egentlig. Han hører egentlig ikke at jeg snakker en gang fordi han snakker selv hele tiden, så det er liksom, jeg føler at det går fint. Han oppmuntrer meg og er veldig snill.

### **10. Læreren min er vennlig**



SA: Ja. Det er han. Han dømmer meg ikke, når jeg gjør feil, og så er han veldig sånn snill. Når han går gjennom ting som jeg har skrevet og sånn så viser han veldig mye forståelse og prøver å skjønne hva jeg tenker.

### **11. Læreren min støtter meg**

SA: Ja, alltid. han viser dette gjennom vurderingen i en får, kanskje ikke så mye i klasserommet, men på vurderingene så får jeg mange gode tilbakemeldinger, og så er det selvfølgelig noen dårligere, men det er mest av det gode, og det liker jeg veldig godt fordi jeg føler liksom at han er med meg og vil gjøre meg bedre.

### **12. Jeg liker faget**

SA: Sjelden. Noen ganger så er det sikkert gøy i engelsktimene. Sånn når vi hadde den der hva heter det nå igjen, speed date? det er jo gøy. Men det er jo veldig sjeldent at vi har det. vi lærer jo som oftest nye ting og har presentasjoner og, snakking og sånn. Det er jo ikke gøy. Så nei jeg liker egentlig ikke engelsk.

I: så speed date det synes du var gøy?

SA: Ja det var gøy.

I: er det andre ting du har gjort i engelskfaget muntlig som du synes var gøy?

SA: Ja, i år hadde vi sånn debatt om idrett. Om sånn fotball og håndball og kjønn og lønn. Og da var jeg faktisk ganske engasjert, men det som var, var at vi snakket ikke så mye engelsk fordi det ble litt dradd ut av engelsken, men og så ble det litt tullete også, og da følte jeg at jeg ikke hadde så mye å si om jeg gjorde feil eller ikke, fordi ingen hører på feilene mine de hører bare på fakta eller innholdet, og det var veldig gøy egentlig, og jeg følte at jeg utfordret meg selv på en måte jeg kanskje ikke hadde gjort til vanlig fordi jeg ble så engasjert.

I: Hva med podcast da?

SA: det var annerledes enn det vi brukte, og det likte jeg egentlig. Det var helt greit det kunne vi kjøre gjennom mange ganger det var egentlig litt som å snakke i par i timen, så det gikk veldig bra. Det var gøy å gjøre det med noen. Men her også er det slik at det er lettere å gjøre det sammen med noen du er sikker på enn en person du ikke er så sikker på. Så det er best hvis du er trygg på en person.

### **13. Jeg har lært interessante ting**

SA: Ja, jeg føler jo at jeg har lært veldig mye, selv om jeg har mye fokus på meg selv at jeg blir nervøs og redd og sånn i forhold til språk, men jeg lærer jo ting, men jeg liker ikke alt det bak, jeg må alltid spørre folk i timen, hvordan jeg gjør det og alt det der. men når læreren tar det på tavla og alt blir forklart da bruker jeg å følge med, og når vi ser ting på video, men når vi begynner med gjennomgang i fellesskapet da tenker jeg egentlig bare på meg selv. Jeg klarer fint å ta til meg det som blir undervist på tavla, men når vi har diskusjon i klassen og jeg føler meg utrygg på om det kanskje kommer et spørsmål da tenker jeg ikke på hva læreren sier jeg tenker bare på meg selv, og er redd for at det plutselig kommer et spørsmål.

### **14. Jeg er stolt over det jeg har gjort og oppnådd**

SA: Ja, Det er jeg. det er egentlig bare fordi jeg har forberedt meg så mye som jeg har gjort egentlig. Det er mest av stolt over er at jeg klarer å holde presentasjoner fremfor folk, det er ganske bra synes jeg. man ser jo ikke at jeg er så nervøs når jeg presenterer, og ja det går egentlig fint.

I: Ja, det er helt sant. Du har komt kjempelangt og har god grunn til å være stolt!

### **15. Vi er en tett sammensveiset gjeng**

SA: Hem av og til? vi har en gjeng med fotballgutter som er sammen hele tiden, og så er det vi jentene, og vi er 2 og 2 og 2, vi er liksom ikke en gruppe, og så er vi veldig få jenter, så jeg føler at jeg er bare trygg med partneren min og det er alt. Guttegruppa er ikke noe betryggende, så nei. vi snakker sammen men, det er ikke ofte liksom. og vi går i klasse sammen, så jeg synes vi snakker veldig lite for å gå i samme klasse, så nei vi er ikke så veldig sammensveiset.

I: Føler du at det er trygt i klasserommet?

SA: Jeg føler ikke at de kommer til å le av meg liksom, men jeg føler at jeg er mye mer utrygg enn jeg var på ungdomsskolen. Men jeg tror og håper dette kommer til å bli bedre i løpet av videregående. Det har allerede blitt litt bedre. så når folk begynner å kjenne meg så går det ganske fint egentlig.

### **16. Vi ler ofte sammen**

SA: Ja, egentlig ja, vi ler jo. Vi ler alltid sammen.

### **17. Vi har felles og intern humor som alle deltar i og syntes er gøy.**

SA: Ja. Eller. Når det er noe morsomt, for eksempel læreren, da ler jo alle. men hvis det er noe morsomt i en gjeng, da er det jo ingen som får med seg det, så da er det jo ikke felles i klasserommet.

I: Men har dere i klassen noe som er felles for dere på samme måte som vi hadde enkelte ting som vi lo av på ungdomsskolen som vi hadde opplevd sammen som var vår humor som angikk oss alle?

SA: La meg tenke meg om, nei egentlig ikke. Vi har en spansklærer men det er egentlig ikke hele klassen. Men det er veldig gøy mellom oss, men nei det gjelder ikke hele klassen. nei jeg håper at det kommer seg litt, men nei vi har ikke noe felles humor i vår klasse.

### **18. Beskriv en situasjon eller hendelse i en engelsktime som du virkelig likte, og beskriv så godt du kan hvordan det følte.**

SA: det var jo den gangen vi holdt på med speed date, og debatten jeg var så engasjert i, det er jo slike ting som jeg liker veldig godt. når jeg føler meg trygg og, ja det er egentlig det. og da følte det ja da følte jeg meg glad, men ingen som egentlig brydde seg om hva jeg sa, og mange flirte, jeg føler liksom at når folk er engasjerte så tenker de ikke over feilene som du gjør, og om du gjør eller sier noe feil så blir det bare visket vekk, ja det er egentlig det.

### **19. Beskriv en situasjon eller hendelse i en engelsktime som fikk deg til å føle sterkt ubehag, og beskriv så godt du kan hvordan det følte.**

SA: Ja det var jo en hendelse da en lærer stilte meg et direkte spørsmål i en engelsktime og forventet seg at jeg skulle svare på engelsk. I tillegg så hadde vi en vikar i en periode som jeg følte meg veldig usikker på, han gjorde jo det sikkert aldri men jeg følte at han dømte meg om jeg gjorde feil og slikt. han snakket veldig høyt og hadde en veldig britisk uttale, og da følte jeg at, jeg ble nesten litt sånn redd, og jeg kjente han ikke heller, og han kom litt sånn brått på. og jeg husker jeg tenkte at kontaktlæreren hadde sagt fra at jeg ikke ville snakke i timen. han stilte meg aldri spørsmål, og det var jo bra, men jeg husker jeg tenkte på det, og at jeg sa det til en venninne, at jeg var redd for å få spørsmål spesielt fra han.

I: kan du beskrive for meg hvordan det føltes den gangen du satt i klasserommet og jeg spurte deg direkte kan du svare på dette spørsmålet her på engelsk?

SA: jeg blir rød, jeg blir veldig varm, jeg blir kjempeflau, alle ser på meg, det er bare jeg hører så vidt spørsmålet ditt, med en gang jeg hører navnet mitt så begynner jeg å bli fryst liksom, jeg klarer ikke å gjøre ting og jeg begynner å skjelve, når jeg ser på blyanten min merker jeg at jeg skaller bort, og jeg vil egentlig bare bort fra alt, jeg vil bare gjemme meg liksom.

I: nå når vi sitter og prater om det kjenner du det på kroppen nå?

SA: ja jeg blir litt sånn nervøs og blir litt sånn rød og uggen, men ja når jeg snakker om det så kjenner jeg det på kroppen. det er ikke noe som jeg bruker å snakke om egentlig. ingen har tatt det opp med meg ordentlig før.

I: føler du at det hjelper å snakke om det?

SA: ja, jeg føler at jeg får flektert litt da, rundt hva jeg tenker egentlig. Og jeg synes at jeg har kommet langt liksom egentlig. men jeg tror det er mange som har dette problemet egentlig, det jeg tror at det er mange som har en sånn liten, som ikke vil bli spurt, bare at det er forskjellig grad.

I: tror du det er forskjell på jenter og gutter?

SA: ja, det tror jeg egentlig. Guttene er mer sånn, jeg vet ikke de er litt dumme, de tenker ikke helt hele tiden, og de bryr seg ikke hva folk synes om dem, og det er liksom jenter vi har en bryr seg om dem, jeg tror det bryr seg om hva de andre guttene synes men ikke om hva jentene synes. og jentene de bryr seg om hva guttene synes og om hva jentene synes.

I: Men tror du guttene egentlig sitter og dømmer deg?

SA: Nei, jeg tror ikke de følger med en gang. Men jeg bare føler at de gjør det. jeg bare ja det gjør de tenker jeg. Når de andre har presentasjon da følger jeg ikke med, jeg tenker bare på når det er min tur, om du husker det så ville jeg alltid være først, fordi jeg likte å bli ferdig med det slik at jeg slipper å sitte der å grue meg til at det er min tur, men jeg kan følge med på de andre sine presentasjoner.

I: da er det ingen flere spørsmål har du noe å tilføye eller?

SA: Nei, det er egentlig bare det at når jeg vet at jeg ikke blir spurt et spørsmål i timen da klarer jeg å fokusere mer i timen, lære mer ikke minst, og så slipper jeg å bare tenke på meg selv hele tiden, og det er veldig deilig, og da slapper jeg å grue meg til hver eneste engelsktime, så jeg tror egentlig at du kommer til å bli en mye bedre situasjon så lenge jeg vet

at læreren ikke kommer til å stille meg spørsmål i timen. og jeg vet når det er presentasjoner og sånn så har jeg jo forberedt meg og da blir det noe annet.

I: Tror du det hadde vært annerledes om du følte deg helt trygg på alle elevene i klassen og på læreren, og at du gradvis trente på og utfordre deg selv med å snakke engelsk i timen?

SA: Ja, det tror jeg. det er jo det samme som når du øver på en prøve, når du lærer deg å finne din egen flyt og hvis jeg får fokusert på det som skjer i klasserommet og jeg vet at jeg kommer til å få spørsmål til slutt en eller noen gang i framtiden når jeg er klar for det, så hadde jeg hatt et annet mindset. eller kanskje jeg kunne trent på å få komme meg dit selv at jeg kunne rekke opp hånden frivillig med et svar. det hadde vært mestringfølelse det. ja at man kunne tatt steg for steg for først begynne med å lære seg å fokusere på en ting og så kanskje tørre å rekke opp hånda og komme med svar frivillig og da etter hvert lage en avtale med læreren om at det er greit å få spørsmål i timen, ett steg av gangen. det tror jeg hadde vært veldig bra. så lenge man starter med de tidlig for eksempel i åttendeklasse på ungdomsskolen, eller kanskje enda tidligere.

I: Føler du at nå for din del at det er bra for deg at du vet at du har språkangst? Tror du at du kommer til å bruke den informasjonen til noe?

SA: ja, jeg kan fortsatt velge å ha engelsk. men altså ja, når jeg tenker over det, at jeg har språkangst, da kan det være at jeg har lyst til å utfordre meg selv for å se hva jeg egentlig kan klare. nå føles det ut som om at dette er noe jeg har lyst til å mestre. Jeg er jo stolt over det jeg har gjort selvfølgelig er jeg det. Og da har jeg selvfølgelig lyst til å klare enda mer.

I: tar du andre språkfag?

SA: Ja, jeg tar spansk nå.

I: er det det samme der?

SA: eeh nei. jeg er ganske god i spansk, så da går det fint. Men jeg var jo engasjert med en gang, fordi jeg visste at jeg var dårlig i engelsk så når jeg begynte med spansk i åttendeklasse da visste jeg at jeg skulle starte fra begynnelsen av så da jobbet jeg veldig hardt. Fordi på barneskolen så jobbet jeg ikke så mye med engelsk, og jeg angret veldig på det i etterkant. Så på ungdomsskolen så startet jeg veldig tidlig med spansk brukte du Dulingo veldig mye, samarbeidet med en venninne, ja altså, jeg tok tak i det med en gang da. For ikke å komme bakpå. Så jeg er egentlig ganske god i spansk.

## Appendix E: Transcription of Interview with Student B

I = Interviewer

SB = Student B

### **1. Selv om jeg er godt forberedt til engelsktimen føler jeg meg engstelig (gruer meg eller er bekymret :**

SB: nei jeg føler meg ikke engstelig, når jeg er godt forberedt. Når jeg ikke er godt forberedt kan jeg bli litt nervøs. Nå føler jeg meg god nok i Norsk til at jeg kan ta ting litt på sparket i timene, for eksempel når jeg har presentasjon eller lignende, men i engelsk, jeg er litt dårligere i engelsk og da må jeg nesten forberede meg litt For å føle meg trygg. Om jeg har ikke forbereder meg i det hele tatt vet jeg ikke hva jeg snakker om og da kjenner jeg litt på det. Jeg må på en måte ha litt peiling på hva jeg snakker om. Det er spesielt vanskelig om jeg må holde en presentasjon som jeg ikke har laget på forhånd. Om jeg har laget den presentasjonen som ikke er helt ferdig, da går det egentlig helt greit å presentere, men jeg vil sikkert kjenne litt på angst eller være litt nervøs, kanskje jeg rødmer litt og blir litt flau, men jeg klarer jo fortsatt å si alt det jeg har tenkt til å si, jeg blir liksom ikke så flau at jeg glemmer alt. Så ja jeg blir litt flau av og til men ikke om jeg er godt forberedt. i tillegg kan jeg bli litt flau om jeg sier ord feil, da blir man litt sånn flau da også. Men bare litt. Men om jeg gjør feil så bare fortsetter jeg å prate som om ingenting har skjedd. og så hjelper det om jeg får klassen til å le da slutter jeg å være flau med en gang det er på en måte det som er målet du må få klassen til å le og da går det helt fint.

I: aha ja hvordan er det dette fungerer for deg da?

SB: Alltid når man blir flau må man bare snur det om til tull og da bare slutter jeg å være flau, når jeg ser at folk ler av det så så går det bare helt fint liksom.

I: Er du ofte godt forberedt til engelsktimene?

SB: Nei det er egentlig oftere at jeg ikke er godt forberedt enn at jeg er godt forberedt.

### **2. Jeg føler at de andre elevene i klassen snakker bedre engelsk enn meg**

SB: ja det tror jeg det tror jeg er de fleste gjør. Ja jeg er ganske sikker på at de aller fleste snakker bedre engelsk enn det jeg gjør. Jeg tror dette er fordi jeg kommer fra et annet land der det ikke er like mye fokus på engelsk som her i Norge. Her i Norge virker det bare som om at alle kan engelsk godt fra før. At alle bare lærer seg engelsk skikkelig godt på barneskolen. Jeg har heller ikke heller ikke spilt like mange slike spill der du må prate med engelske folk på nett. Så det eneste jeg lærte meg av engelsk det var på skolen og det var ikke så mye. Så jeg føler at jeg skjønner engelsk til en viss grad og jeg kan prate liksom men, jeg har ikke akkurat så godt vokabular. De andre er vel bedre.

### **3. Jeg kan kjenne hjertet mitt banke når læreren sier navnet mitt høyt i engelsktimen**

SB: Nei. Eller kanskje hvis jeg satt og pratet med noen eller gjorde noe annet. Så på Netflix eller holdt på med telefonen min. Ikke fulgte med. men ikke egentlig så mye da heller.

#### **4. Jeg er ikke bekymret for å gjøre feil i engelsktimen**

SB: Nei ikke egentlig. Jeg kan bli litt nervøs når jeg sier noe feil, spesielt når det er jeg som står framfor klassen for å presentere noe og alt fokus er på meg, ja da kan jeg bli litt nervøs eller litt redd for å gjøre feil. Men ellers går det helt fint å gjøre feil.

I: hva med når du sitter og samarbeider i par eller små grupper med andre elever i klassen?

SB: Ja det går egentlig helt fint, men spør litt hvem du er på gruppe som en også da. Hvis det er en god venn og vi kan sitte og tulle sammen, da går det helt fint. Men om det er noen jeg ikke snakker med så mye i klassen, da kan det bli litt sånn vanskelig å drive samtalen videre og sånn. Og da kan jeg syntes det er litt ekkelt å gjøre feil. alt i alt er jeg ikke spesielt bekymret for å gjøre feil.

I: Tror du det er viktig å gjøre feil når du skal lære deg et nytt språk?

SB: Ja det tror jeg. Ja det er ganske viktig. Jeg tror egentlig ikke det går an å lære et nytt språk uten å gjøre feil.

I: Hvorfor Tror du folk er så redd for å gjøre feil?

SB: Folk er kanskje redd for å bli dømt for å ha gjort noe feil. av enten den du snakker med eller læreren. De er kanskje redd for å bli misforstått. Når jeg skulle lære meg Norsk da gjorde jeg masse feil. Jeg husker at jeg ikke kunne si grønn, og når jeg var i dusjen så brukte jeg å sitte der og si grønn, grønn, grønn, grønn, helt til jeg klarte å si grønn skikkelig. og jeg husker at til å begynne med når jeg så grønn så trodde jeg at jeg sa det riktig men det var bare feil. Og jeg husker jeg lærte meg Norsk fordi jeg prøvde å snakke engelsk, og sakte men sikkert byttet jeg ut det engelske med det norske, helt til jeg lærte meg bedre Norsk enn engelsk.

#### **5. Jeg føler meg trygg når jeg snakker i engelsktimen**

SB: Alt i alt så føler jeg meg ganske trygg.

#### **6. Jeg blir nervøs og forvirret når jeg snakker i engelsktimen**

SB: Nei, ikke så ofte. det kan vel skje om jeg ikke har fulgt med i timen og læreren henvender seg til meg med et spørsmål, bra kan jeg bli litt nervøs og forvirret. Eller om jeg har misforstått helt hva læreren har spurt meg om, og så begynner jeg å prate og svaret på det spørsmålet jeg trodde jeg hørte, og så innser jeg at jeg har begynt å svare på feil spørsmål. jeg er jo ikke så god i engelsk, men jeg har jo blitt bedre. jeg skjønner kanskje ikke alle ordene læreren sier men jeg klarer jo å lese meningen ut av konteksten. men før kunne jeg ta fullstendig feil om hva læreren pratet om.

#### **7. Jeg får panikk når jeg skal snakke uten å ha forberedt meg i engelsktimen**

SB: Nei, det får jeg ikke.

#### **8. Jeg blir flau av å avgi svar frivillig i engelsktimene**

SB: Nei, hvert fall ikke når jeg avgir svar frivillig. Da er det jo jeg som vil prate og da har jeg jo faktisk fulgt med. Og da gjør jeg det mest sannsynlig vis fordi det er lenge siden jeg har sagt noe så jeg føler at jeg må si noe. og hvis jeg sa noe riktig så ble jeg skikkelig stolt og følte at ingen andre visste dette svaret, men jeg visste det altså følte jeg meg skikkelig bra med meg selv.

## **9. Læreren min oppmuntrer meg**

SB: Ja, hvert fall læreren jeg hadde på ungdomsskolen. Hun var veldig flink til å oppmuntre meg. der er den jeg hadde på videregående hun bare var der liksom. Hun gjorde ikke så veldig mye bra for oss. men hun jeg hadde på ungdomsskolen hun var veldig bra. hun stilte veldig mange oppfølgingsspørsmål slik at hun skulle prøve å forstå hva jeg mente selv om jeg sa feil. og om hun ikke skjønnte alt så fortsatt vi nå spurte spørre spørsmål og fikk det til å være bedre for oss. hun brukte et enkelt språk slik at de skulle forstå hva hun sa å kunne slå over på Norsk om det var nødvendig.

## **10. Læreren min er vennlig**

SB: Ja. Læreren jeg hadde på ungdomsskolen smilte og var glad og pratet til meg ikke bare til hele klassen men kunne komme bort og prate direkte til meg.

## **11. Læreren min støtter meg**

SB: Ja det føler jeg. læreren jeg hadde på ungdomsskolen hjalp meg mye med ting når jeg stod fast. når jeg har dratt ut og blir sittende og se på Netflix istedenfor å gjøre det jeg skulle kunne lære den komme bort og hjelpe meg med å finne motivasjon ,og fortsette å jobbe, og veilede meg mye om hva jeg skulle skrive om. Jeg kunne virkelig stole på henne.

## **12. Jeg liker faget**

SB: Jeg tror det er slik at når du ikke er så flink til noe så liker du det heller ikke så godt. Så jeg prøver vel egentlig å gjøre så lite som mulig i engelsk. Jeg har jo fått 3 hele livet mitt i engelsk. men så har jeg ikke gjort så veldig mye mer enn akkurat det jeg må heller. jeg kan jo egentlig bare engelsk sånn akkurat helt ok og det er bra nok for meg. men jeg tror at etter hvert om jeg må nødt til å jobbe med noen som snakker engelsk så kommer jeg til å bli mye bedre i det uansett.

## **13. Jeg har lært interessante ting**

SB: Jeg må jo ha lært noen interessante ting, men jeg husker ingenting nå.

## **14. Jeg er stolt over det jeg har gjort og oppnådd**

SB: Ja, litt. midt på treet kanskje. Er i hvert fall ikke lei meg.

## **15. Vi er en tett sammensveiset gjeng**

SB: Ja. både på ungdomsskolen og på videregående har klassene mine vært en sammensveiset gjeng. alle kan prate sammen og kommer godt overens.

I: tror du dette er viktig for at du skal føle deg så trygg som du gjør på å snakke i timen?

SB: Ja det tror jeg garantert. hadde jeg ikke følt meg så trygg på dem i klassen hadde jeg kanskje kjent mye mer på hjertebank og angst enn det jeg har gjort. om jeg prøvde å få klassen min til å le og ingen leddet da hadde jeg blitt kjempeflau.

## **16. Vi ler ofte sammen**

SB: ja, ganske ofte. omtrent hele klassen det er sikkert noen som ikke får med seg hva vi ler av men jeg vil si at stort sett alle er med på det jamne.

### **17. Vi har felles og intern humor som alle deltar i og syntes er gøy.**

SA: Ja det tror jeg vi har og hadde, det er jo alltid noen elever som ikke henger med. Men jeg tror faktisk at de fleste varer med på ungdomsskolen. det har vært litt mindre av det på videregående... ja det er sånn med lærerne på videregående, jeg tror ikke de bryr seg så mye om den enkelte elev. de skal jo bare ha elevene i ett år, så jeg tror ikke de jobber så mye for å få en god relasjon til elevene sine som de gjør på ungdomsskolen. Men på ungdomsskolen var det som en stor familie liksom.

I: tror du dette har noe å si for at du skal føle deg trygg og...

SB: Ja, så jeg tror jeg! når du ikke føler deg trygg, og du ikke føler at du kan prate i klassen så blir det jo til og med i ei flau. når jeg ikke er med folk jeg liker og, ja da blir til og med jeg flau. så det at lærere og elever i klassen har god kontakt og kommunikasjon med hverandre det tror jeg hjelper mye. så både relasjon til læreren min og klasse miljøet tror jeg er veldig viktig for at jeg skal føle meg trygg og ikke bli flau. lærerne må jo liksom prøve å få samtalen til å fly. og hvis læreren retter på feilene som du gjør hele tiden, ja da tror jeg at jeg hadde blitt redd for å prate i klassen etter hvert. jeg tenker det er viktig å gi plass til å gjøre feil for elevene. Ikke rette på alle feil.

### **18. Beskriv en situasjon eller hendelse i en engelsktime som du virkelig likte, og beskriv så godt du kan hvordan det følte.**

SB: Jeg synes det er gøy når en elev leser en setning og så leser neste elev en setning og så fortsetter det sånn hele klassen, det synes jeg er gøy. det er kanskje ikke alle i klassen som ville vært enig med meg, men. Film er gøy. podcast var ikke så gøy det synes jeg var vanskelig fordi vi måtte prate mye, det var vanskelig. Presentasjoner kan være gøy å lage det spørs hva de er om. man må bare prøve å finne noe som elevene kanskje er interessert i. Da tror jeg det går bra. Debatt var gøy men det var vanskelig. Speed dating var litt gøy. Quizlet og Kahoot var kjempegøy. Film er gøy ja, men man lærer jo sikkert ikke så mye av å se på film...

Det aller gøyeste var når vi snakket oss vekk fra det faktiske temaet som vi skulle ha og bare snakket om alle mulige rare ting sammen med læreren og klassen og. så vi drømte oss vekk sammen og kom inn i en diskusjon der vi ja snakket uten mål og mening. når vi ikke bare kjørte på med fag men samtalen kunne ta veien dit samtalen ville dra.

### **19. Beskriv en situasjon eller hendelse i en engelsktime som fikk deg til å føle sterkt ubehag, og beskriv så godt du kan hvordan det følte.**

SB: Det vet jeg ikke. Det har jeg vel egentlig aldri opplevd...



## Appendix F: Short-form Foreign Language Classroom Anxiety Scale (S-FLCAS)

1. Even if I am well prepared for FL class, I feel anxious about it
2. I always feel that the other students speak the FL better than I do
3. I can feel my heart pounding when I'm going to be called on in FL class
4. I don't worry about making mistakes in FL class (reverse coded)
5. I feel confident when I speak in FL class (reverse coded)
6. I get nervous and confused when I am speaking in my FL class
7. I start to panic when I have to speak without preparation in FL class
8. It embarrasses me to volunteer answers in my FL class

(Botes et al., 2021b).

## Appendix G: Short-Form Foreign Language Enjoyment Scale (S-FLES):

In the foreign language class:

1. The teacher is encouraging
2. The teacher is friendly
3. The teacher is supportive
4. I enjoy it
5. I've learned interesting things
6. I am proud of my accomplishments
7. We form a tight group
8. We laugh a lot
9. We have common 'legends,' such as running jokes

(Botes et al., 2021a).

Note. Teacher appreciation subscale = Items 1,2, 3;

personal enjoyment subscale = Items 4, 5, 6; social enjoyment subscale = Items 7, 8, 9.